Strengthening *Santri*'s Literacy: Optimizing Meta AI to Foster Creative Writing of Islamic Short Stories at *Pesantren* Baitul Qur'an

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Abstract

This article focuses on strengthening *santri* (students) literacy by optimizing Meta AI technology to foster creativity in writing Islamic short stories at Baitul Qur'an Pontianak. The main argument presented is that integrating adaptive and personalized artificial intelligence can address the challenges of conventional learning models in *pesantren* (Islamic Boarding School), while simultaneously promoting motivation and higher-order thinking skills in line with the demands of the Society 5.0 era. This article is based on a Community Service Program (*Pengabdian kepada Masyarakat*) involving collaboration

between lecturers and post-graduate students of IAIN Pontianak, who directly implemented a learning intervention using Meta AI as a creative medium. The research employed a Participatory Action Research (PAR) approach, emphasizing active engagement and collective social transformation. The results of the community engagement program demonstrate that the utilization of Meta AI significantly enhances *santri*'s creativity, productivity, and digital literacy readiness, while reinforcing the spiritual values the *pesantren* uphold. The significance of this article lies in its contribution to the enrichment of technology-based community service discourse within the context of traditional Islamic education. Furthermore, it is a practical and theoretical reference for similar future initiatives.

Keywords: Meta AI, *Santri*'s Literacy, Writing Creativity, Islamic Education, Community Engagement

Artikel ini berfokus pada penguatan literasi santri melalui optimalisasi teknologi Meta AI dalam mendorong kreativitas menulis cerpen Islami di Pondok Pesantren Baitul Qur'an Pontianak. Argumentasi utama dalam tulisan ini adalah bahwa integrasi kecerdasan buatan yang adaptif dan personal mampu menjawab tantangan pembelajaran konvensional di pesantren, sekaligus menumbuhkan motivasi dan kemampuan berpikir tingkat tinggi yang sejalan dengan tuntutan era Society 5.0. Artikel ini lahir dari kegiatan Pengabdian kepada Masyarakat (PkM) yang melibatkan kolaborasi antara dosen dan mahasiswa Pascasarjana IAIN Pontianak, yang secara langsung melakukan intervensi pembelajaran dengan menggunakan Meta AI sebagai media kreatif. Metode penelitian menggunakan pendekatan Participation Action Research (PAR), yang menekankan keterlibatan aktif dan perubahan sosial bersama. Hasil pengabdian menunjukkan bahwa pemanfaatan Meta AI secara signifikan meningkatkan kreativitas, produktivitas, dan kesiapan literasi digital santri, sekaligus memperkuat nilai-nilai spiritual pesantren. Signifikansi artikel ini terletak pada kontribusinya dalam memperkaya kajian pengabdian masyarakat berbasis teknologi dalam konteks pendidikan Islam tradisional, sekaligus menjadi referensi praktis dan teoretis bagi program sejenis di masa depan.
Kata Kunci: *Meta AI, Literasi Santri, Kreativitas Menulis, Pendidikan Islam, Pengabdian kepada Masyarakat*

INTRODUCTION

In an era where digital technology is no longer merely a tool but has become a space that shapes human culture and collective intelligence, Islamic education stands at a critical crossroads (Bahri, 2022). The ideal expectation is that Islamic education should survive, evolve, and excel in responding to contemporary challenges (Guci et al., 2024; Johan et al., 2024; Ma'arif, 2016). Pesantren, as traditional institutions and centers for spiritual development, are ideally positioned to nurture a generation that is not only religious but also creative, critical, and adaptive to technological change (Fadli & Astuti Dwiningrum, 2021; Faizin, 2019).

In this context, writing Islamic short stories becomes a strategic literacy activity that instills spiritual values while sharpening language proficiency and critical thinking skills (Lismalinda et al., 2024; Ngatma'in et al., 2022). Therefore, using artificial intelligence tools such as Meta AI to support creative learning in pesantren is no longer merely an option, but a necessity that must be optimized to realize a dynamic and relevant model of Islamic education.

However, the prevailing social reality presents a different picture. At *Pesantren* Baitul Qur'an Pontianak, similar to many other *pesantren*, the motivation for writing, whether fiction or nonfiction, remains relatively low. Digital literacy activities, which should serve as a bridge for learning and creative expression, are hindered by limited access to and mastery of advanced technology and the persistence of one-directional and conventional teaching methods. Meanwhile, information and communication technology (ICT) has transformed learning into a faster, more open, and multidimensional process, as Evi Satispi and Taufiqurokhman noted in their study on Islamic education strategies in Indonesia's digital era. This condition calls for strategic intervention to bridge the gap between pesantren traditions and the demands of digitalization in the Society 5.0 era (Satispi & Taufiqurokhman, 2018).

Meta AI, developed by Meta Platforms Inc., enhances user experiences across Meta's platforms. This technology can assist users in various activities, including answering queries, retrieving information, generating creative ideas, producing content, and executing multiple other tasks (Nolasco & Dicuangco, 2025). Meta AI is accessible via Meta's website and social media platforms such as WhatsApp, Messenger, Facebook, and Instagram. With its diverse capabilities, Meta AI can inspire, guide, and provide personalized feedback while writing Islamic short stories, thereby fostering motivation that is often difficult to cultivate through conventional teaching methods.

The integration of Meta AI in this context should not be perceived merely as adopting new technology, but rather as a strategic incorporation that bridges modern scientific knowledge with the spiritual values of the *pesantren*. This perspective aligns with the thoughts of Fazlur Rahman, who advocated for the organic integration of religious and secular knowledge (Syaifudin, 2013). Thus, the optimization of Meta AI represents more than a technological innovation it signifies a transformative effort toward building a holistic and contextual Islamic educational epistemology.

Furthermore, in the era of Society 5.0, education is no longer limited to knowledge transfer; it serves as a space for character formation, creativity, and the cultivation of higher-order thinking skills (HOTS). This follows the findings of Sulastri Harun and Syamsul Bahri, who emphasized the importance of interactive, technology-based learning focused on developing soft skills (Bahri, 2022; Harun, 2021). Meta AI provides a medium that enables participatory, adaptive, and innovative learning processes within the *pesantren* setting. Therefore, investigating the optimization of Meta AI in fostering *santri's* motivation to write is relevant and urgent, given the challenges and opportunities facing contemporary Islamic education.

This issue is the central focus of the present article, which emerges from a community engagement initiative (*Pengabdian Pada Masyarakat*) organized by the Postgraduate Program of IAIN Pontianak, notably the Master's Program in Islamic Education. The initiative was inspired by direct observations at *Pesantren* Baitul Qur'an in Pontianak, revealing an urgent need to reform literacy instruction methods. The reform pertains explicitly to the use of advanced technologies as tools to support learning processes. The author and several post-graduate students conducted a training program on writing Islamic short stories, facilitated by Meta AI. The uniqueness of this community service activity lies in applying a relatively new AI technology within a *pesantren* environment to support creative writing. This initiative represents a practical innovation and opens a new avenue of inquiry for Islamic education, particularly in addressing the challenges and opportunities presented by the Society 5.0 era. This domain has thus far received limited academic attention. As such, this activity serves as a concrete

manifestation of academic responsibility: contributing meaningful, applicable solutions grounded in local needs while enriching contemporary Islamic education discourse.

Pesantren Baitul Qur'an Pontianak was selected as the social setting for this research for specific reasons. Culturally, the *pesantren* embodies a unique habitus, a system of mental structures and social practices that shape the *santri*'s individual and collective identities. However, the literacy habitus within most *pesantren* remains underdeveloped due to the dominance of memorization-based learning and oral traditions. Therefore, fostering motivation to write Islamic short stories is a strategic step to strengthen literacy practices and enhance the capacity of *studss* to master digital literacy and construct creative religious narratives. As research subjects, the *santri* provided rich qualitative data to explore both the potential and the challenges of integrating AI technologies within Islamic education in the era of Society 5.0, where a balance between traditional values and digital modernity is essential.

In recent years, Artificial Intelligence (AI) has played an increasingly critical role in transforming education, particularly in providing more personalized and adaptive learning experiences. Recent studies affirm that AI-enabled adaptive learning systems significantly enhance students' academic performance compared to traditional instructional methods. Wang et al., in their meta-analysis, found that such systems yield moderate to significant positive effects on student achievement (Wang et al., 2024). These findings align with those of Fontaine et al., who emphasized that AI-based adaptive learning environments effectively address individual student needs, fostering more effective and inclusive learning experiences (Fontaine et al., 2019).

Beyond personalization, AI integration fosters more dynamic collaboration between learners and technology. Yan et al. demonstrated that the successful implementation of generative AI in education depends on students' self-regulatory capacities. This suggests that, besides technological advancements, psychological factors and metacognitive skills are central to optimizing AI-assisted learning (Yan et al., 2024). Similarly, Sharma et al. established a link between AI-driven personalized learning pathways and increased student motivation and engagement, indicating that AI is a tool and a collaborative partner in the educational process (Sharma et al., 2023).

In the domains of literacy and creativity, the strategic role of AI is becoming increasingly evident. Khotimah and Mariono revealed that AI-based meta-learning strategies significantly enhance students' metacognitive abilities and creativity, skills that are essential for the development of Higher Order Thinking Skills (HOTS), particularly relevant in the context of Society 5.0 (Khotimah et al., 2024). Jin et al. further emphasized the importance of students' positive perceptions of AI in supporting autonomous learning, demonstrating that psychological receptivity is vital in designing effective AI-based educational interventions (Jin et al., 2023).

Moreover, the application of conversational AI agents such as ChatGPT is expanding across higher education, with the potential to enrich pedagogical strategies. Gamage et al. acknowledged concerns regarding academic integrity but also identified substantial opportunities for improving assessment processes through AI (Gamage et al., 2023). Likewise, Hartley et al. highlighted the role of generative AI in supporting pedagogical innovation and enhancing the development of more effective teaching materials. This signifies a paradigm shift in which AI is recognized as a passive tool and an active collaborator in the learning environment (Hartley et al., 2024).

Nevertheless, the integration of AI in education must be critically examined through ethical lenses. Mohamed (2024) identified risks related to data privacy and

student autonomy, particularly in AI-assisted language learning contexts. Ethical considerations must be embedded in developing and deploying AI technologies to ensure responsible use that prioritizes student well-being. This foundational principle is vital for fostering trust and maintaining human-centered values in educational contexts.

In the context of *pesantren*, digital literacy has emerged as an urgent educational imperative. As institutions that combine religious values with general knowledge, *pesantren* face unique challenges in integrating digital literacy into their curricula. Setiawan (2024) emphasized the importance of incorporating digital literacy and entrepreneurship to empower *santri* economically in the digital era. Similarly, Fadli and Dwiningrum (2021) argued that digital literacy is a prerequisite for improving the quality of *pesantren* education and maintaining institutional relevance within the modern educational landscape (Fadli & Dwiningrum, 2021).

Various approaches have been proposed to integrate digital literacy into *pesantren* environments. Umar and Kartikasari investigated how digital literacy reshapes *santri*'s understanding of Islamic teachings, creating richer and more contextualized learning experiences (Umar & Kartikasari, 2025). Setyaningsih et al. proposed a model of digital literacy implementation through e-learning tailored to the cultural and religious characteristics of *pesantren*, underlining the need for pedagogical methods that are culturally and theologically responsive (Setyaningsih et al., 2018). However, Saepurohman (2025) warned that resistance to change and entrenched traditional structures within *pesantren* remain significant obstacles to the widespread adoption of digital literacy (Saepurohman, 2025).

Teachers (ustadz and ustadzah) are central to digital literacy integration. Heryatun and Septiana (2023) stressed the necessity of active educator participation in digital literacy development, ensuring that technology is meaningfully embedded in pedagogical practices rather than merely serving as a technical tool. Darajat et al. further emphasized that providing digital training for educators must be a top priority to ensure the sustainability and effectiveness of digital literacy programs in *pesantren* (Darajat et al., 2022).

In addition to technical aspects, cultivating a strong culture of reading and literacy remains foundational for digital literacy development in *pesantren*. Khoiriyah and Ilmi (2023) highlighted the importance of multimodal reading programs in promoting healthy reading habits, thereby equipping *santri* to engage with digital content critically. Such an approach, which balances tradition and modernity, offers a viable model for bridging cultural gaps in *pesantren* education (Khoiriyah & Ilmi, 2023).

Overall, this literature review demonstrates that optimizing the use of Meta AI, a branch of AI technology focusing on learning and self-development, holds significant potential in fostering motivation for writing Islamic short stories within *pesantren* settings. By integrating personalized learning, enhancing creativity, and supporting digital literacy aligned with the cultural and religious context of *pesantren*, Meta AI can serve as a catalyst for creative learning that is responsive to the challenges and demands of the Society 5.0 era.

RESEARCH METHODOLOGY

This community service research employs the Participatory Action Research (PAR) approach, a collaborative method designed to develop solutions for real-world social issues while fostering collective social change (Cornish et al., 2023). This approach

is highly relevant to the community service objective of strengthening *santri*'s literacy skills at *Pesantren* Baitul Qur'an by optimizing Meta AI technology.

The community service team comprised one lecturer and five IAIN Pontianak Islamic Religious Education study program post-graduate students. Together, they identified the problem of suboptimal literacy development among *santri* in producing written works, particularly nonfiction such as Islamic short stories. Intensive discussions between the lecturer and post-graduate students led to a consensus on the necessity for an innovative and practical solution by utilizing Meta AI technology as a supportive tool in writing training.

The implementation of the community service was divided into three main stages:

1. Pre-Activity Stage: The initial phase involved direct observation at *Pesantren* Baitul Qur'an to identify existing literacy needs and understand the challenges faced by the *santri*. The observational data were then discussed collaboratively within the team to design an appropriate training program. This stage took place from May 19 to May 21, 2025.

2. Community Service Activity: The Islamic short story writing training assisted by Meta AI was conducted in person at the *Pesantren* Baitul Qur'an Pontianak auditorium on May 22, 2025, from 1:00 PM to 5:00 PM WIB. During the training, the lecturer and the *santri* actively applied AI technology as a creative medium in Islamic writing. This activity aimed to enhance the *santri*'s writing skills and motivate them to become more productive and confident in their literary endeavors.

3. Closing Activity: On May 23, 2025, from 8:00 AM to 11:00 AM WIB, at the same venue, a reflective session was held with all participants to review the training process and the outcomes. This evaluation was essential for measuring the impact of the activity and formulating follow-up recommendations for strengthening literacy in the *pesantren* context.

The entire series of activities was documented and qualitatively analyzed in descriptive narratives presented in this article. By employing the PAR method, which emphasizes direct involvement and active collaboration, this community service is expected to significantly contribute to developing the *santri's* literacy and utilizing Meta AI technology.

RESULT AND DISCUSSION
Strengthening *Santri*'s Literacy through Meta AI at *Pesantren* Baitul Qur'an

Pesantren Baitul Qur'an is an Islamic boarding school established in 2011 in Pontianak City. This *pesantren* emphasizes the reinforcement of Qur'anic memorization (*tahfizul Qur'an*) alongside formal education at the junior and senior high school levels (*SMP* and *SMA*). It provides a comfortable and flexible dormitory environment that accommodates parental visits. Located within a residential area, the *pesantren* fosters a home-like atmosphere for its *santri*, enhancing both comfort and learning productivity. The institution's vision to cultivate Muslim individuals proficient in Qur'anic memorization and embody commendable character forms a solid foundation for implementing its educational and community service activities.

Figure 1: Banner of the Islamic Short Story Writing Training Assisted by Meta AI at *Pesantren* Baitul Qur'an (Source: Author's Documentation, 2025)

The preliminary stage of this community engagement initiative commenced with a three-day direct observation, conducted from 19 to 21 May 2025, to identify the needs and challenges associated with enhancing *santri*'s literacy. The service team, comprising one lecturer and five post-graduate students from the Islamic Education Study Program at IAIN Pontianak, observed classroom learning processes and evaluated the *santri*'s writing abilities, particularly their competence in producing non-fiction texts such as Islamic short stories. The observations revealed that literacy in narrative writing remained suboptimal and required further encouragement through innovative pedagogical approaches and learning media.

Following the data collection phase, the team engaged in intensive discussions to design a training program tailored to the *santri*'s specific needs and the *pesantren*'s cultural characteristics. These deliberations highlighted the importance of introducing contemporary technologies, particularly Meta AI, as a support tool in the creative process of Islamic storytelling. The program was carefully designed to integrate spiritual, linguistic, and technological elements, inspiring and motivating *santri* to engage more actively in writing practices.

The Islamic short story writing training, facilitated by Meta AI, was conducted on 22 May 2025 in the main hall of *Pesantren* Baitul Qur'an. The event began at 1:00 PM local time with participant registration and an opening session attended by *pesantren* leaders, academic supervisors, and sponsor representatives. A warm and enthusiastic atmosphere was immediately felt, beginning with opening remarks and singing the Indonesian national anthem, marking a moment of collaborative synergy between academia and the *pesantren* community within a creative and inclusive educational space.

The student team led the training session, which had previously undergone comprehensive training on Meta AI and Islamic short story writing techniques. During their presentation, the facilitators outlined a step-by-step guide to utilizing Meta AI as a writing assistant, from idea generation and narrative development to language editing that adheres to Islamic ethical values. The *santri* participated actively, posing questions and experimenting firsthand with the technology to compose their Islamic-themed short stories.

In addition to the technical workshop, a panel discussion was held to foster knowledge exchange between participants, speakers, and *pesantren* leaders. This session addressed the critical importance of integrating digital technologies into traditional *pesantren* education to ensure its relevance in the digital era while safeguarding core

Islamic values. The *santri* were encouraged to view technology not as a replacement for teachers or classical texts (*kitab kuning*), but as a complementary and creative instrument that can significantly enrich their literacy and intellectual development.

The training activities extended beyond the technical aspects of writing and operating Meta AI, aiming also to instill a spirit of productivity and self-confidence among the *santri*. Participants were allowed to present their short pieces before their peers, receiving constructive feedback from lecturers and fellow post-graduate students. This approach fostered a dynamic and interactive learning environment.

Furthermore, through this training initiative, the community service team aspired to cultivate a sustainable writing community within the *pesantren*, where *santri* can support one another and collaboratively enhance their creativity using digital technologies. Many participants expressed that the activity broadened their perspectives on literacy within the *pesantren* context, which had traditionally focused more on classical Islamic texts (*kitab kuning*) and Qur'anic memorization.

Figure 2. Training Session on Writing Islamic Short Stories Assisted by Meta AI at *Pesantren* Baitul Qur'an (Source: Author's Documentation, 2025)

The following day, May 23, 2025, the closing session was conducted through a reflective and evaluative forum. All participants, including *santri*, lecturers, and post-graduate students, gathered again in the *pesantren* hall to discuss the training process and its outcomes. This reflection served as a crucial moment to assess the program's impact and formulate strategic steps for future literacy development in the *pesantren*.

The evaluation revealed that Meta AI successfully facilitated and stimulated the *santri*'s creativity in writing Islamic short stories. The participants became more open to technology and were able to integrate their religious knowledge with modern writing techniques. This signifies a substantial opportunity for *pesantren* institutions to become more adaptive in responding to the challenges of the digital Society 5.0 era.

Several follow-up recommendations were formulated, including conducting similar training programs regularly and promoting collaboration between *Pesantren* and academic institutions for literacy-based research and development. These measures are expected to reinforce a productive and contextually relevant literacy culture within *Pesantren* environments.

The experience gained from this community engagement initiative offers valuable insights into the importance of synergy between *pesantren* traditions and technological innovation. An approach that integrates Islamic values with digital tools has proven effective and aligned with the learning needs of contemporary *sisstude*. Moreover, this initiative has opened a new academic discourse that intersects Islamic education with advanced technological development.

This program also received positive recognition from Iqbal Muthahar, a member of the Pontianak City Regional House of Representatives (DPRD). (Opini.co, 2025; Suara Anak Kolong Media Team, 2025). All phases and outcomes of the community service were compiled into a descriptive narrative, portraying comprehensively the activity's stages, dynamics, and achievements. This documentation serves as a reflective tool and an inspirational resource for developing literacy in other *pesantren* with similar characteristics. Thus, this community engagement initiative transcends the boundaries of a mere writing workshop; it stands as a concrete manifestation of academic contribution in addressing local challenges through educational innovation. Hopefully, this spirit will flourish and inspire stakeholders in advancing literacy and creativity among *santri*.

Optimizing Meta AI for Strengthening Literacy and Creative Writing of Islamic Short Stories in *Pesantren* Baitul Qur'an

Implementing Meta AI-assisted Islamic short story writing training at *pesantren* Baitul Qur'an represents a strategic innovation, significantly enhancing *santri*'s literacy skills. This approach prioritizes the development of individual potential, positioning *santri* as the center of the learning process. It aligns with contemporary educational paradigms that redefine the role of teachers as facilitators and guides of learners' creativity. Within this framework, the aim of education extends beyond knowledge acquisition to holistic personal growth, ultimately leading to individual well-being and salvation.

Education is an integral part of the national education system. It serves as a vehicle for knowledge transmission, a means of building character, and a means of cultivating a dignified civilization. The training at *Pesantren* Baitul Qur'an reflects this broader goal, nurturing *santri* to become faithful, pious, and morally upright individuals while sharpening their creativity and independence. Consequently, the literacy developed through Meta AI is not solely an academic activity but an essential component of comprehensive character formation.

Meta AI, an emerging artificial intelligence technology, has demonstrated its potential in creating adaptive, personalized, and effective learning environments. Wang et al. (2024) found that AI-based adaptive learning systems significantly improve *santri*'s academic performance. In this training, Meta AI provided tailored stimuli that matched the *santri*'s individual needs, enabling them to write Islamic short stories more productively and creatively.

Moreover, Fontaine et al. (2019) emphasized that AI-driven adaptive learning supports the inclusive educational needs of diverse learners. In *pesantren*, where *santri* come from varying backgrounds and competencies, Meta AI facilitated differentiated learning experiences, optimizing individual potential and enhancing *santri*'s confidence in literacy development.

The integration of AI also fostered interactive collaboration between *santri* and technology. Yan et al. (2024) noted that the effectiveness of generative AI in education largely depends on students' self-regulation and metacognitive skills. Therefore, this

writing training introduced new technology and nurtured learners' metacognitive awareness and the ability to manage their creative processes independently and effectively.

Sharma et al. (2023) linked AI-supported personalized learning pathways with increased student motivation, a finding highly relevant to this context. Meta AI functioned as a passive aid and an active collaborative partner, encouraging *santri* to engage deeply in the writing process. This intrinsic motivation is pivotal in cultivating a sustainable literacy culture within *pesantren* environments.

Khotimah and Mariono (2024) argued that AI-based learning strategies enhance metacognitive abilities and *santri* creativity in developing Higher-Order Thinking Skills (HOTS). The Meta AI-assisted writing program at Baitul Qur'an Islamic Boarding School facilitated *santri*'s practice of analytical, synthetic, and evaluative thinking, all core pillars of HOTS, while reinforcing the Islamic values embedded in their education.

Santri's positive attitudes toward technology are another key factor in the effectiveness of AI integration in learning. Jin et al. (2023) demonstrated that favorable student perceptions of AI significantly influence its successful application in educational contexts. In this training, *santri*'s openness to utilizing Meta AI strengthened learning outcomes and facilitated smoother adaptation to emerging technologies.

Meta AI also aligns with the increasingly progressive pedagogical approaches in *pesantren*. Gamage et al. (2023) and Hartley et al. (2024) highlighted that generative AI can drive pedagogical innovation by supporting educators and learners in creating rich, effective educational content. At *pesantren* Baitul Qur'an, this presents an opportunity to broaden traditional learning methods without compromising the spiritual values that are the foundation of Islamic education.

Nonetheless, ethical considerations in AI usage must not be overlooked. Mohamed (2024) stressed the importance of safeguarding student privacy and autonomy to ensure responsible technology implementation. In this Islamic boarding school, the integration of Meta AI must remain grounded in moral and humanistic principles, making technology a blessing rather than a burden.

Digital literacy has become an urgent need within *pesantren*, as Setiawan (2024) and Fadli & Dwiningrum (2021) affirmed. The development of digital literacy is now an essential prerequisite for *pesantren* to remain relevant in the modern educational landscape. The Meta AI-integrated training directly addresses this need by harmonizing traditional Islamic learning with advanced technology.

A responsive learning approach tailored to the distinctive characteristics of *pesantren* is crucial. Umar & Kartikasari (2025) and Setyaningsih et al. (2018) recommended integrating digital literacy through methods that are contextual and culturally aligned with the values of *pesantren*. The Meta AI-based writing training at Baitul Qur'an adopted this principle by maintaining Islamic values throughout the digital learning process.

Resistance to change, often found in traditional educational structures, is a challenge that must be acknowledged (Saepurohman, 2025). However, this training demonstrated that through the active involvement of *ustadz* and *santri*, along with communicative approaches, digital literacy transformation can be embraced and developed as a productive new culture.

Teachers' roles as digital literacy agents are instrumental in the success of such programs. Heryatun & Septiana (2023) and Darajat et al. (2022) emphasized the importance of specialized training for educators to integrate technology effectively into

teaching practices. At *Pesantren* Baitul Qur'an, enhancing educator capacity is a fundamental prerequisite for optimizing Meta AI in strengthening *santri*'s literacy.

Overall, the impact of Meta AI-assisted Islamic short story writing training at Baitul Qur'an encompasses reinforcing creativity, increasing motivation, and preparing *santri* to meet the challenges of the digital Society 5.0 era. This initiative illustrates how Islamic education can remain adaptive and progressive, sustainably realizing a holistic learning process that integrates spiritual values with modern technology.

CONCLUSION

The training on writing Islamic short stories assisted by Meta AI at Pondok *Pesantren* Baitul Qur'an, as elaborated in this article, constitutes a tangible outcome of the Community Service (*Pengabdian kepada Masyarakat)* program organized by the faculty and postgraduate students of IAIN Pontianak. Through this initiative, the optimization of Meta AI technology has significantly enhanced the literacy competencies of *santri*, fostering their creativity and cultivating motivation that has previously been suboptimal within the traditional learning environment of *pesantren*. This activity demonstrates that technological interventions can be harmoniously integrated with the Islamic values that underpin *pesantren* education.

Findings from this community engagement project reveal that Meta AI facilitates technical aspects of writing Islamic short stories and cultivates higher-order thinking skills and digital literacy among *santri*, both essential in the context of Society 5.0. The training strengthened the *santri*'s mastery of the creative writing process while reinforcing spiritual values and Islamic character education, foundational to *pesantren* learning. In this regard, the program actualized a holistic educational model that integrates cutting-edge technology with traditional Islamic educational practices.

Furthermore, the success of this initiative critically depends on the active involvement of teachers and *ustadz* as agents of digital literacy transformation within the *pesantren*. Strengthening the capacity of educators is a necessary prerequisite to ensure that the integration of Meta AI occurs meaningfully and sustainably, without displacing traditional values. The synergy between technological innovation and *pesantren* traditions thus establishes an adaptive and progressive model of Islamic education that remains rooted in spiritual values.

This article holds considerable significance within community service studies, as it directly connects field-based practice with theoretical and methodological advancements in Islamic education. Through the exposition of program implementation and critical reflection, this article serves as both a source of inspiration and a practical reference for similar initiatives that aim to bridge the challenges of digitalization with the local wisdom of *pesantren*. In doing so, this work reinforces the role of community engagement as a platform for developing innovative, applicable, and contextually relevant solutions for religious education stakeholders.

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