

RISK MANAGEMENT AND SUSTAINABILITY OF ISLAMIC BOARDING SCHOOLS: ANALYSIS OF EXTERNAL THREATS AND MITIGATION STRATEGIES IN A GLOBAL CONTEXT

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ABSTRACT

This study aims to analyze the external threats faced by Islamic boarding schools and formulate sustainable mitigation strategies through a risk management approach in a global context. The research method used a qualitative approach with a case study conducted at the Mukhtar Syafaat Islamic Boarding School in Blokagung, Banyuwangi. Data were collected through in-depth interviews, participatory observation, documentation, and audio analysis, then analyzed using Miles & Huberman's interactive model, which includes reduction, presentation, and conclusion drawing. Data validity was ensured through triangulation of sources, methods, and observers. The results of the study show that Islamic boarding schools face challenges in the form of national and international regulations, economic dependence on limited resources, and technological disruption. However, mitigation strategies based on Islamic values and collaboration with the government, the business world, and educational institutions are able to strengthen the resilience and sustainability of Islamic boarding schools. The contribution of this research is to offer an integrative, applicable value-based risk management model, while also providing practical recommendations for the development of Islamic education policies to be more adaptive and visionary.

Keywords: *Islamic boarding schools, risk management, sustainability*

A. Introduction

Pesantren are dual-function institutions, serving as centers of religious education and community empowerment. Today, pesantren face various external threats, ranging from globalization, competition from modern education, to digital technology disruption (Niswah et al., 2025; Susanto et al., 2024). This is problematic because the existence of Islamic boarding schools is highly dependent on their ability to adapt to external

changes without losing their religious identity. The phenomenon of the rise of technology-based public educational institutions that are more attractive to the younger generation means that Islamic boarding schools are required to adapt in order to remain relevant. Thus, Islamic boarding schools need to have a structured risk management strategy so that the sustainability of their social and educational functions is maintained in an increasingly competitive global situation (Rohmah & Husniyah, 2025).

The limited resources of Islamic boarding schools in dealing with external risks that often arise mean that they often have limited access to technology, funding, and global networks. This is relevant because without adequate resources, Islamic boarding schools find it difficult to develop effective mitigation strategies. According to previous research, many Islamic boarding schools in Indonesia still survive with traditional management models, making them vulnerable to economic crises, changes in government policy, and the penetration of global culture that erodes local values. Therefore, resource limitations require Islamic boarding schools to build collaborations with external parties, such as the government, donor agencies, and the global community, in order to maintain their institutional sustainability (Misbah, 2024; Pamungkas et al., 2024).

Pesantren not only face threats, but also have great opportunities in the global context. Pesantren can become an educational model that balances spiritual values with modern needs (Gozali et al., 2024; Lundeto et al., 2021). This is important because global society is now looking for educational models that emphasize not only cognitive aspects, but also character and morality. According to previous research, value-based educational institutions such as Islamic boarding schools tend to be more resilient in the face of social crises than general educational institutions because they have strong value systems and social networks. Value-based

mitigation strategies and global collaboration can be solutions to keep Islamic boarding schools relevant, adaptive, and sustainable in the face of external challenges (Dausat, 2024).

In the modern era, Islamic boarding schools face external threats in the form of cultural globalization, rapid technological developments, economic instability, and national and international education policies that can affect the sustainability of Islamic boarding schools. Without a targeted risk management system, Islamic boarding schools have the potential to experience difficulties in maintaining their existence, both in terms of management, finance, and education quality (Hijazi, 2025; M. Thoriq Aziz & M Rikza Chamami, 2025). This research is worthwhile because it provides a realistic picture of the threats faced by Islamic boarding schools, while also offering relevant mitigation strategies to ensure that Islamic boarding schools remain adaptive, independent, and sustainable in a global context. Thus, the results of this study are not only beneficial for Islamic boarding schools themselves, but also for the government and society in formulating more visionary Islamic education policies.

Recent research highlights a focus that not only discusses the sustainability of Islamic boarding schools from internal aspects, such as governance, finance, and education quality, but also emphasizes the analysis of external threats arising from the dynamics of globalization, digitalization, policy changes, and cross-border socio-economic challenges. Previous research has generally focused more on the role of Islamic boarding schools in educational transformation or community empowerment, without paying close attention to risk management aspects in a global context. The uniqueness of this research lies in its integrative approach, which combines a risk management perspective with applicable sustainability mitigation strategies, thereby contributing

both theoretically and practically to the development of Islamic boarding schools. Thus, this research not only strengthens the literature on Islamic education management but also offers innovative solutions to ensure that Islamic boarding schools remain relevant, resilient, and competitive in the face of global challenges.

B. Research Methodology

This research was conducted at the Mukhtar Syafaat Islamic Boarding School in Blokagung, Banyuwangi, Indonesia. This location was chosen because it is one of the Islamic boarding schools that has a significant influence in the field of Islamic education, while also facing real challenges related to the sustainability of the institution amid the tide of globalization. In addition, this pesantren has also experienced dynamics in management development, both in terms of education, economy, and social aspects, making it highly relevant as a research object related to risk management and mitigation strategies in a global context. The characteristics of the pesantren, which combine traditional and modern systems, further strengthen the reasons for choosing this location because it can provide a comprehensive picture of the various external threats faced.

The approach used in this study is qualitative with a case study type of research. The reason for choosing a qualitative approach is that this study seeks to deeply understand phenomena related to external threats and sustainability mitigation strategies for Islamic boarding schools that cannot be measured only by numbers but need to be described in a complete social context. The case study approach was chosen because this research focuses on a specific object, namely the Mukhtar Syafaat Islamic Boarding School, which is considered representative in describing how risk management and sustainability are carried out amid global challenges (Ilhami et al., 2024; Subagyo, 2023). Thus, this approach allows researchers to explore richer and

more detailed data.

The informants in this study consisted of boarding school caregivers, educational institution administrators, ustadz/ustadzah, senior students, and other related parties. The selection of informants was based on their involvement and knowledge in boarding school management as well as their direct experience in dealing with external threats. The following table contains the criteria for informants involved in this study:

Table 1. Research Informants.

No	Informant Criteria	Gender	Informant Code	Total
1	Caregiver of Mukhtar Syafaat Islamic Boarding School	Female	P1	1
2	Board of Pesantren Management	Female	D1	1
3	Head of Educational Institution (Principal of Madrasah/Aliyah/University)	Male	K1	1
4	Senior Female Teacher (Ustazah)	Female	U1	1
5	Senior Student (Santri)	Male	S1	1
6	Community Leader / External Stakeholder	Male / Female	M1	1
Total	—	—	—	6

Data collection techniques were carried out through in-depth interviews to obtain in-depth information, participant observation to directly observe the dynamics of pesantren management, documentation to collect written data such as archives and internal policies, and audio analysis to record and analyze relevant conversations and discussions. The collected data was analyzed using Miles and Huberman's interactive analysis model, which consists of three stages: data reduction, data presentation, and conclusion drawing/verification. This model was chosen because it allows for

simultaneous and continuous analysis throughout the research process, resulting in a deep and structured understanding. To maintain data validity, triangulation techniques were used, including source triangulation, method triangulation, and observer triangulation (Suyitno, 2018). Source triangulation was carried out by comparing information from various informants, method triangulation by combining interviews, observation, and documentation, while observer triangulation involved more than one researcher or expert in analyzing the data. Thus, the research results became more valid, reliable, and scientifically accountable.

C. Results And Discussion

Impact of National and International Regulations

Research on the impact of national and international regulations on Islamic boarding schools shows that there are complex dynamics in the management of Islamic educational institutions. The main point identified is that regulations established by the government, both at the national and international levels, often create pressure for Islamic boarding schools to adapt (Diana Handayani, 2022). The reason for this condition is that some education regulations are more oriented towards formal and administrative standards that are commonly applied in schools or universities, so they are not always in line with the unique characteristics of Islamic boarding schools, which emphasize Islamic values, traditions, and institutional independence. Evidence of this can be seen in the implementation of national curriculum standards that require Islamic boarding schools to conform to the formal education system, or in regulations related to accreditation and international cooperation that demand institutional quality in line with global standards. On the one hand, this provides opportunities for wider recognition, but on the other hand, it also has the potential to erode the uniqueness of Islamic boarding

schools if not managed wisely (Zibbat & Hariri, 2024). The conclusion from this social fact is that Islamic boarding schools need risk management that can bridge national and international regulations with the internal needs of Islamic boarding schools, so that the sustainability of the institution is maintained without losing its Islamic identity and local traditions (Hidayat & Sodik, 2023).

To reinforce the research findings on the impact of national and international regulations on Islamic boarding schools, the researchers conducted interviews with several parties directly involved in the management of Islamic boarding schools. As stated by Mrs. Hj. Mahmudah Ahmad, S.Sos.I., S.Pd.I., M.Pd.I., Caretaker of the Mukhtar Syafaat Islamic Boarding School, as follows:

“We understand that the government wants to equalize the quality of education in all institutions, including Islamic boarding schools. However, when the national curriculum must be fully adopted, there are parts of the tradition of teaching classical Islamic texts that have to be reduced in terms of hours. In fact, that is the spirit of Islamic boarding schools. So, we feel that there is tension between preserving tradition and complying with state regulations.” (P1)

Meanwhile, Durrotun Nisa, a member of the boarding school's management board, also stated:

“International accreditation and standards are indeed beneficial, as they enhance the recognition of Islamic boarding schools. However, the administrative process is quite burdensome, while our boarding school is accustomed to a simpler system. Ultimately, a significant amount of time is spent on reports and documentation, rather than on developing student learning.” (D1)

Interviews with pesantren leaders reveal serious challenges in implementing the national curriculum. General education regulations

require uniform learning standards across all institutions, including pesantren. However, this situation has resulted in a reduction in the teaching of classical Islamic texts, which have long been the core and distinctive feature of pesantren education. This statement highlights the tension between the need to meet state regulatory standards and the pesantren's commitment to preserving the tradition of classical Islamic scholarship (Musaddad, 2023; Selvia, 2024).

Meanwhile, interviews with pesantren heads reinforce findings regarding the administrative burden of national and international regulations. Accreditation and global standards do open up opportunities for broader formal recognition for pesantren, but the process is considered to be labor-intensive, time-consuming, and resource-intensive. This shifts the focus of pesantren management from developing student learning to administrative and technical matters (Mukhid et al., 2023). From these two pieces of data, it can be concluded that national and international regulations create a dilemma for Islamic boarding schools: on the one hand, they provide opportunities for greater legitimacy and recognition, but on the other hand, they create pressure to adapt, which has the potential to erode the essence of the Islamic boarding school tradition if not managed properly through contextual risk management strategies.

Economic Dependence on Limited Resources

The social reality is that many Islamic boarding schools still rely on community donations, charitable contributions, and student fees as the main sources of support for their operations. The reason for this situation is that most Islamic boarding schools, especially in rural areas, do not yet have independent productive business units and have limited access to alternative sources of funding (Empiris, 2024). This makes Islamic boarding schools highly vulnerable during economic crises, when

the community's ability to provide financial support also declines. Evidence of this can be found in a number of Islamic boarding schools in Indonesia that have experienced difficulties in financing basic needs such as teacher salaries, facility maintenance, and educational program development during the Covid-19 pandemic. Several research reports and field observations show that dependence on a single source of funding makes it difficult for Islamic boarding schools to innovate, especially in the areas of digitization and modern curriculum development (Pelealu et al., 2025). Dari fakta tersebut dapat ditarik kesimpulan bahwa pesantren perlu membangun sistem manajemen risiko berbasis diversifikasi ekonomi dan kemandirian finansial agar keberlanjutan lembaga dapat terjamin (Sutrisno et al., 2025). Diversifikasi ini bisa diwujudkan melalui pengembangan unit usaha pesantren, kerja sama dengan lembaga eksternal, maupun pengelolaan aset produktif yang berbasis pada nilai kemandirian pesantren.

Table 2. Social Facts and Description of Mentoring

No	Description of Social Facts	Mentoring / Strategic Guidance
1	The pesantren is still highly dependent on community donations and student fees to support its operations.	Guide the pesantren to design a long-term financial planning strategy rather than relying solely on traditional funding sources.
2	Most pesantren do not yet have independent, productive business units.	Provide training and assistance in developing pesantren entrepreneurship and managing business units based on local potential.
3	Limited access to alternative funding sources (grants, CSR programs, or partnerships).	Direct the pesantren to build networks with government institutions, private sectors, and international organizations to diversify funding sources.

No	Description of Social Facts	Mentoring / Strategic Guidance
4	Pesantren are highly vulnerable during economic crises, such as the Covid-19 pandemic.	Encourage the pesantren to establish an emergency fund and develop financial risk management plans.
5	Dependence on a single source of funding makes it difficult for pesantren to innovate, especially in digitalization and modern curriculum development.	Train pesantren to design a social entrepreneurship model that supports educational innovation without compromising traditional values.
6	Pesantren need to build a risk management system based on economic diversification and financial independence.	Provide mentoring on diversification strategies, such as managing productive assets, establishing pesantren cooperatives, and forming partnerships with local SMEs.

The table above shows that the economic dependence of Islamic boarding schools on limited resources poses a serious challenge to the sustainability of the institution. Strong dependence on community donations, infaq, and student fees puts Islamic boarding schools in a vulnerable position, especially when community support declines due to economic crises. Therefore, mentoring should be directed towards efforts to build financial independence through diversification of funding sources. Developing pesantren business units, collaborating with external institutions, and managing productive assets are strategic steps to reduce this dependence (Sutrisno et al., 2025). In addition, guidance on long-term financial planning, reserve fund schemes, and social business models will help Islamic boarding schools not only survive but also innovate in education, such as through digitization and curriculum modernization. Thus, Islamic boarding schools can maintain their identity as Islamic educational institutions while being able to adaptively face global economic dynamics.

Value-Based and Collaborative Mitigation Strategies

Islamic boarding schools have the unique strength to use Islamic values as the basis for risk mitigation, while also building collaborative networks with various parties. The mitigation strategies developed by Islamic boarding schools are not solely based on technical management, but rather emphasize the values of independence, simplicity, and togetherness that have long been the hallmarks of Islamic boarding schools (Alfari & Hidayat, 2023). This strategy is important because the external threats faced by Islamic boarding schools, whether from globalization, digitalization, or regulation, cannot be overcome alone without strengthening their value base and establishing strategic cooperation with the government, the business world, and other educational institutions. This can be seen in a number of Islamic boarding schools that have developed independent business units, established partnerships with universities to strengthen academics, and collaborated with local governments in community empowerment programs (Hidayat & Sodik, 2023). Therefore, value-based mitigation and collaboration strategies have proven to be effective in strengthening the resilience and sustainability of Islamic boarding schools in facing external threats, while maintaining their Islamic identity and independence amid the tide of globalization.

Figure 1. Value-based and collaborative mitigation strategies

Value and Collaboration Based Mitigation Strategies



Value Based

Emphasize the values of independence, simplicity, and togetherness



Collaboration

Build networks with government, business, and educational institutions

The image above represents the value-based and collaborative mitigation strategy of Islamic boarding schools in facing various external threats. On the first side, it shows that Islamic boarding schools use Islamic values such as independence, simplicity, and togetherness as the main foundation in managing risks. These values are not only an identity, but also a moral force that keeps Islamic boarding schools surviving amid changing times. Meanwhile, the second side emphasizes the importance of strategic collaboration with the government, the business world, and other educational institutions (Alfari & Hidayat, 2023). This illustrates that Islamic boarding schools cannot stand alone, but must build cooperation networks to be more adaptive and resilient. The combination of a strong value base and broad collaboration shows that Islamic boarding schools are able to maintain their Islamic identity while remaining open to external opportunities that can strengthen their

sustainability. Thus, this strategy not only protects Islamic boarding schools from risk but also strengthens their role as centers of Islamic education that are relevant in the era of globalization.

D. Conclusion

Based on the findings of this study, Islamic boarding schools currently face complex challenges arising from external threats. These threats include national and international regulations, dependence on limited economic resources, and the forces of globalization and technological disruption. Government regulations, although aimed at improving quality, often create dilemmas because they require adjustments that have the potential to erode pesantren traditions, such as the teaching of classical Islamic texts. In addition, economic dependence on community donations and student fees makes pesantren vulnerable to financial crises, thereby hindering innovation and modernization. These limitations make it difficult for pesantren to develop independent business units and access alternative funding. However, behind these challenges, pesantren have unique strengths in the form of values of independence, simplicity, and togetherness, which form the foundation for risk mitigation. This study concludes that value-based mitigation and collaboration strategies are key to the sustainability of Islamic boarding schools. By strengthening internal values and establishing strategic partnerships with the government, the business world, and other educational institutions, Islamic boarding schools can adaptively face external threats without losing their Islamic identity. This collaboration not only opens up access to broader resources, but also enables Islamic boarding schools to develop a balanced educational model that combines tradition with modern needs. Thus, Islamic boarding schools will not only

survive, but also be able to play a role as relevant and competitive centers of Islamic education in the global era.

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