

Analysis of the Santri-Friendly Pesantren Policy in Preventing Violence Cases at Pesantren Ar-Risalah Bantul

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ABSTRACT

This research aims to examine how the pesantren policies that are friendly toward students are implemented in efforts to prevent cases of violence at Pesantren Ar-Risalah Bantul. This research emerged because more and more people care about the protection of students' rights and because there are many cases of violence in Islamic boarding schools. Therefore, it is important to have educational policies that are safe, humane, and free from physical, verbal, or psychological violence. This research uses a qualitative approach with a case study method. Data were obtained thru interviews, observations, and recordings involving the head of the pesantren, caregivers, teachers, and students. Data analysis was conducted descriptively using the policy implementation model from Van Meter and Van Horn, as well as the model from Merilee S. Grindle, and the AGIL theory by Talcott Parsons. The research results show that the pesantren's policies supporting students are implemented by creating rules against violence, a system for reporting cases, 24-hour dormitory supervision, training for educators on child-friendly education, and strengthening character education based on Islamic values. Violence prevention is carried out by teaching peace, mentoring the students, disseminating information about anti-bullying, and actively involving the pesantren administrators. The policy has a positive impact on creating a safer, more comfortable, and supportive atmosphere in the pesantren, as well as reducing the likelihood of physical, verbal, and psychological violence. The limitation of this research is its focus on only one pesantren located in a developing area, where there are limitations in technology and digital monitoring systems. This research offers something new by combining policy implementation theory and educational sociology approaches to create a pesantren model that is friendly to students, humanistic, and sustainable.

I. INTROUCTION

The modernization of pesantren in Indonesia shows a significant transformation from traditional educational institutions to Islamic educational institutions that are more adaptable to social, technological, and national policy developments[1]. Pesantren now are not only places to study the yellow book and develop morals, but also educational institutions tasked with creating a safe, inclusive, and violence-free learning environment[2]. With the enactment of Law Number 18 of 2019 concerning Pesantren, the position of pesantren has become stronger within the national education system[3]. This law also encourages the need for more professional educational management and a focus on protecting the rights of students[4]. In recent years, there have been many cases of violence in pesantren, including physical, verbal, psychological violence, and bullying[5]. This condition has led to the emergence of the Santri-Friendly Pesantren concept, which aims to create an Islamic educational environment that respects humanitarian values,

protects children, and provides education free from violence[6]. This idea emphasizes the importance of anti-violence rules, humane supervision, safe reporting methods, and the strengthening of character education based on Islamic values[7]. Previous research has shown that the implementation of policies for student-friendly pesantren still faces various issues, such as the culture of seniority, lack of supervision, limited human resources, and an underperforming student protection system.

Bafaqih and Sa'adah emphasize the importance of operational standards for student protection and caregiver training in preventing violence[8]. Mahmudi and his colleagues (2024) found that the implementation of child-friendly pesantren policies is not yet uniform. This is due to the lack of socialization and the few mechanisms for evaluation[9]. Other research also shows that the presence of a hierarchical culture and norms of violence still pose a problem in creating a safe and comfortable pesantren environment for the students[10]. Unlike previous research, this study places greater emphasis on the implementation of student-friendly pesantren policies to prevent violence at Pesantren Ar-Risalah Bantul using a more comprehensive approach. This research combines the policy implementation model proposed by Van Meter and Van Horn, as well as the model from Merilee S. Grindle and the AGIL theory from Talcott Parsons, to understand the relationship between policy, pesantren culture, and social roles in preventing violence in the pesantren environment[11]. The aim of this research is to study how the pesantren policy that is friendly to students is implemented, analyze the steps taken to prevent violence, and understand the impact of the policy in creating a safe and comfortable pesantren environment at Pesantren Ar-Risalah Bantul. This research is expected to contribute to the development of Islamic education studies and student protection policies. In addition, this research also aims to provide practical suggestions for pesantren in creating an educational system that is humane, adaptable, and sustainable[12].

II. METHODS

This research uses a qualitative approach with a case study type of research[13]. This approach was chosen because the research focuses on the analysis of the implementation of the santri-friendly pesantren policy in preventing violence in a deep and contextual manner at Pesantren Harapan Ar-Risalah Bantul. The research location was selected because this pesantren is one of the modern pesantrens that integrates formal and diniyah education systems and has implemented the santri-friendly pesantren policy as part of efforts to create a safe and humane educational environment. The research was conducted in 2025 in the Pesantren Harapan Ar-Risalah Bantul, Special Region of Yogyakarta. The focus of the research is directed toward the implementation of the santri-friendly pesantren policy, mechanisms for preventing violence, and the impact of the policy on the behavior and social environment of the santri. This research uses the Van Meter and Van Horn policy

implementation perspective, the Merilee S. Grindle policy implementation model, and Talcott Parsons' AGIL theory to analyze the relationship between policy, pesantren culture, and the social system in violence prevention[14].The research data sources consist of primary and secondary data[15]. Primary data were obtained from the leaders of the pesantren, ustaz, dormitory administrators, violence prevention task force team, and students who were purposively selected based on their involvement in the implementation of the student-friendly pesantren policy. Meanwhile, secondary data were obtained from pesantren policy documents, student regulations, activity reports, student protection guidelines, scientific journals, books, and regulations related to student-friendly pesantren and child protection[16].

Data collection techniques were carried out thru observation, in-depth interviews, and documentation. Observation was conducted to directly see the activities of student guidance, the implementation of regulations, dormitory supervision patterns, and social interactions in the pesantren environment. In-depth interviews were conducted with key informants to obtain information regarding policy implementation, forms of violence prevention, obstacles, and the impact of the pesantren-friendly santri policy. Documentation is used to obtain written data in the form of pesantren regulations, student protection SOPs, activity reports, and other supporting documents. Data analysis was conducted descriptively qualitatively thru the stages of data reduction, data presentation, and conclusion drawing[17]. The data obtained from the field were systematically analyzed to find patterns of policy implementation, supporting and inhibiting factors, as well as their impact on violence prevention in pesantren. Data validity is obtained thru source triangulation techniques, method triangulation, and rechecking interview results with informants to ensure the data obtained is more accurate and reliable[18]. The focus of this research includes: (1) the implementation of the student-friendly pesantren policy at Pesantren Harapan Ar-Risalah Bantul, (2) the forms and mechanisms of violence prevention in the pesantren environment, and (3) the impact of the student-friendly pesantren policy on the creation of a safe, comfortable, and violence-free educational environment, both physically, verbally, and psychologically.[19].

III. RESULTS AND DISCUSSION

RESULTS

According to the research findings on the implementation of the Santri-Friendly Pesantren policy at Pondok Pesantren Harapan Ar-Risalah Bantul, it was found that discipline and violence prevention policies were implemented by strengthening regulations, surveillance systems, anti-violence education, and building a more humane pesantren culture. This policy was carried out in collaboration between the pesantren leaders, teachers, administrators, and santri to create a safe, comfortable, and violence-free educational environment[14].



Table 4.1 Policy Implementation at Ar-Risalah Bantul Islamic Boarding School

Policy Component	Implementation	Objective
Solid rules and anti-violence	Establishing and disseminating rules throughout all santri activities	Protecting santri
Victim protection task force	Receiving reports, protecting victims, and conducting in-depth investigations	Protecting victims
Supervision of the environment	Monitoring and supervising the boarding school environment 24 hours a day	Preventing violations
Islamic character education	Nurturing akhlak (morals), discipline, responsibility, and religious values	Building positive character
Peace education	Mediating conflicts, empathy education, and tolerance education	Building a peace culture

Table 4.2 Violence Prevention Strategies

Strategy	Activities/Programs	Impact
Anti-violence socialization	Seminars, training, campaigns	Increased awareness of the dangers of violence
Peace education	Values education, tolerance, and culture	Instilling peace values
Strengthening morals and empathy	Building akhlak and empathy	Improving positive behavior
Counseling and mediation	Counseling and conflict mediation	Resolving conflicts constructively
Intensive supervision	24-hour monitoring and supervision	Quick response to violations/violence



figure 4.2 violence prevention strategy at Ar-Risalah Bantul Islamic Boarding School

Table 4.3 Impacts of Policy Implementation at Ar-Risalah Bantul Islamic Boarding School

Aspect	Research Findings
Safety	Increasing the sense of safety and comfort
Risk of violence	Reduction in the potential for violence
Social relationships	Creating a harmonious, supportive, and caring environment
Respect	Santri are more respectful and kind
Boarding school culture	Strengthening Islamic values that are humane and peaceful
Protection of santri	Effective protection system and efficient handling

Fig. 4.3 Synthesis of Research Results Based on AGIL Theory

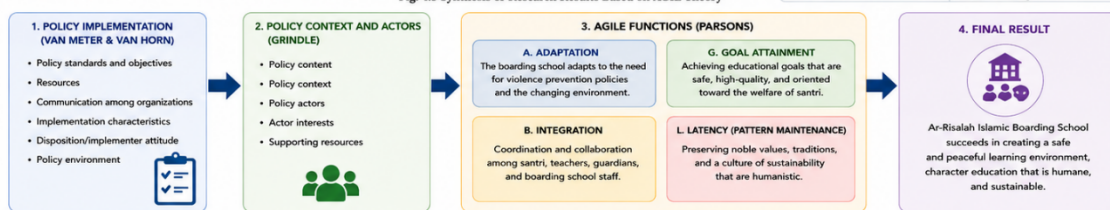


figure 4.3 synthesis of research results based on the implementation of policies and AGIL theory

Figure and Table 4.1 Model Implementation of the Santri-Friendly Pesantren Policy Figure and Table 4.2 Model Prevention of Violence Based on the Santri-Friendly Pesantren Figure and Table 4.3 Model Impact of the Santri-Friendly Pesantren Policy

DISCUSSION

The research results show that the implementation of the Santri-Friendly Pesantren policy at Pondok Pesantren Harapan Ar-Risalah Bantul is very important in preventing violence in the pesantren environment[20]. This policy not only serves as an official rule but also as a tool to create a more humane, educational culture that focuses on protecting the rights of the students. The disciplinary approach used now no longer focuses on physical punishment. On the contrary, it places more emphasis on character building thru restorative methods, conflict mediation, and the reinforcement of Islamic moral values[21]. The results of this study are in line with the research conducted by Bafaqih and Sa'adah (2022), which emphasizes the importance of having SOPs to protect students and training for caregivers to prevent violence. In addition, the results of this study also support the findings of Mahmudi and his colleagues (2024) that the effectiveness of child-friendly pesantren policies is influenced by how these policies are socialized, the capability of human resources, and the presence of continuous supervision. In the context of Pesantren Ar-Risalah Bantul, the presence of a task force that prevents violence and monitors the dormitories 24 hours a day is very important to strengthen the implementation of the policy.

According to the policy implementation theory by Van Meter and Van Horn, the success of a policy is influenced by communication among the implementers, the availability of resources, the attitudes of the implementers, and the state of the social environment[22]. This study shows that the dialogical and open culture of pesantren can enhance the effectiveness of disciplinary policies[23]. On the contrary, a culture of seniority and acceptance of violence can weaken the implementation of policies in the field. Therefore, the organizational culture of pesantren becomes an important factor influencing the success of programs to prevent violence[24]. The practical implications of this research indicate that pesantren should develop a disciplinary system based on peace education, enhance training for administrators on child protection, and provide safe and confidential reporting methods[25]. In addition, it is important for parents, the community, and the government to participate in creating a safe and sustainable educational environment in pesantren. This research has limitations because it only uses a case study approach in one pesantren, so the results are only applicable in that context and cannot be generalized. Subsequent research is recommended to conduct comparisons between pesantren to observe differences in the implementation of student-friendly pesantren policies in various regions.

IV. CONCLUSION

From the research results on the implementation of the santri-friendly pesantren policy at Pondok Pesantren Harapan Ar-Risalah Bantul, it can be concluded that this policy is very important for preventing violence and creating a safe, friendly educational atmosphere that supports the development of santri. The implementation of the policy is carried out by applying anti-violence rules, forming a violence prevention team, establishing a dormitory supervision system, providing anti-violence education, and using a restorative disciplinary approach that is more educational and focused on character building for santri. This policy shows that pesantren can transform into Islamic educational institutions that not only focus on religious knowledge but also protect children's rights and support the psychosocial well-being of students. The strength of this research lies in its integrated approach, combining the policy implementation theory from Van Meter and Van Horn, the Grindle model, and the AGIL theory from Talcott Parsons to analyze the student-friendly pesantren policy. This research also makes a significant contribution by reinforcing the concept of peace education as the primary means to prevent violence in the pesantren environment. In addition, this research provides a real understanding of the importance of cooperation between kiai, administrators, asatidz, students, and government support in creating a pesantren culture that supports students.

This research has limitations because it only uses a case study approach in one pesantren. Therefore, the results of this study are contextual and cannot yet be generally applied to all pesantren in Indonesia. Another limitation of this research is that its focus is solely on internal policies and efforts to prevent violence outside of legal channels, without detailing how legal handling of violence

cases occurring in pesantren is addressed. This research has many potential applications, especially as a basis for evaluation and recommendations for pesantren managers, the government, and other Islamic educational institutions in designing pesantren policies that support students. The policy model used at Pesantren Ar-Risalah Bantul could serve as an example for developing a safer, more inclusive, and sustainable pesantren education system. Additionally, future research is recommended to compare pesantren in various regions to gain a broader understanding of how effectively the student-friendly pesantren policies are implemented in Indonesia.

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