

KIAI'S VIEWS ON CHILD-FRIENDLY CARE IN PESANTREN (PHENOMENOLOGICAL STUDY IN MALANG DISTRICT)

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Abstract

This research aims to find out the views of the kiai or leaders of three Pesantrens in Malang Regency, namely Pesantren Wisata An-Nur 2 Al-Murtadlo Bululawang, Pondok Modern PP. Al-Rifa'ie Ketawang, and PP. Pesantren Rakyat Al-Amin Sumber Pucung, about child-friendly parenting. Kiai have a high influence on Pesantren's life, so exploring their views is important. The research method used is qualitative-descriptive with a phenomenological-hermeneutic approach. Data collection was carried out through deep interviews conducted several times with Kiai and Nyai. Data analysis uses a retrospective-evaluative model that describes the real implementation of child-friendly parenting policies using textural and structural description techniques and is developed in the form of a composite description that presents essential invariants regarding the views of the kiai. The research results show that the Kiai have a positive view of child-friendly parenting. They believe that child-friendly care is important to implement in Pesantrens because it can help children develop optimally, both physically, mentally, and socially. The findings of this research indicate that child-friendly parenting can be implemented in Pesantrens well. Kiai have an important role in realizing child-friendly care in Pesantrens through their views and actions.

Keywords: *Child Friendly Care, Pesantren, Kiai.*

INTRODUCTION

Pesantren has a long history in Indonesia (since the 10th century) and plays an important role in Islamic education (Abdurrahman, 2020). Apart from religious education, Pesantrens also play a role in raising children, where the kiai play a very strong role. Because kiai is one of the important components in Pesantrens - of the five components - which are recognized by law (UU Tentang Pesantren, 2019). Because kiai have a high level of cultural, social, political, and economic legitimacy, and are a reference for their students (santri). Kiai acts as a traditional authority who leads religious rituals and Pesantrens (Faisal et al., 2022), although democratic - transformative, even absolute and charismatic (Muttaqin, 2020).

The creative and dynamic views of Kiai encourage the growth of Pesantrens in various dimensions because they always try to adapt to government regulations. Kiai tend to be outside the control of the government bureaucracy. Kiai usually preserves old traditions and negotiates modernity. First, they build a network of intellectual and spiritual relationships. Second, they modernized education in Pesantrens and got involved in politics. They carry out this mechanism with different emphases (Asror Yusuf & Taufiq, 2020) and it can even be said that the success of kiai in realizing religious moderation is very dependent on their ability to maintain traditional authority in the long term (Faisal et al., 2022).

Regarding child-friendly care, in recent years there has been an awareness of this in Pesantrens. Especially after a series of cases involving individuals in the Pesantren environment in recent years. Muafiah et al. (2022) reported several cases that were revealed to the public in 2021-2022. These include sexual violence by Pesantren teachers in Bandung against 12 female students, harassment by Pesantren leaders in Ploso Jombang, and abuse of senior students which killed a student in Ponorogo. Cases of violence and harassment in Pesantrens and Islamic educational institutions were reported in the second highest number after universities in 2022.

The author's research relates to several cases reported on online news channels in 2023 and early 2024. These include: the rape of the Pesantren leader in Semarang against six female students (Kompas, 2023), sexual harassment of female students in Karanganyar (Indah Septiyaning Wardani et al., 2023), harassment of five female students while bathing in Mamuju (Hafis Hamdan, 2024), violence and harassment against dozens of Pesantren students in Serpong, South Tangerang (Hambali, 2023), the Pesantren owner's harassment of female students in Sukabumi (Syahdan Alamsyah, 2024), sexual harassment in Banjarbaru (Polres Banjarbaru, 2024), abuse of fellow students which killed one student in Mojo, Kediri (Raja Eben Lumbanrau, 2024), and finally harassment of female students towards juniors in Cilegon (Liputan6, 2024).

Globally, the International Center for Research on Women (ICRW) reports that around 30 % of adolescent girls aged 15 to 19 years experience emotional, sexual, or physical

violence. (Christina Juan, 2017). In Indonesia, the National Commission on Violence Against Women reported that in 2022, violence in educational institutions increased compared to 2021, namely 12 cases to 37 cases. The victim is usually younger and has a lower level of education than the perpetrator. Most victims were aged 18-24 years (42% of 3442 cases) (Komnas Perempuan, 2023a). Meanwhile, 8.6% of the perpetrators are actually people who should be protectors and role models, namely law enforcement officers, police, TNI, health workers, teachers, lecturers and even religious figures (Komnas Perempuan, 2023b). The cases that have been revealed do not reflect the actual number, because many other cases may have not been revealed or have been deliberately hidden (Muafiah et al., 2022).

In the context of child protection, the Indonesian nation has established a legal and regulatory framework since its inception. This can be seen from the anatomy of legislation starting from the 1945 Constitution in p 28B paragraph (2) which states that " Every child has the right to survival, growth and development and the right to protection from violence and discrimination" (Undang-Undang Dasar, 1945). Specifically, Law 23 of 2002 concerning child protection was passed, which was later amended in Law 35 of 2014, and Law 18 of 2019 concerning Pesantrens.

At the level of government regulations and ministries; ratified PPPA Ministerial Regulation 8 of 2014 concerning Child-Friendly School Policy, PP 44 of 2017 concerning implementation of child care, PMA 73 of 2022 concerning the prevention and handling of sexual violence in educational units. Decree of the Director General of Education 4836 of 2022 regarding guidelines for child-friendly Pesantren education, and finally Decree of the Director General of Education 1262 of 2024 concerning technical instructions for child-friendly parenting in Pesantrens, which was ratified on March 4, 2024. The Ministry of Religion has also carried out socialization regarding these technical guidelines on March 25-27 2024 (Kemenag, 2024).

However, not only the Pesantren community and the government, violence in Pesantrens needs to be prevented and handled jointly and in a structured manner. Starting from parents, family, Pesantrens, society, and government (Rohani Budi Prihatin, 2024). Even the public and international organizations, such as UNICEF, have participated in promoting this collective awareness movement (UNICEF Indonesia, 2023).

Referring to the studies and research that have been carried out regarding child-friendly parenting in Pesantrens, it seems that there are still observational-descriptive findings. For example, research Muafiah et al. (2022) describes the business of four Pesantrens in Ponorogo and Magetan with different typologies. The findings reveal that the efforts of the four Pesantrens are driven by Kiai, teachers (ustadz), and Santri by maximizing management functions, learning, and facilities. Almost similar to the findings Albert & Sesmiarni (2022) describing strategies for child-friendly Pesantrens, including team formation, program socialization, human resource development (teachers and staff),

building collaboration, meeting child-friendly Pesantren component indicators, monitoring, and evaluation.

In line with previous findings, the research Nurlaela et al. (2023) also describes strategies for dealing with violence in child-friendly Pesantrens. Likewise, descriptive findings Natsir & Zulmuqim (2023) from the CIPP model evaluation of the socialization and implementation of child-friendly Pesantren policies in 23 Pesantrens spread across 12 districts and cities in West Sumatra Province. Simpler than before, the writing Eviningrum (2023) is a report on community service in the form of counseling and socialization of child-friendly Pesantrens in Madiun Regency. Likewise, the reported service Anam et al. (2023) took the form of training and socialization at Mamba ' ul Ma'arif Denanyar, Jombang.

This article fills the gaps in previous research, by examining two important discussions that have not been researched at all. First, the author explores the kiai's views on child-friendly parenting in three Pesantrens with different typologies, Salaf (traditional) Pesantrens, modern Pesantrens, tourist Pesantrens and folk Pesantrens. This discussion is very urgent, considering that kiai are the main factor in Pesantren life. Second, the author confirms the kiai's views on legal regulations related to child-friendly care. These two discussions aim to formulate the Kiai's views with different Pesantren typologies regarding child-friendly care and their comparison with statutory regulations.

METHODS

This research uses a qualitative-descriptive type, a hermeneutic phenomenological approach with a focus on Kiai's views on child-friendly parenting (Creswell, 2016). The informants are three kiai who are leaders in three Pesantrens with different typologies, namely (as in table 1): (1) Mrs. Hj. Nurul Qomariyah at Al-Rifaie 1 Malang, East Java (modern Pesantren), (3) KH. Helmi at An-Nur 2 Al-Murtadlo Malang, East Java (Tourism Pesantren), and (4) KH. Abdullah Sam in Al-Amin Malang, East Java (people's Pesantren).

Table 1. Kiai informants in three Pesantrens

Informant's Name	Boarding school	Typology
Nyai Hj. Nurul Qomariyah	Al-Rifaie 1 Malang	Pondok Modern
KH. Helmi	An-Nur 2 Al-Murtadlo Malang	Pesantren Wisata
KH. Abdullah Sam	Al-Amin Malang	Pesantren Rakyat

Data mining was not extensive, but only used in-depth interviews (single interviews) or several interviews (multiple interviews) with the three kiai as informants. However – if necessary – it can involve observation and documentation. The discussion of findings is a retrospective-evaluative model policy analysis that describes the real implementation of child-friendly parenting policies (Aziz et al., 2020). For this purpose, researchers use textural and structural description techniques to examine important themes from Kiai's

views, and then build them in the context of appropriate legal regulations. In this stage, researchers can provide reflections on the views expressed. The results were then developed in the form of a composite description that presented the invariant essence of Kiai's views (Creswell, 2016).

RESULTS

KH. Helmi View

KH. Helmi, principal of PP. An-Nur 2 Al-Murtadlo, emphasized the importance of the government's role in preparing teaching staff and Pesantren administrators who are competent in classroom management, child psychology, guidance, and counseling. He believes that the government's child-friendly Pesantren program needs to be expanded throughout Indonesia to minimize the potential for bullying or violence in Pesantrens.

According to KH. Helmi, there are several important conditions for Pesantrens to be child-friendly. First, he believes that ideally elementary school-age children should still be with their parents and should only study at a Pesantren after graduating from elementary school. Second, he emphasized the importance of regular control and monitoring by caregivers to administrators, at least every day. Third, he emphasized that administrators must focus on nurturing the students and avoid discrimination by not accepting "gifts" from the students' guardians. Fourth, he views the importance of training and knowledge about good care for administrators, with at least mastery of management and other relevant knowledge. Fifth, he emphasized the need for Pesantrens to have guidance and counseling institutions.

KH. Helmi also emphasized that the government's technical guidelines are not enough to ensure that Pesantrens are child-friendly. Facilities and legality as a child-friendly Pesantren, according to him, are secondary factors. He emphasizes commitment and concrete action in implementing child-friendly parenting principles. He also encouraged Pesantrens to cooperate with the authorities and report crime incidents as an indicator of good faith in protecting children.

KH's view. Helmi provided an overview of the importance of collaboration between Pesantrens and the government in creating a safe, comfortable, and educative Pesantren environment for students. The government's active involvement in preparing qualified teaching staff and administrators, as well as support through child-friendly Pesantren programs, is expected to help Pesantrens in realizing child-friendly care that is conducive to children's growth and development.

KH. Abdulloh Sam View

KH. Abdulloh Sam, principal of PP. Pesantren Rakyat Al-Amin, has a comprehensive view of child-friendly care in Pesantrens. He emphasized the important role of Kiai and administrators in ensuring the safety and welfare of students. According to him, Kiai has

legal ties and moral responsibility for the care of students, as stated in the notarial deed of the Ministry of Law and Human Rights. Caregivers who care for children directly must also have certain boundaries to maintain privacy and protect children.

He believes that Pesantrens must provide adequate and quality facilities, even exceeding the "4 healthy 5 perfect" standards, but must be 8 healthy 10 perfect, because they are not only physically healthy but also spiritually healthy. KH. Abdulloh Sam also applies the principle of " *think globally, act locally* " in creating a child-friendly environment. He wants students to feel comfortable and at home in the Pesantren by providing various activities and complete facilities, without having to limit them with walls. He also encouraged interaction between Santri and the surrounding community to foster a sense of belonging and build synergy in caring for and educating Santri. Santri are involved in various community activities, such as agriculture, animal husbandry, and cooperatives, and are allowed to mingle with local residents.

Conflicts in Pesantrens cannot be avoided, but KH. Abdulloh Sam emphasized the importance of teaching students about conflict management. He believes that emotional intelligence (EQ) and spiritual intelligence (SQ) are as important as intellectual intelligence (IQ) in building students' mental resilience. KH. Abdulloh Sam emphasized that the rules in Pesantrens must be clear and firm, with fair consequences without physical or psychological harm. He wants to create a "happy Pesantren" where students feel at home with a loving touch from the Kiai and administrators, not only in terms of facilities but also in mental and spiritual development.

Nyai Hj. Nurul Qomariyah View

Based on an interview with Nyai Hj. Nurul Qomariyah, principal of PP. Pondok Modern Al-Rifa'ie 1, revealed three important elements in child-friendly care in the Pesantren environment. *First*, clear and consistent Pesantren rules. Clear and consistent rules are the main foundation for creating child-friendly care in Pesantrens. This rule must be understood and obeyed by all parties, including students, teachers, and administrators. *Second*, the role of administrators and Ustadz as substitute parents. Teachers and boarding school administrators play an important role as substitute parents for the students. Ideally, the ratio of administrators and ustadz to students is 1:7. This allows them to provide more personal attention and guidance to each student. And *third*, family culture and a comfortable environment. Building a family culture in Pesantrens, such as with smiles, greetings, and greetings, can create a warm and friendly atmosphere. Apart from that, a comfortable and conducive Pesantren environment is also an important factor in supporting child-friendly care.

Nyai Hj. Nurul Qomariyah emphasized that a comfortable environment does not mean pampering students. Rather, to build a conducive learning atmosphere and encourage them to develop optimally. It is hoped that the continuous application of these three elements can create a Pesantren environment that is child-friendly and conducive to the growth and development of the students.

DISCUSSION

Based on research findings, it was revealed that Kiai and Nyai in Pesantrens have a comprehensive view regarding child-friendly care in the Pesantren environment. This view focuses on three important aspects, as seen in Table 2. *First*, the elements that must be fulfilled in child-friendly care in Pesantrens. The Kiai and Nyai emphasized the importance of creating a safe, comfortable, and inclusive environment for the students. This includes providing adequate facilities and infrastructure, implementing clear and fair regulations, and building a culture of mutual respect and respect. *Second*, the mechanism for implementing child-friendly care in Pesantrens. Kiai and Nyai view child-friendly parenting as a continuous process and involving various parties. The central role is held by caregivers and educators, who need to be equipped with relevant knowledge and skills. Apart from that, active participation from students, parents, and the surrounding community is also essential to realize effective child-friendly care. *Third*, government programs and roles in supporting the implementation of child-friendly care in Pesantrens. The kiai and nyai hope for concrete support from the government, both in the form of regulations, training, and funding. It is also hoped that there will be a strong synergy between the government, Pesantrens, and civil society organizations in realizing child-friendly Pesantrens.

Table 2. discussion of Kiai's views

Elements of Child-Friendly Parenting	Child-Friendly Parenting Mechanisms
<ol style="list-style-type: none"> 1. Kyai, Educators, and Administrators 2. Availability of Facilities and Supporting Services 3. Rules and Character Cultivation 	<ol style="list-style-type: none"> 1. Building a Strong Sense of Belonging 2. Developing the Potential of Santri with a Complex and Complete Approach 3. Compliance with Rules and Regulations

Elements of Child-Friendly Parenting

Kyai, Educators, and Administrators

Based on the views of the Kiai and Nyai, several important elements were identified to realize child-friendly care in the Pesantren environment. The first element is the Kiai, educators, and administrators at the Pesantren. Several important things that must be considered are related to the responsibilities of kiai and nyai as the main caregivers in Pesantrens, including legal responsibilities. Apart from that, the managerial and educational skills of educators and administrators must continue to be improved. They must have strong managerial skills, including classroom management, understanding child psychology, and so on. Kiai or main caregivers, as Pesantren leaders, need to

facilitate training and capacity development for educators and administrators to improve their skills.

More than that, Kiai must carry out comprehensive periodic monitoring of the performance of educators and administrators in carrying out the care of students. This is to ensure effectiveness and conformity with child-friendly parenting principles. In this case, clear and firm rules and codes of ethics are needed for educators and Pesantren administrators. This aims to ensure the focus and effectiveness of parenting, as well as build a safe and conducive environment for the students. Kiai and educators must provide a good and loving parenting touch to the students. This will foster a sense of comfort at home for the students so that they feel they receive love like from their parents at the Pesantren. Especially if there are students in the elementary school age range.

Availability of Facilities and Supporting Services

The availability of adequate facilities and services is the second element in realizing child-friendly care in Pesantrens. Even though this element is relatively secondary compared to preparing human resources for caregiving, its role cannot be ignored. These facilities and services are not intended to pamper students, but rather to create a sense of comfort and security for them in living their lives in the Pesantren environment.

Adequate facilities will contribute to increasing the enthusiasm and motivation to learn among students, as well as building a conducive learning atmosphere. Some examples of facilities that need to be provided include (1) Decent dormitories. Dormitories must be clean, comfortable, and safe, with adequate sanitation and good ventilation. (2) A conducive learning space. The study room must be quiet, free from distractions, and equipped with adequate study equipment. (3) Complete worship infrastructure. Worship infrastructure such as mosques or prayer rooms must be well maintained and easily accessible to students. (4) Playing field. A representative playing field is important to support physical activity and recreation for students. (5) Health facilities. Health facilities such as clinics or Santri health centers must be easily accessible and provide adequate health services.

Apart from facilities, Pesantrens also needs to provide various child-friendly parenting support services, such as (1) Guidance and counseling services. Counseling services can help students overcome the various problems they face, both in academic and personal aspects. (2) Access to education and training. Pesantrens need to provide access to quality education and training, both formal and non-formal, curricular and extracurricular, to support the overall development of students. By providing adequate facilities and services, Pesantrens can create an environment that is child-friendly and conducive to the growth and development of the students. This will ultimately contribute to improving the quality of education and achievement of students in Pesantrens.

Rules and Character Cultivation

Building child-friendly care in Pesantrens requires a solid foundation of rules and culture. This is the third element which is no less important. *First*, clear and firm rules are needed regarding child-friendly care in Pesantrens. These rules must include the rights and obligations of students, as well as a fair and consistent rule enforcement mechanism. Implementing appropriate *rewards and punishments* is also important to ensure compliance with rules and encourage positive behavior among students. *Second*, the positive cultivation of Pesantren characters and traditions needs to continue to be maintained and developed. Family culture within the Pesantren community must be the main basis for child-friendly care. This can be realized through various activities and programs that foster mutual respect, tolerance, and mutual cooperation between students.

Some examples of efforts to cultivate the character and traditions of Pesantrens in the context of child-friendly care, for example (1) Instilling religious values: Pesantrens need to instill noble religious values in their students, such as compassion, honesty, and responsibility. (2) Teaching manners and manners: It is important to teach manners and manners to students, both in interactions with fellow students and with other people. (3) Deliberation and consensus activities: Getting students used to solving problems through deliberation and consensus can foster a sense of democracy and justice. (4) Organizing Pesantren activities: Activities such as expressing Pesantrens, commemorating Islamic holidays, and joint community service can strengthen the sense of brotherhood and togetherness among students.

Child-Friendly Parenting Mechanisms

Building a Strong Sense of Belonging

Building a strong sense of belonging is a crucial first step in creating child-friendly care in the Pesantren environment. This feeling must be instilled in the entire Pesantren community, including educators, administrators, students, and all stakeholders. This aims to ensure that all facilities and efforts provided by Pesantrens can be utilized optimally by all parties. More than that, a strong sense of belonging can foster a sense of comfort at home for the students in living life at the Pesantren. When they feel accepted and appreciated as part of the community, they will be more motivated to learn, participate, and contribute to the progress of the Pesantren.

Several important points in building *a sense of belonging* in Pesantrens include several efforts. (1) Building open and effective communication. creating open and easily accessible communication channels for the entire Pesantren community. encourage dialogue and exchange of ideas to build a strong sense of mutual understanding and belonging. (2) Organizing joint activities involving the entire Pesantren community, such as religious, sports, arts and cultural activities. This activity can help students to make friends, build cooperation, and strengthen a sense of togetherness. (3) Creating a sense

of mutual respect and appreciation, by instilling the values of tolerance and mutual respect between individuals and groups in the Pesantren community. creating a safe and inclusive environment where every student feels valued and accepted for who they are. (4) Providing appreciation and recognition by providing appreciation and recognition for the contributions and achievements of the students. This can increase their self-confidence and motivation to continue to develop and contribute positively to the Pesantren. (5) Involving students in decision-making related to their life at the Pesantren. This can help them to feel ownership and responsibility for the progress of the Pesantren.

Developing the Potential of Santri with a Complex and Complete Approach

The second mechanism in child-friendly care in Pesantrens is providing complex and complete learning. This means that Pesantrens does not only focus on the intellectual development (IQ) of the students but also other aspects that are important for creating complete and balanced individuals. Therefore, Pesantrens need to integrate the development of *Emotional Intelligence* (EQ), *Spiritual Intelligence* (SQ), *Physical Intelligence* (PQ), and *Adversity Intelligence* (AQ) in their curriculum and learning methods.

Several important points in implementing complex and complete learning in Pesantrens according to these intelligences: (1) EQ development, by helping students to understand and manage their emotions well. Teaches them how to communicate effectively, build positive relationships, and peacefully resolve conflicts. (2) SQ development, by instilling strong spiritual and moral values in the students. Helping them to understand the meaning of life, practice religious values, and build a positive relationship with God. (3) Developing PQ by encouraging students to maintain their physical and mental health. Teach them about the importance of a healthy diet, regular exercise, and adequate rest. (4) Developing AQ by helping students build resilience and persistence in facing challenges. Teaching them how to overcome adversity, learn from failure, and bounce back stronger.

By implementing complex and complete learning, Pesantrens can help students develop their potential to the maximum and become individuals who are ready to face various challenges in life. This approach is in line with the concept of holistic education which emphasizes the development of all aspects of the individual, including intellectual, emotional, spiritual, physical, and social. Holistic education can help students become individuals with knowledge, faith, and noble character.

Compliance with Rules and Regulations

The third mechanism in child-friendly care in Pesantrens is compliance with all applicable rules and regulations. This includes regulations relating to Pesantrens in general, as well as regulations relating to child protection and child-friendly care. Compliance with rules and regulations is a crucial aspect in creating a Pesantren

environment that is safe, comfortable, and conducive to children's growth and development. By ensuring that all Pesantren activities run following applicable regulations, Pesantrens can provide optimal protection for students and ensure that their rights are properly fulfilled.

By ensuring compliance with rules and regulations, Pesantrens can demonstrate their commitment to child protection and child-friendly care. This will increase trust and support from various parties, including parents, society and the government. Compliance with rules and regulations is also an important part of building order and discipline in Pesantrens. This order and discipline will help students to develop good character and become responsible individuals.

CONCLUSION

This research succeeded in exploring the views of several Kiai or caregivers and leaders from three Pesantrens in Malang Regency regarding child-friendly care in Pesantrens. This research not only describes the implementation of child-friendly care but also explores the views of Pesantren leaders regarding this matter. This research produced two main findings: (1) Elements of child-friendly parenting in Pesantrens: This research identified several important elements that must be fulfilled in child-friendly parenting in Pesantrens. (2) Mechanisms for implementing child-friendly care in Pesantrens. Even though this research has succeeded in achieving its objectives, several weaknesses need to be acknowledged, including those related to data collection which has not been carried out holistically, so it cannot be confirmed with certainty how child-friendly care is implemented in each Pesantren. So it is still very open for further research to reveal a more comprehensive view.

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