



CHILD FRIENDLY PESANTREN MANAGEMENT

Albert¹, Irwandi², Yunhendri Danhas³

*Correspondence :

Email : natsiralbert4@ac.id

Authors Affiliation:

¹Universitas Deztron
Indonesia, Medan

²Universitas Islam Negeri
Sjech M.Djamil Djambek
Bukittinggi

³Stikes Indonesia, Padang

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Abstract

The purpose of this research is to describe the management of child-friendly pesantren in the Pesantren Terpadu Serambi Mekkah Padangpanjang City starting from planning, organizing, implementing and evaluating the child-friendly pesantren program. This research uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the research at the planning stage are identifying problems by knowing what attitudes should be taken based on nine indicators of child-friendly pesantren. The organizing stage is to develop an organizational structure, resources and environment for the implementation of child-friendly pesantren. The implementation stage is implementing the work program, directing, fostering, leading and supervising. The evaluation stage is carried out regularly by the pesantren leadership, the Child-Friendly Pesantren task force and teachers on all pesantren activities.

Keyword :

Management, Child
Friendly Pesantren

Kata Kunci :

Manajemen, Pesantren
Ramah Anak

Abstrak

Tujuan penelitian ini adalah untuk menggambarkan pengelolaan pesantren ramah anak di Pesantren Terpadu Serambi Mekkah Kota Padangpanjang, mulai dari tahap perencanaan, pengorganisasian, pelaksanaan, hingga evaluasi program pesantren ramah anak. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian pada tahap perencanaan adalah mengidentifikasi masalah dengan mengetahui sikap yang harus diambil berdasarkan sembilan indikator pesantren ramah anak. Tahap pengorganisasian adalah mengembangkan struktur organisasi, sumber daya, dan lingkungan untuk pelaksanaan pesantren ramah anak. Tahap pelaksanaan adalah melaksanakan program kerja, mengarahkan, membina, memimpin, dan mengawasi. Tahap evaluasi dilakukan secara rutin oleh pimpinan pesantren, Tim Tugas Pesantren Ramah Anak, dan guru pada semua kegiatan pesantren.

INTRODUCTION

Pesantrens play a crucial role in shaping the character, knowledge, and spirituality of young generations in Indonesia (Albert, et al,2024). In recent years, the Ministry of Religious Affairs of the Republic of Indonesia has initiated the Child-Friendly Pesantren Program as part of a broader effort to ensure that pesantren environments are not only centers of religious learning but also safe, inclusive, and supportive spaces for children's holistic development. This program emphasizes the importance of planning, organizing, implementing, and evaluating pesantren management based on child-friendly principles (Albert, et al, 2025)



The Integrated Islamic Boarding School Serambi Mekkah, located in Padangpanjang City, West Sumatra Province, was chosen as the focus of this study because it serves as one of the pilot pesantren designated by the Ministry of Religious Affairs to implement the child-friendly pesantren model. Furthermore, Serambi Mekkah has been recognized by the Provincial Government of West Sumatra as the best pesantren in implementing the Child-Friendly Pesantren Program in 2025. These achievements highlight the institution's commitment to creating a pesantren environment that prioritizes children's rights, safety, and well-being while maintaining strong Islamic values.

This study, therefore, aims to describe the management of the child-friendly pesantren program in Serambi Mekkah, specifically focusing on four stages: planning, organizing, implementing, and evaluating. Through a descriptive qualitative approach with data collected from observations, interviews, and documentation, this research seeks to provide a comprehensive understanding of how child-friendly principles are integrated into pesantren management and to contribute to the discourse on child protection and education in Islamic boarding schools in Indonesia.

From a theoretical perspective, this study is guided by two main frameworks. First, the principles of management theory introduced by George R. Terry, which consist of four functions planning, organizing, actuating (implementing), and controlling (evaluating) serve as the analytical lens for describing the management stages of the child-friendly pesantren program. Second, the concept of child-friendly education as promoted by UNICEF and adopted by the Indonesian Ministry of Religious Affairs provides the normative framework for evaluating pesantren practices (Natsir, A et al., 2023) This framework includes nine indicators of child-friendly pesantren, such as non-violence, gender equality, participatory learning, protection of children's rights, and the creation of a safe and healthy environment (Albert et al.,2024).

METHODS

This study employed a descriptive qualitative research design to explore the management of the Child-Friendly Pesantren Program at the Integrated Islamic Boarding School Serambi Mekkah, Padangpanjang, West Sumatra. The qualitative approach was chosen because it enables researchers to gain an in-depth understanding of social phenomena, particularly the processes of planning, organizing, implementing, and evaluating child-friendly pesantren management (Creswell, 2018).

The research was conducted at the Integrated Islamic Boarding School Serambi Mekkah, which was selected purposively as it is one of the pilot pesantren designated by the Ministry of Religious Affairs to implement the Child-Friendly Pesantren Program. Participants in this study included pesantren leaders, teachers, members of the Child-Friendly Pesantren task force, and students. The selection of participants used a purposive sampling technique, focusing on individuals who were directly involved in the management and implementation of child-friendly practices (Miles, Huberman, & Saldaña, 2014).

Data were collected using three main techniques: First, Observation, to directly observe pesantren activities and practices that reflect child-friendly principles. Second, Interviews, conducted semi-structured with pesantren leaders, teachers, and the Child-Friendly Pesantren task force to gain insights into managerial practices. Third, Documentation, which included reviewing official school documents, program guidelines, and evaluation reports related to the implementation of the child-friendly pesantren program. These techniques were chosen to ensure triangulation of data sources, thereby increasing the validity and reliability of the findings (Denzin & Lincoln, 2018).

The data analysis process followed Miles and Huberman's (1994) interactive model, which consists of three steps: First, Data reduction, through organizing and simplifying interview transcripts,

field notes, and documents. Second, Data display, using narrative descriptions, matrices, and diagrams to present the findings systematically. Third, Conclusion drawing and verification, by interpreting the data and comparing it to the theoretical frameworks of management theory (Terry, 1972) and child-friendly education indicators (UNICEF, 2015).

To ensure the trustworthiness of the study, criteria of credibility, transferability, dependability, and confirmability were applied (Lincoln & Guba, 1985). Techniques such as prolonged engagement in the field, triangulation, member checking, and audit trails were employed to strengthen the quality of the research findings.

RESULT AND DISCUSSION

RESULT

Based on the data collected through observations, interviews, and documentation at the Integrated Islamic Boarding School Serambi Mekkah, the management of the Child-Friendly Pesantren Program can be described through four main stages:

First, Planning. At this stage, pesantren leaders and the Child-Friendly Pesantren task force conducted problem identification and needs assessment based on the nine indicators of child-friendly pesantren. The planning focused on ensuring that pesantren policies, facilities, and programs aligned with child protection principles. For example, specific rules were formulated to prevent physical and psychological violence, promote gender equality, and encourage active student participation in religious and non-religious activities.

Second, Organizing. The pesantren developed a clear organizational structure to implement the child-friendly program. A special task force was established, consisting of pesantren leaders, teachers, and student representatives. Resources were allocated to support facilities such as child-friendly dormitories, a health clinic, and safe learning environments. The organizing process also involved coordination with parents and the local community to create a holistic support system.

Third, Implementing. The implementation stage focused on executing the child-friendly work program. This included daily supervision, fostering positive teacher-student interactions, and integrating child protection values into the curriculum. Teachers were trained to apply participatory learning methods and avoid punitive practices. Leadership and mentoring activities emphasized discipline with compassion, while extracurricular programs promoted creativity, health, and inclusivity.

Fourth, Evaluating. Evaluation was carried out periodically by the pesantren leadership, the task force, and teachers. This process included regular monitoring of student welfare, program achievements, and challenges faced during implementation. Feedback from students and parents was also taken into account. The evaluation reports served as the basis for improving subsequent planning and strengthening the pesantren's commitment to continuous improvement.

DISCUSSION

The findings reveal that the management of the Child-Friendly Pesantren Program at Pesantren Terpadu Serambi Mekkah reflects a systematic process that aligns with both George R. Terry's management theory and the nine indicators of child-friendly pesantren as outlined by UNICEF and the Indonesian Ministry of Religious Affairs.

First, Planning and Terry's Management Theory. The identification of problems and formulation of policies illustrate the planning function in Terry's framework. By aligning planning with the nine indicators—such as non-violence, gender equality, and participatory learning—the pesantren ensured that its programs were not only managerial in nature but also normatively aligned with child protection standards.

Second, Organizing and Resource Mobilization. The establishment of an organizational structure and the allocation of resources show the pesantren's capacity to mobilize human and material resources effectively. This supports Terry's organizing function and demonstrates how pesantren can adapt traditional religious structures to contemporary educational standards that emphasize child rights.

Third, Implementation and Actuating Function. The actuating function was evident in the way teachers fostered positive interactions, encouraged student participation, and implemented child-centered teaching methods. The replacement of punitive approaches with participatory learning reflects a shift toward holistic education, which is central to the child-friendly framework.

Fourth, Evaluation and Continuous Improvement. The evaluation practices conducted by leaders and the task force are consistent with Terry's controlling function. By involving multiple stakeholders in evaluation—including students and parents—the pesantren enhanced accountability and transparency, which are crucial for sustaining the child-friendly model.

Overall, the results suggest that the Pesantren Terpadu serambi Mekkah Serambi Mekkah has successfully operationalized child-friendly principles within its management processes. The recognition by the West Sumatra Provincial Government in 2025 further validates the effectiveness of its approach. However, challenges remain, such as ensuring consistency among all teachers in applying participatory methods and maintaining adequate resources for continuous program improvement.

CONCLUSION

The findings of this study indicate that the management of the Child-Friendly Pesantren Program at the Integrated Islamic Boarding School Serambi Mekkah, Padangpanjang, has been implemented systematically through four stages: planning, organizing, implementing, and evaluating. At the planning stage, the pesantren aligned its programs with the nine indicators of child-friendly pesantren by prioritizing non-violence, gender equality, participatory learning, and child protection. The organizing stage was marked by the establishment of a structured task force and the mobilization of resources to support child-friendly facilities and activities. The implementation stage demonstrated the pesantren's commitment to fostering positive teacher-student interactions, participatory learning, and holistic education. Finally, the evaluation stage ensured continuous improvement through regular monitoring, feedback mechanisms, and accountability to multiple stakeholders.

In relation to George R. Terry's management theory, the pesantren's practices successfully reflected the four management functions—planning, organizing, actuating, and controlling—while integrating child protection principles promoted by UNICEF and the Ministry of Religious Affairs. The recognition of Serambi Mekkah as the best child-friendly pesantren in West Sumatra Province in 2025 affirms the effectiveness of its management model.

Overall, the study concludes that the Integrated Islamic Boarding School Serambi Mekkah has become a leading example of how pesantren can integrate Islamic values with modern child protection principles. Nevertheless, ongoing challenges such as sustaining participatory teaching methods and maintaining adequate resources highlight the importance of continuous evaluation and innovation in program implementation.

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