

Management of Pondok Pesantren Facilities and Infrastructure From the Perspective of Child Rights Protection

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KEYWORDS	ABSTRACT
Keywords: Facility; infrastructure; management; pondok pesantren; and children's rights. Conflict of Interest Statement: The author(s) declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest. Copyright © 2026 EDU. All rights reserved.	This study examines the management of pondok pesantren facilities and infrastructure from a child rights perspective, highlighting the gap between building safety standards and on-the-ground management practices. The study focuses on how the management of pondok pesantren educational facilities relates to the fulfillment of students' rights to safety, health, comfort, and a decent learning environment. The study uses a library method with a content analysis approach, drawing on primary data from regulations on education, pondok pesantren, and child protection, as well as secondary data from scientific journals, official government reports, and other supporting documents. The analysis used the POAC (Planning, Organizing, Actuating, and Controlling) management function to examine the management of pondok pesantren facilities and infrastructure from a child protection perspective. The study's results indicate a gap between regulations and the implementation of facility management. Persetujuan Bangunan Gedung (PBG) and Sertifikat Laik Fungsi (SLF), weak supervision, financial constraints, and a culture of self-help development are the main factors hindering compliance with safety standards in pondok pesantren. This condition affects the suboptimal fulfillment of children's rights to a safe and decent educational environment. This study also highlights that the concept of Pesantren Ramah Anak can serve as a model for managing facilities and infrastructure that are more oriented towards the protection and welfare of students, by prioritizing the safety, comfort, and rights of children in the management of pondok pesantren educational facilities.

Introduction

A. Problem Context

Pondok pesantren are the oldest Islamic educational institutions in Indonesia. According to data from the Ministry of Religion in 2025, there are more than 42,000 pondok pesantren in Indonesia, serving a total of 10 million santri¹. The large number of santri who demand pondok pesantren not only as educational institutions but also as a comfortable, protective environment during the learning process². Thus, pesantren has a dual role: as a place to learn and as a place that ensures santri comfort and protection.

However, the reality on the ground shows that the safety and feasibility of facilities and infrastructure in pondok pesantren remain serious concerns. The collapse of one of the pondok pesantren in Sidoarjo is an example of poor management of educational facilities. The incident resulted in 157 santri becoming victims, with 67 of them dying and several others experiencing

¹ Firda Janati and Danu Damarjati, "Menag Sebut Ponpes Di Indonesia Capai 42.369, Semua Dikelola Swasta," Kompas.cpm, 2025, https://nasional.kompas.com/read/2025/10/14/13182941/menag-sebut-ponpes-di-indonesia-capai-42369-semua-dikelola-swasta?lgm_method=google&google_btn=onetap.

² Sunhaji, "Pesantren Dan Transformasi Sosial," 2025.

permanent disabilities. In addition, five santri have disabilities for life ³. The investigation found that the incident was caused by inadequate technical planning, changes in the building's function without a structural study, and the absence of a building permit ⁴. The number of santri who became victims in this incident is certainly a heavy blow and deep grief for the victim's family, the pondok pesantren, and the entire community.

The incident not only highlighted a technical failure in the construction of the building but also underscored the importance of managing facilities and infrastructure in accordance with safety standards in the educational environment. This incident shows that the quality of facilities and infrastructure in pondok pesantren is not merely a supporting factor. However, a main factor directly related to student safety is that facilities and infrastructure that do not meet standards can pose serious risks, even threatening life safety. Therefore, good management of facilities and infrastructure is one of the important factors in creating a safe, comfortable, and supportive learning environment.

The disaster that occurred at one of the pondok pesantren in Sidoarjo not only highlighted how the pesantren failed to provide quality facilities and infrastructure, but also raised the issue of child protection for santri, considering that the victims of the incident were between 14 years old and in their early 20s ⁵. It is important to note that Undang-Undang 35 of 2014 expressly regulates the maintenance, welfare, and protection of children from all forms of discrimination and violence ⁶. Therefore, the incident underscores the pesantren's accountability as an educational institution to ensure a safe environment and comply with applicable regulations. Each pesantren is a place for children's growth and development, so pesantren must ensure the physical and mental safety of students as a top priority.

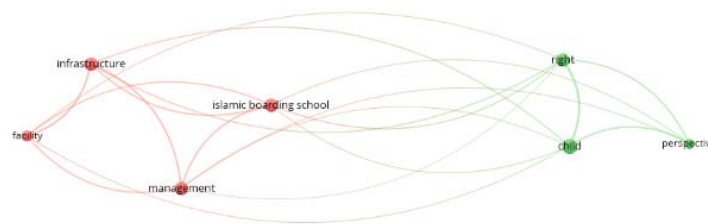


Figure 1. VOSviewer Analysis Results

Based on the results of bibliometric analysis using VOSviewer on a collection of articles related to the topic of facilities and infrastructure management in pondok pesantren. Seven main keywords were identified, interconnected, and grouped into two main clusters. The first cluster (marked in red) consists of the keywords *infrastructure*, *facility*, *management*, and *Islamic boarding school*. Meanwhile, the second cluster (marked in green) consists of 3 keywords: *child*, *right*, and *perspective*. The analysis describes a conceptual map that shows the direction and relevance of previous research focuses.

The first cluster (red) shows that the majority of previous research has focused on the management of facilities and infrastructure in Islamic boarding schools, with an emphasis on

³ Kiki Safitri and Danu Damarjati, "Cak Imin: Tragedi Al Khoziny Renggut 67 Korban Jiwa, 5 Santri Menjadi Difabel," 2024.

⁴ Wildan Pratama, "Pakar ITS: Pembangunan Gedung Bertingkat Perlu Perhitungan Ulang Struktur," 2024.

⁵ Vedro Girsang, "Daftar Nama 50 Korban Ambruknya Pesantren Al Khoziny Sidoarjo," Tempo.co, 2025.

⁶ Pemerintah Republik Indonesia, "Undang-Undang Republik Indonesia Nomor 2 Tahun 2022 Tentang Perubahan Kedua Atas Undang-Undang Nomor 38 Tahun 2004 Tentang Jalan," *Pemerintah Republik Indonesia*, no. 134229 (2022): 77.

management's role in supporting the educational process. The strong connection between *keyword management* and *Islamic boarding schools* indicates that the management of Islamic educational institutions is the main focus of the analyzed study. Meanwhile, the second cluster (green) outlines the research direction, highlighting *child rights* and the perspective of student protection in Islamic boarding schools. The focus of the study in this cluster is more on social and humanitarian issues in the context of pesantren-based education.

The relationship between the two clusters shows that management of Islamic boarding schools is linked to the fulfillment of children's rights in the context of Islamic education. This relationship indicates that facilities and infrastructure management have been widely studied. However, there is still a research gap: integrating managerial aspects with students' protection and welfare. In other words, the results of this analysis reveal that there have been few studies that specifically discuss how the management of Islamic boarding school facilities and infrastructure can actively contribute to the fulfillment of children's rights and the creation of a comfortable, humane learning environment for students.

In addition, previous research has not been widely associated with the development of technical standards, such as Persetujuan Bangunan Gedung (PBG) and Sertifikat Laik Fungsi (SLF), as part of efforts to protect children in pondok pesantren. Research on the management of pondok pesantren facilities and infrastructure is also rarely analyzed using the POAC (*Planning, Organizing, Actuating, and Controlling*) management function approach. Therefore, this study offers a novel approach by integrating the perspective of child rights protection into the analysis of the management of pondok pesantren facilities and infrastructure.

Research on the management of pondok pesantren facilities and infrastructure, in general, still focuses on administrative aspects and the effectiveness of management. Meanwhile, research on children's rights in the pesantren environment highlights more issues of violence, parenting, and social protection of students. Based on these conditions, this research is novel because it integrates aspects of facilities and infrastructure management with a children's rights perspective through the POAC (Planning, Organizing, Actuating, and Controlling) management function approach. In addition, this study links building safety standards, such as Persetujuan Bangunan Gedung (PBG) and Sertifikat Laik Fungsi (SLF), to the concept of Pesantren Ramah Anak as part of efforts to protect santri in the pondok pesantren-based education environment.

Based on the background described, this research focuses on several main problems. First, how the management of pondok pesantren facilities and infrastructure is reviewed from a children's rights perspective, with a view to creating a safe and decent learning environment for santri. Second, what are the factors that hinder the fulfillment of children's rights in the management of pondok pesantren facilities and infrastructure, both technical, administrative, and cultural? Third, how to implement the POAC (*Planning, Organizing, Actuating, and Controlling*) management function in the management of pondok pesantren facilities and infrastructure based on child protection. Fourth, how the concept of Pesantren Ramah Anak can be integrated into the management of pondok pesantren facilities and infrastructure to create a safe, comfortable, and humane educational environment for students.

This research aims to analyze the management of pondok pesantren facilities and infrastructure from the perspective of children's rights, especially in creating a safe and decent educational environment for santri. In addition, this study also aims to identify factors that hinder the fulfillment of children's rights in the management of pondok pesantren facilities and infrastructure. This study also analyzes the implementation of POAC management functions in the management of pondok pesantren facilities and infrastructure, and examines the integration of the concept of Pesantren Ramah Anak as a model for the management of educational facilities oriented towards the protection and welfare of santri.

B. Theotrical Background

The word management comes from the Latin "*Manus*," meaning hand, and "*Agere*," meaning to do. The two words were then combined into the word "*manager*," meaning "to handle." In English, the word is absorbed and changed into the verb form "*to manage*," which means to

regulate, manage, and take care of. Meanwhile, in the context of the Qur'an, the concept of management is often interpreted as "*Governance*," which means regulation. The word later came to mean "*dabbara*," which means "to regulate" ⁷. In terms of management, it is defined as a series of processes consisting of planning, organizing, actuating, and controlling ⁸.

Management has four main functions, often abbreviated as POAC: *Planning* (Planning), *Organizing* (Organizing), *Actuating* (Implementation), and *Controlling* (Supervision). *Planning* is the first step in determining the objectives of the activity and in formulating strategies, policies, procedures, and work programs to be carried out. Furthermore, *organizing* functions allocate and manage resources and design a clear structure of duties and responsibilities. This is done to ensure each unit can perform its main function effectively. *Actuating* is the activity of realizing, planning, and mobilizing resources to initiate implementation. *Controlling* is the systematic observation and assessment of implementation and the correction of errors that occur ⁹. These four functions work continuously to ensure that organizational activities can run efficiently and achieve predetermined goals.

In this study, the POAC (*Planning, Organizing, Actuating, and Controlling*) theory serves as the primary analytical framework to examine the management of Islamic boarding school facilities and infrastructure from the perspective of children's rights. This theory was chosen because it can systematically describe the entire managerial process, from planning to the supervision of educational facilities. Through the POAC approach, this study not only assesses the physical existence of facilities and infrastructure but also analyzes the extent to which their management supports the fulfillment of children's rights to safety, health, comfort, and a decent learning environment. Thus, the management function is not understood solely as an administrative process, but as an instrument for child protection in the pesantren environment.

Education is defined as a conscious effort to cultivate and develop human potential, a process that is adjusted to cultural values and the needs of society. Education today is an absolute necessity because people without it do not develop optimally. In the context of schools, education is defined as a place of learning organized by an institution that aims to equip students with cognitive abilities and social readiness to contribute to society's needs ¹⁰. From the above explanation, education is an effort to develop one's potential in harmony with the community's culture and social needs.

Educational management is a scientific discipline that focuses on the management of the education system to achieve agreed-upon educational goals. Education management strives to ensure that educational activities run effectively and efficiently, producing high-quality outputs. In simple terms, education management is the process of planning, organizing, directing, and controlling resources to achieve predetermined goals ¹¹. The scope of education management comprises eight main aspects: curriculum management, personnel management, and student management. facilities and infrastructure management, financial management, administrative management, public relations management, and special services management ¹². Thus, educational management is a framework that ensures all components of education are managed optimally.

In this study, the researcher will discuss issues related to the management of facilities and infrastructure in the education sector. Facilities and infrastructure management is the activity that prepares all equipment and materials that support the educational process in schools. Facilities are defined as equipment used directly to support teaching and learning

⁷ Sunardi, *Manajemen Pendidikan Islam: Teori Pengantar* (Yogyakarta: Zahir Publishing, 2024).

⁸ Imam Machali and Ara Hidayat, *The Hand Book of Education Management* (Jakarta: Kencana, 2018).

⁹ Muhamad Faiz et al., "Implementasi POAC Dalam Manajemen Pendidikan Modern," *Reflection : Islamic Education Journal* 1, no. 4 (2024): 26–36, <https://doi.org/10.61132/reflection.v1i4.157>.

¹⁰ Firman Sidik et al., *Manajemen Pendidikan* (Pekalongan: PT Nasya Expanding Management, 2024).

¹¹ Sidik Ali Lahagu and Bambang Kustiawan, *Manajemen Pendidikan: Teori & Refrensi Komprehensif Untuk Pengembangan Dan Kemajuan Pendidikan Di Indonesia* (Jambi: PT Sonpedia Publishing Indonesia, 2024).

¹² Muhammad Kristiawan, Dian Safitri, and Rena Lestari, *Manajemen Pendidikan* (Yogyakarta: Deepublish, 2017).

activities. Examples of facilities include classrooms, books, libraries, laboratories, and other learning media. Meanwhile, infrastructure indirectly supports the educational process by providing facilities such as school land, school parks, school building layouts, and so on¹³. Therefore, the management of facilities and infrastructure functions is necessary to ensure the availability and optimization of all supporting facilities for learning activities.

A child is someone under 18 and is the next generation of the nation. In the developmental phase, children are entitled to proper maintenance, welfare, and protection from the womb to after birth¹⁴. The right to child protection is universal and must be implemented in every environment where children grow and learn, including educational institutions based on Islamic boarding schools.

The issue of protecting children's rights is very relevant to the context of religious education, especially in pondok pesantren. According to data from the Ministry of Religion as of October 2025, 16,036 pondok pesantren provide formal education at the Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) levels. Students at this level are generally 12-8 years old, so they are legally included in the category of children¹⁵. This condition emphasizes that students have the right to obtain the full fulfillment of their rights. To support the fulfillment of these rights, the government, through Law No. 18 of 2019 concerning pondok pesantren, has specifically regulated santri rights¹⁶. In addition, the Ministry of Religious Affairs initiated the Pesantren Ramah Anak program as part of the government's commitment to upholding and ensuring santri rights as children¹⁷.

The Pesantren Ramah Anak is a government policy that aims to protect and fulfill students' rights as children. This program is the result of a collaboration between the Ministry of Religion and the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia. The main goal of this program is to create an pondok pesantren environment that prioritizes safety, emotional security, sustainable learning, and the supervision of all students. This collaboration is intended to ensure that santri in pondok pesantren have their rights fairly protected.

In this program, the Ministry of Religion focuses on three domains. The three domains are promoting children's rights, preventing violence against children, and overcoming and responding to children who experience physical, psychological, sexual, and exploitation violence¹⁸. By focusing on these three domains, the government can ensure that comprehensive protection mechanisms are in place in pondok pesantren to uphold the rights of every santri.

Research Design and Methodology

This research aims to dissect the management of pondok pesantren facilities and infrastructure from the perspective of fulfilling children's rights. This focus was chosen in response to the number of pondok pesantren that have not prioritized children's rights in the provision of proper educational facilities. The tragedy of the collapse of pondok pesantren buildings in Indonesia that claimed lives became a crucial momentum for educational institution managers to re-evaluate the management of infrastructure facilities. This requires serious attention because it threatens the safety of students, the majority of whom are children and adolescents who have the right to a safe learning environment and meet eligibility standards.

This research uses a library research approach. In its application, the researcher uses primary data sources, namely, regulatory and legislative texts, relevant to the fulfillment of children's rights and santri rights. Meanwhile, the secondary data used in this study are *ready-made data* on the

¹³ Nadia Sustina and Anner Effane, "Fungsi Manajemen Sarana Dan Prasarana," *Al-Afkar : Manajemen Pendidikan Islam* 1, no. 2 (2022): 229-30, <https://doi.org/10.32520/afkar.v6i1.190>.

¹⁴ (Government of the Republic of Indonesia, 2014)

¹⁵ Nouvan, "Jumlah Pondok Pesantren Di Indonesia 2025 Capai 42.391, Didominasi Jawa Barat," Data Loka, 2025.

¹⁶ (Government of the Republic of Indonesia, 2019)

¹⁷ (Minister of Religion of the Republic of Indonesia, 2025)

¹⁸ Kiky, "Serius Kembangkan Pesantren Ramah Anak, Menag: Kita Bentuk Satgas Pencegahan Dan Penanganan Kekerasan," Kementerian Agama RI, 2025, <https://dki.kemenag.go.id/berita/serius-kembangkan-pesantren-ramah-anak-menag-kita-bentuk-satgas-pencegahan-dan-penanganan-kekerasan-07b3P>.

provision of facilities and infrastructure in pondok pesantren. All of the data was then analyzed to test whether the fulfillment of pondok pesantren facilities and infrastructure had fulfilled the rights of students in their capacity as children.

The data source in this study was determined using purposive sampling. Purposive sampling is a technique for selecting information sources based on criteria relevant to the research objectives¹⁹. In this study, the research design is literature-based, so the informants are not individuals but relevant documents. This study uses both primary and secondary data. The primary data used includes legal documents in the form of Undang-Undang Number 20 of 2003 concerning the National Education System, Undang-Undang Number 18 of 2019 concerning pondok pesantren, Undang-Undang Number 35 of 2014 concerning Child Protection, and Decree of the Minister of Religion Number 91 of 2025 concerning the Roadmap of Pesantren Ramah Anak. Meanwhile, secondary data are obtained from periodic reports of the Ministry of Religion, scientific journals, books, and other official documents that present data on the development of pondok pesantren infrastructure, to ensure the objectivity and validity of the analysis.

The literature used in this study was selected based on its relevance to the research theme. The resources focus on education management, pondok pesantren facilities and infrastructure, child protection, and Pesantren Ramah Anak policies. To maintain data validity, this study uses source triangulation by comparing legal documents, official government reports, and prior research findings.

The data collection technique used in this study is documentation. This technique involves collecting and analyzing both private and public²⁰. The researcher used public documents, including Law Number 20 of 2003 concerning the National Education System, as many pondok pesantren in Indonesia currently provide formal education. In addition, the researcher also uses Undang-Undang Number 18 of 2019 concerning pondok pesantren and Undang-Undang Number 35 of 2014 concerning Child Protection as the main regulatory basis. The researcher also collected an official report from the Ministry of Religion on pondok pesantren facilities and infrastructure. This documentation process aims to obtain the latest legal basis and data that will be the main object of the research analysis.

The researcher used content analysis (*Content Analysis*) as a data analysis technique to examine documents and literature that have been determined. Drawing on Klaus Krippendorff's ideas, this study employs a type of relationship analysis between concepts²¹. This analysis was carried out so that the researcher not only focused on the content of the text but also on the relationship, examining how the management of pondok pesantren facilities and infrastructure relates to the principle of fulfilling rights.

At the data analysis stage, the researcher will go through several steps. First, the researcher will sort the documents and select information relevant to the research focus during the unitization and sampling stages. In the next stage, the information obtained is grouped into themes related to children's rights. Next, the researcher will interpret the meaning contained in the document through inference. In the last stage, the results of the analysis will be presented in the form of a narrative description to conclude how pesantren fulfill children's rights through the management of facilities and infrastructure.

The methods section in original research articles is optional, but if included, it must be written descriptively and clearly explain the research approach and steps used. In accordance with the rules for writing this article, the description of the methods needs to provide readers with sufficient information about the type of research, sources and techniques of data collection, and methods of data analysis, so that readers understand how the research results and conclusions were obtained.

¹⁹ Helaluddin and Hengki Wijaya, *Analisis Data Kualitatif: Sebuah Tinjauan Teori Dan Praktik* (Makasar: Sekolah Tinggi Theologia Jaffray, 2019).

²⁰ John W. Creswell, *Research Design: Pendekatan Kualitatif, Kuantitatif, Dan Mixed* (Los Angeles: Sage Publication, 2014).

²¹ Klaus Krippendorff, *Analisis Isi: Pengantar Teori Dan Metodologi* (Jakarta: Rajawali Pers, 1993).

Findings and Discussion

A. Children's Rights in the Management of Islamic Boarding School Facilities and Infrastructure

The fulfillment of children's rights in education cannot be separated from the availability of adequate facilities and infrastructure. Children, as individuals under 18 years of age, have the right to safety, health, a comfortable learning environment, and a proper, child-friendly environment, as stipulated in Undang-Undang Number 23 of 2002 concerning Child Protection. These rights require every educational unit, including pondok pesantren, to provide physical facilities that not only serve as learning supports but also guarantee students' physical and psychological protection. Thus, facilities and infrastructure are important instruments in ensuring the fulfillment of children's rights as a whole in the educational environment.

Based on Undang-Undang Number 23 of 2002, Article 16, every child has the right to be protected from inhumane persecution, torture, or punishment. This includes ensuring physical safety from all forms of violence and environmental risks in educational units. The right to health is also regulated in Article 8, which states that every child has the right to receive health services and social security in accordance with their physical, mental, spiritual, and social needs. This is then strengthened in Article 24, which requires the state and the government to ensure the fulfillment of the right to a healthy life and balanced nutrition for children.

In addition, to support the educational process, children have the right to a comfortable learning environment, as stated in Articles 12 and 28. This article explains that every child has the right to receive education and instruction that support their personal development, in accordance with their interests, talents, and level of intelligence. Finally, the state and the government are obliged to provide facilities and infrastructure to support child protection. This includes the provision of a decent environment and a playground that meets health and safety requirements so that children can grow and develop optimally in a child-friendly environment, as mandated in Article 4, Article 13 paragraph (1) letter f, and Article 22²².

Based on children's rights regulations, it can be understood that the fulfillment of the rights to safety, health, learning comfort, and a decent environment is not only normative but also requires support in the form of adequate educational facilities and infrastructure. This means that the existence of educational facilities is not just a complement to the learning process, but an important aspect in ensuring the fulfillment of children's rights as a whole. In this context, the management of facilities and infrastructure must be directed to efforts to meet the needs of children according to their developmental stage and level of safety²³. Therefore, a clear reference standard is needed to guide the provision and management of facilities and infrastructure, so that each facility provided not only fulfills its academic function but also ensures the protection, health, and comfort of children in the educational environment.

The fulfillment of children's rights in the pesantren environment is not only about protection from direct violence but also about protection against environmental risks that can endanger students' safety and health. In this context, unsuitable buildings, poor sanitation, and dormitory occupancy density can be categorized as forms of structural vulnerability that hinder the fulfillment of children's rights²⁴. Therefore, the management of facilities and infrastructure needs to be seen as part of the child protection system in the educational environment, not just an administrative or technical development problem.

In addition, pesantrens differ from schools in general because students live in an educational environment for 24 hours a day. This condition makes the responsibility of pondok pesantren for the fulfillment of children's rights greater than that of non-dormitory educational

²² (Government of the Republic of Indonesia, 2002)

²³ Zainal Abidin and Akhmad Fauzi Hamzah, "Manajemen Pendidikan Ramah Anak Dalam Lembaga Pendidikan Islam" 3 (2022): 1055-62.

²⁴ Dona Raisa Monica et al., "Peran Pemerintah Dalam Pemenuhan Hak Pendidikan Anak Binaan Di Lembaga Pembinaan Khusus Anak" 12, no. 3 (2024): 255-65.

institutions ²⁵. Thus, the quality of pondok pesantren facilities and infrastructure directly influences students' daily lives, affecting health, safety, comfort, and children's psychological development.

B. Standards for Regulation and Feasibility of Pondok Pesantren Infrastructure

Facility and infrastructure management is a crucial aspect of educational implementation, ensuring that the teaching and learning process runs optimally and produces high-quality outputs. In general, this management involves a series of processes: planning, organizing, implementing, and supervising educational facilities. The purpose of management is to ensure that all facilities and infrastructure are used effectively to support learning activities and achieve educational goals ²⁶. Thus, the management of facilities and infrastructure plays an important role in creating a conducive learning environment and supporting the achievement of optimal quality education.

In the context of pondok pesantren, the management of facilities and infrastructure has its own characteristics due to the integration of traditional and modern education systems. Along with the times, many pondok pesantren have organized formal education. This condition requires the management of facilities and infrastructure that not only meet the internal needs of pondok pesantren but also comply with national education system standards ²⁷. Therefore, the management of educational facilities and infrastructure is inseparable from the government-set regulatory framework.

The legal basis for the implementation of facilities and infrastructure management is provided in Undang-Undang Number 20 of 2003 concerning the National Education System, specifically in Article 45, paragraphs (1) and (2). Based on these provisions, each educational unit, both formal and non-formal, is obliged to provide facilities and infrastructure that meet educational needs in accordance with the level of growth and development of santri physical, intellectual, social, emotional, and psychological potential. Furthermore, in paragraph (2), it is emphasized that the provisions regarding the provision of educational facilities and infrastructure are further regulated in Government Regulations ²⁸.

Government Regulation Number 32 of 2013, Articles 42 to 48 stipulate standards for facilities and infrastructure as important instruments in ensuring the sustainability of the learning process. In accordance with these regulations, each educational unit is obliged to provide facilities that include furniture, educational equipment, learning media, textbooks, and consumables that meet students' needs. The feasibility of facilities, especially learning resources, will be rigorously evaluated by the National Education Standards Agency (BSNP) in accordance with the relevant ministries' policies.

In addition to facilities, the regulation also sets infrastructure standards, including technical specifications for land and buildings. This standard includes instructional rooms, leadership rooms, laboratories, workshops, and supporting facilities such as sports areas, places of worship, and creativity rooms. In addition to infrastructure availability, this regulation emphasizes building quality that is adaptive to environmental conditions, including resistance to earthquakes and inclusive access for santri with special needs. In addition, education units are responsible for systematically carrying out periodic maintenance to ensure the effectiveness of facilities and infrastructure in accordance with their lifespans, as well as to meet national standards for the implementation of education ²⁹.

Regulation of the Minister of Education, Culture, Research, and Technology Number 22 of 2023 establishes minimum standards for facilities and infrastructure that educational units at the PAUD, primary, and secondary levels must meet. This standard comprises two main components: facilities and infrastructure. Facilities include learning materials, tools, and equipment that support the teaching and learning process, while infrastructure includes basic facilities such as land, buildings, and spaces used to implement education.

Furthermore, this regulation emphasizes that facilities and infrastructure must be adjusted to students' needs, with attention to safety, health, comfort, and accessibility, including

²⁵ Achmad Muchaddam Fahham, *Pendidikan Pesantren: Pola Pengasuhan, Pembentukan Karakter, Dan Perlindungan Anak* (Jakarta: Publica Institute Jakarta, 2020).

²⁶ Sustina and Effane, "Fungsi Manajemen Sarana Dan Prasarana."

²⁷ Muhammad Fauzi, "Manajemen Sarana Dan Prasarana Pendidikan Di Pondok Pesantren Hidayatul Mubtadiin Sumberrejo Jember," *At-Tahsin: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (2022): 68-73.

²⁸ Pemerintah Republik Indonesia, "UU Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," 2003.

²⁹ (Government Regulation of the Republic of Indonesia, 2013)

for people with disabilities. In addition, each educational unit must include main rooms such as classrooms, libraries, laboratories, administration rooms, health rooms, places of worship, playgrounds or sports facilities, canteens, and toilets. Facilities and infrastructure can be provided independently or in cooperation with various parties to support an effective, safe, and sustainable learning process ³⁰.

Undang-Undang on Law Number 18 of 2019, pondok pesantren are obliged to provide dormitories and mosques as the main elements of the institution. Both facilities must meet feasibility standards, which include capacity, comfort, cleanliness, health, and safety. In this case, the Central Government and Regional Governments can provide facilitation support so that the facilities always meet the set standards. Although this law specifically only emphasizes the provision of dormitories and mosques, both are vital infrastructure that support all educational activities in pondok pesantren. The dormitory serves as a residence and a space for santri social interaction. At the same time, the mosque is the center of the education and da'wah process, in accordance with the basic functions of the pesantren ³¹. Based on this description, the existence of proper facilities and infrastructure in pesantren is an important foundation in creating a safe and conducive educational environment. This condition is further strengthened by the Pesantren Ramah Anak Program, which specifically emphasizes the fulfillment of children's rights and protection across all aspects of student life in pondok pesantren.

Pesantren Ramah Anak is a program initiated by the Ministry of Education. The purpose of this program is to create an educational environment for pesantren that upholds the fulfillment of children's rights and protection. This program is designed to ensure that all aspects of santri life, whether in learning, nurturing, and social interaction, take place in a safe, comfortable, and free atmosphere from violence and discrimination. Through this program, pesantren are encouraged to apply the principles of the best interests for children, non-discrimination, and respect for the dignity and participation of students as subjects of education.

The principles of Pesantren Ramah Anak are based on efforts to fulfill and protect children's rights in all aspects of education implementation in pondok pesantren. The main principles applied include the best interests of children as the basis for every policy-making, non-discrimination in treating all students, and respect for children's rights to live, grow, and develop optimally. In addition, the principle of children's participation is also an important concern, where santri are given space to express their opinions and engage in activities related to them. On the other hand, protection from all forms of violence, bullying, and inhumane treatment is the foundation for creating a safe and conducive pesantren environment. By applying these principles, pesantrens are expected to provide education that is not only oriented to religious aspects but also to the welfare and development of children as a whole.

In its implementation, the Pesantren Ramah Anak Program includes concrete efforts, such as the provision of proper and safe facilities and infrastructure, the adoption of humane parenting practices, and the establishment of protection and complaint mechanisms for students. In addition, this program encourages health services, strengthens character education, and provides space for students to develop their interests and talents ³². Thus, this program not only focuses on academic and religious aspects, but also on creating an environment that supports optimal growth and development of children, both physically, mentally, socially, and spiritually.

This situation shows a gap between policy ideals and on-the-ground realities. As a result, children's right to a safe and decent educational environment has not been fully fulfilled. Therefore, the management of pondok pesantren facilities and infrastructure must be seen not only as an administrative matter, but also as an integral part of the child protection system in a pesantren-based education environment.

These regulations show that the state has provided a fairly comprehensive legal framework for educational facilities and infrastructure. However, in practice, implementing regulations in the pesantren environment still poses complex challenges. This shows that the main problem does not lie in the absence of regulations, but in the weak implementation, supervision, and adaptability of pesantren to the government's formal standards.

On the other hand, the existence of the Pesantren Ramah Anak Program shows a paradigm shift in the management of pesantren education. Previously, management of pesantrens was focused solely on religious education; through the PRA (Pesantren Ramah Anak) concept, the government began to prioritize the welfare and protection of children as an integral part of the pesantren education system. Thus, the standard of facilities and infrastructure is no longer understood solely as a physical need, but also as an instrument for protecting children's rights.

³⁰ (Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, 2023)

³¹ (Government of the Republic of Indonesia, 2019)

³² (Ministry of Religion of the Republic of Indonesia, 2022)

C. The Gap Between Regulation and Field Practice

Although regulations governing educational facilities and infrastructure are detailed, in practice these provisions are still largely ignored by pesantren managers. This neglect often stems from the status of Islamic boarding schools that have not been officially recorded at the Ministry of Religion. Data from the *Education Management Information System* (EMIS) shows that many pondok pesantren are not registered in the national database³³. This condition was confirmed based on case findings in Banten Province. It was reported that as many as 172 pesantren were found to be unregistered in the EMIS system³⁴. This administrative irregularity is the main obstacle to the government's ability to monitor facility standards and distribute assistance for facility development and infrastructure.

The data shows that many pondok pesantren still fail to register their institutional data with the Ministry of Religion. This phenomenon is very unfortunate, considering that the government uses this data collection as the primary basis for distributing assistance for the development of Islamic boarding school facilities and infrastructure. Without registered and valid data, pesantren automatically lose access to operational assistance programs and development subsidies that have been allocated. Therefore, it is necessary to increase administrative awareness among pesantren managers so that pesantrens in Indonesia can have suitable facilities and infrastructure.

Non-compliance by pondok pesantren with the requirement to register with the Ministry of Religious Affairs not only results in loss of access to operational assistance but also constitutes a violation of applicable regulations. Based on Undang-Undang Number 18 of 2019 concerning pondok pesantren, particularly Article 6, Paragraph 2, it is emphasized that pondok pesantren must register their existence with the minister. The regulation serves as the primary basis for pesantren managers to officially legislate the institution³⁵. Thus, pondok pesantren not only fulfill the mandate of the law but also fulfill administrative obligations to strengthen their legal position within the national education system.

In addition to administrative problems, unregistered pondok pesantren also risk ignoring the right to child protection. This happens because unregistered pondok pesantren often evade government oversight, making it difficult to verify the adequacy of their facilities and infrastructure. In accordance with Undang-Undang Number 35 of 2014 on Child Protection, it is emphasized that every child has the right to receive education in a safe and healthy environment³⁶. Therefore, the registration of pesantrens with the Ministry of Religion is a crucial step, not only to fulfill administrative obligations but also to ensure students' basic rights as children.

Data from the Ministry of Religious Affairs indicate that of the 42,391 registered pondok pesantren, only 51 (0.12%) have Persetujuan Bangunan Gedung (PBG), and 170 have Sertifikat Laik Fungsi (SLF)³⁷. The gap between regulations and the reality of the field is increasingly evident through audits conducted by the Ministry of Public Works and the Ministry of Religion after the tragedy of the collapse of one of the pondok pesantren in Sidoarjo. The results of the Ministry of Public Works audit identified as many as 80 pondok pesantren in East Java, Java, Central, and West Java that are in a condition where their buildings are prone to collapse³⁸. In

³³ Asep Firmansyah, "Kemenag Ingatkan Pesantren Perbaiki Data Agar Dapat Bantuan Program," Antara news, 2025, <https://www.antaranews.com/berita/4936245/kemenag-ingatkan-pesantren-perbaiki-data-agar-dapat-bantuan-program>.

³⁴ Bahtiar Rifa'i, "Terima Hibah, 172 Ponpes Banten Tak Terdaftar Di EMIS Kemenag," Detik News, 2021, <https://news.detik.com/berita-jawa-barat/d-5832360/terima-hibah-172-ponpes-banten-tak-terdaftar-di-emis-kemenag>.

³⁵ (Government of the Republic of Indonesia, 2019)

³⁶ (Government of the Republic of Indonesia, 2014)

³⁷ Muhammad Yunus, "Perkuat Sinergi Dengan Pemda, Kemenag Akselerasi Renovasi Dan Sertifikasi Bangunan Pesantren," Kementerian Agama Republik Indonesia, 2025, <https://kemenag.go.id/nasional/perkuat-sinergi-dengan-pemda-kemenag-akselerasi-renovasi-dan-sertifikasi-bangunan-pesantren-FfzZc>.

³⁸ Rahmat Saepulloh, "Pemerintah Percepat Rencana Renovasi Pesantren 2025, Audit 80 Lokasi Ungkap Banyak Bangunan Tak Layak," Warta Ekonomi.co.id, 2025, <https://wartaekonomi.co.id/read590682/pemerintah-percepat-rencana-renovasi-pesantren-2025-audit-80-lokasi-ungkap-banyak-bangunan-tak-layak>.

addition, the Ministry of Religion's findings revealed that 30% of the 28,307 pondok pesantren buildings were severely damaged ³⁹.

The gap between regulations and field conditions regarding pondok pesantren facilities and infrastructure indicates problems in the implementation of education policies. The low number of pondok pesantren with Persetujuan Bangunan Gedung (PBG) and Sertifikat Laik Fungsi (SLF) indicates that most pondok pesantren buildings have not met the technical and administrative requirements set. This condition reflects the inadequate implementation of regulations intended to ensure the safety, health, and comfort in the educational environment. In fact, Undang-Undang Number 20 of 2003 concerning the National Education System states that facilities and infrastructure are important components that must be provided to support the implementation of a quality education process ⁴⁰.

The gap in the fulfillment of Persetujuan Bangunan Gedung (PBG) and Sertifikat Laik Fungsi (SLF) in the pesantren environment can actually be traced through deep cultural roots, namely traditions of *Dharma* or devotion. As a form of gratitude for the knowledge provided by the kiai, the students and alums often contribute their collective energy to build educational facilities independently ⁴¹. While this value is very positive, reliance on volunteers often undermines the involvement of professional consultants, so building technical standards and formal licensing procedures is often neglected.

This problem becomes more complex when these cultural factors clash with real structural barriers. The lack of access to technical assistance, financial limitations, and the complicated licensing bureaucracy make it difficult for Islamic boarding schools to meet the government's formal standards. As a result, this phenomenon has become a meeting point between the independence of strong pondok pesantren and the government support system that is not fully responsive to the needs and sociological realities in the field.

The culture of pesantren independence, realized through self-help development, is indeed an important social force in the development of Islamic boarding schools in Indonesia. However, in the context of modern infrastructure development, such an approach is often not balanced with adequate technical assistance. As a result, the construction of educational facilities often fails to meet construction standards and building safety procedures. This condition reveals a clash between the tradition of pesantren management and state regulations on educational safety standards.

In pondok pesantren, which serve as both educational institutions and student residences, the condition of facilities and infrastructure directly affects the fulfillment of santri rights. Buildings that do not meet PBG and SLF standards increase the risk to safety and health, ultimately hindering the fulfillment of children's right to a safe and decent learning environment. This is contrary to the principles stipulated in Undang-Undang Number 35 of 2014 concerning Child Protection, which affirms that every child has the right to protection and welfare in the process of growth and development ⁴². Therefore, the problem of pondok pesantren facilities and infrastructure is not just an administrative matter, but concerns the safety and protection of santri.

When viewed from the perspective of fulfilling children's rights, this condition has a serious impact. Children have the right to a safe, healthy, and supportive environment, as mandated by Undang-Undang Number 35 of 2014, but this right has not been fully fulfilled. An inappropriate environment not only affects santri health and safety but also compromises the comfort and quality of learning. For example, cramped, poorly ventilated study spaces can lower concentration, while poor sanitation facilities can increase the risk of disease ⁴³. Thus, facilities

³⁹ Hanif Hawari, "Kemenag Data Pesantren Yang Rusak Berat Untuk Antisipasi Bangunan Ambruk," Detik Sumut, 2025, <https://www.detik.com/sumut/berita/d-8151921/kemenag-data-pesantren-yang-rusak-berat-untuk-antisipasi-bangunan-ambruk>.

⁴⁰ Pemerintah Republik Indonesia, "UU Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional."

⁴¹ Aufa Abdillah and Erksam Maskuri, "The Khidmah Tradition of Santri Towards Kyai ((The Review of 'Urf and Psychology)" 5, no. 1 (2022): 278-92.

⁴² (Government of the Republic of Indonesia, 2014)

⁴³ Niken Ristianah and M Munir, "Optimalisasi Manajemen Pendidikan Islam Dalam Mewujudkan Pesantren Sehat: Integrasi Nilai Spiritual Dan Kesehatan Lingkungan," *Jurnal Simposium Manajemen Dan Bisnis IV* 4, no. 2018 (2025): 49-56.

and infrastructure that do not meet standards indirectly hinder children's cognitive, affective, and social development.

This problem also shows that pesantren management still faces challenges in integrating child protection into institutional management. In many cases, management remains more focused on religious education, while safety and environmental feasibility have not been top priorities. In fact, the two should go hand in hand. This requires a paradigm shift in which the provision of proper facilities and infrastructure is not just a complement but an integral part of child protection efforts.

Therefore, collaborative efforts are needed between the government, pesantren managers, and the community to improve the quality of facilities and infrastructure. The government needs to strengthen guidance and supervision, as well as provide support, in the form of funding and technical assistance, to ensure the fulfillment of PBG and SLF standards. On the other hand, pesantren managers need to increase awareness and commitment to the importance of a safe and decent environment for students. Thus, the fulfillment of children's rights in the pesantren environment can be realized more optimally, in line with the principles of child protection and welfare.

In a broader context, the provision of proper facilities is the main pillar in realizing the concept of Pesantren Ramah Anak (PRA). An institution cannot be said to be completely child-friendly if its physical infrastructure still poses risks to students' safety. Ensuring facilities meet safety standards is not just an effort to comply with government regulations, but a tangible expression of the institution's commitment to creating a safe and comfortable environment for growth and development. By ensuring a sturdy, healthy building, the pesantren has automatically fulfilled its most basic protection function by honoring students' rights.

The gap between regulatory standards and field practices shows that some pondok pesantren still view the management of facilities and infrastructure as a secondary need. When institutional management focuses more on religious learning, issues of building safety, sanitation, and environmental quality are not given full priority. In fact, an unsafe physical environment can directly affect students' quality of life and learning process.

Thus, the problem of pondok pesantren facilities and infrastructure cannot be understood solely as a technical development issue, but also as a problem of child protection and the quality of governance in educational institutions. Therefore, an approach that integrates the values of pesantren independence with modern safety standards is needed to ensure that the pesantren education environment maintains tradition while ensuring santri safety.

D. POAC Analysis in the Perspective of Children's Rights

To understand how the management of pondok pesantren facilities and infrastructure is carried out from a children's rights perspective, this study uses the POAC management function approach, comprising planning, organizing, actuating, and controlling. These four functions are used to analyze the extent to which the management of pesantren facilities has met the principles of safety, comfort, and protection of children in a pesantren-based education environment.

Table 1. Proposed POAC-Based Management Framework for Safe and Child-Friendly Pesantren Facilities

Management Stages	Implementation	Purpose	Regulatory Linkages
<i>Planning</i>	1. Analysis of the needs of santri. 2. Planning a safe and healthy space.	Creating a safe learning environment and supporting students' development.	1. National Education System Law Article 45 paragraph (1) 2. Child Protection Law Article 9 paragraph (1)
<i>Organizing</i>	1. Division of facility management tasks.	Improving the effectiveness of	Article 46 of the Islamic Boarding School Law

	2. Coordination of leaders, administrators, and educators. 3. Joint maintenance of facilities.	pesantren facility management.	
<i>Actuating</i>	1. Procurement of pesantren facilities. 2. Maintenance and repair of facilities. 3. The application of the principle of child-friendly pesantren	Ensuring a safe and comfortable pesantren environment.	1. Child Protection Law Article 54 2. Principles of Child-Friendly Islamic Boarding Schools
<i>Controlling</i>	1. Building inspection and sanitation. 2. Supervision of dormitory facilities 3. Evaluation of safety facilities	Ensure facilities remain feasible and up to safety standards	1. National Education System Law Article 35 paragraph (1) 2. Article 48 of the Islamic Boarding School Law

At the planning stage, the management of pondok pesantren infrastructure should prioritize fulfilling santri basic rights, rather than just building physical structures. The focus of planning must strictly include health, ventilation, and sanitation as mandatory standards to ensure that the pesantren environment truly supports children's growth and development ⁴⁴. This is important to comply with the regulations listed in the National Education System Undang-Undang Article 45 and the Child Protection Law Article 9, so that the planning of pondok pesantren buildings is no longer only seen as an internal policy of the manager, but a legal responsibility in providing a decent, safe, and free educational space from environmental risks ⁴⁵.

At the organizing stage, pesantren are required to clearly assign responsibility for facility management to all relevant parties to ensure more effective management ⁴⁶. This is in accordance with Article 46 of the pondok pesantren Law: the organization of facilities and infrastructure must prioritize professionalism and accountability, without ignoring the value of institutional independence ⁴⁷. A structured division of tasks among leaders, administrators, and educators for the maintenance of infrastructure must be implemented to ensure that each facility is not only available in quantity but also maintained in quality, sustainably, to support optimal daily operational activities ⁴⁸.

At the implementation actuation, the concept of Pesantren Ramah Anak (PRA) serves as the primary foundation for all procurement activities related to facility improvements ⁴⁹. Implementation in the field should not only focus on the physical completion of the building. However, it must strictly adhere to safety principles to prevent violence or accidents among students. This is in accordance with Article 54 of the Child Protection Law, which states that every use of facilities must ensure child protection ⁵⁰. This is important so that the infrastructure built continues to meet safety standards, allowing students to study and live in dormitories safely without fear of environmental threats.

Finally, the controlling stage functions as a quality assurance fortress that ensures that facilities and infrastructure remain at the set feasibility standards. Periodic monitoring of

⁴⁴ Pemerintah Republik Indonesia, "UU Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional."

⁴⁵ Pemerintah Republik Indonesia, Undang-Undang Republik Indonesia Nomor 35 Tahun 2014 tentang Perubahan atas Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak.

⁴⁶ George R. Terry and Leslie W. Rue, *Dasar-Dasar Manajemen* (Jakarta: Bumi Aksara, 2019).

⁴⁷ Pemerintah Republik Indonesia, "UU Nomor 18 Tahun 2019," 2019.

⁴⁸ Aep Suryana, "Teori Dan Praktik Manajemen Sarana Dan Prasarana Pesantren" 2, no. 1 (2020): 54-58.

⁴⁹ Kiky, "Serius Kembangkan Pesantren Ramah Anak, Menag: Kita Bentuk Satgas Pencegahan Dan Penanganan Kekerasan."

⁵⁰ Pemerintah Republik Indonesia, "UU Nomor 35 Tahun 2014 Tentang Perubahan Atas UU Nomor 23 Tahun 2002 Tentang Perlindungan Anak," 2014.

electrical installations, building conditions, and dorm capacity is a crucial instrument for early detection of risks ⁵¹. Through the **integration** of the National Education System Law on National Education Standards and the pondok pesantren Law, Article 48 on quality assurance, this supervision ensures that facilities remain relevant to students' needs. With strict supervision, pesantren can ensure that all physical assets remain operational to support an education that is safe, legal, and in accordance with national safety standards.

E. Child-Friendly Pesantren as a Management Model

The concept of Pesantren Ramah Anak can serve as an alternative model for the management of pondok pesantren facilities and infrastructure, more oriented towards santri protection. In this concept, educational facilities are not only seen as a means of supporting learning, but also as an instrument to ensure the safety, health, comfort, and welfare of children while in the pesantren environment. Through this approach, facility and infrastructure management are directed toward creating a safe, humane educational environment and supporting santri optimal growth and development.

Through the Pesantren Ramah Anak approach, facility and infrastructure management focus on creating an educational environment that is safe from the risks of violence and accidents. This includes the provision of proper buildings, healthy sanitation, comfortable learning spaces, and environmental monitoring mechanisms that support child protection ⁵². Thus, the concept of PRA not only serves as a government administrative program but also as a new paradigm for the management of children's rights-based pondok pesantren education.

In this context, the success of pondok pesantren in meeting safety standards and the feasibility of their facilities can be important indicators in realizing a Pesantren Ramah Anak. The fulfillment of these standards shows that pesantrens are not only oriented to religious education but also committed to the protection and welfare of students as children. Therefore, integrating education regulations, child protection principles, and pesantren management systems is a strategic step toward creating a safe, humane, and sustainable Islamic education environment. In addition to supporting optimal learning, the integration can also minimize safety risks and improve santri quality of life in the pesantren environment.

This research shows that the management of pondok pesantren facilities and infrastructure cannot be separated from the aspect of protecting children's rights. A POAC-based management approach integrated with the principles of Pesantren Ramah Anak can serve as an alternative model for creating a safe, humane, and welfare-oriented Islamic education environment. Thus, this research makes an important contribution in expanding the study of pesantren education management through the perspective of child protection.

Based on the research findings, several strategic steps can be taken to improve the management of pondok pesantren facilities and infrastructure from a child protection perspective. The government needs to strengthen guidance and supervision on the feasibility of pesantren facilities, especially regarding the fulfillment of Persetujuan Bangunan Gedung (PBG) and Sertifikat Laik Fungsi (SLF). In addition, technical assistance and funding support for pondok pesantren with limited resources are crucial to ensure that all facilities meet safety and feasibility standards while protecting santri rights to the fullest.

Conclusion

This research shows that the management of pondok pesantren facilities and infrastructure is closely related to the fulfillment of children's rights, especially in creating a safe, healthy, comfortable, and decent educational environment for santri. Facilities and infrastructure not only serve as learning support, but also as an important instrument for ensuring the physical and psychological protection of children during the educational process in the pesantren environment.

⁵¹ Terry and Rue, *Dasar-Dasar Manajemen*.

⁵² (Ministry of Religion of the Republic of Indonesia, 2022)

Therefore, the management of educational facilities must be understood as part of the institution's responsibility in fulfilling santri basic rights.

This study found that although the government has established various regulations related to the standards of educational facilities and infrastructure, their implementation in Islamic boarding schools still faces obstacles, such as low ownership of Persetujuan Bangunan Gedung (PBG) and Sertifikat Laik Fungsi (SLF), financial limitations, weak supervision, and a culture of self-help development without technical assistance. This shows a gap between regulations and field practices, resulting in suboptimal fulfillment of children's rights in the pesantren environment.

Through the POAC (Planning, Organizing, Actuating, and Controlling) management function approach, this study emphasizes that the management of pesantren facilities and infrastructure must be integrated with child protection principles at every stage. Facility planning must prioritize students' safety and health, ensure a professional, accountable organization, prioritize facility management to ensure child safety, and conduct periodic supervision to ensure a feasible educational environment. In this context, the concept of Pesantren Ramah Anak is a relevant management model because it prioritizes santri safety, comfort, and welfare.

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