IMPLEMENTATION PATTERNS AND STRATEGIES OF THE ISLAMIC BOARDING SCHOOL AL AMALUL KHAIR IN DEALING WITH THE PHENOMENON OF SENIORITY AMONG STUDENTS

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Abstract

This study aims to identify the implementation patterns and strategies employed by Al-Amalul Khair Islamic Boarding School in addressing the phenomenon of seniority among students. The research methodology used is qualitative, with data collection techniques including observation, in-depth interviews, and documentation. The research informants consist of two individuals, namely the head of the boarding school management and the dormitory supervisor. The study's findings indicate that seniority at the boarding school is a cultural practice passed down through generations, driven by revenge and a desire to demonstrate power. This phenomenon is exacerbated by a lack of control from family, educational, and community environments. The boarding school addresses this issue by developing a pattern of affection or mahabbah, aiming to instill mutual affection among students. Additionally, a learning pattern that involves senior students teaching junior students is implemented to strengthen communication and increase responsibility. The muamalah pattern is also applied to teach life values and effective conflict resolution. This approach is expected to reduce seniority actions and improve the quality of social interactions among students. The findings of this study provide significant contributions to the development of policies and practices at the boarding school and offer insights for future research on the phenomenon of seniority in other educational institutions.

Keywords: Seniority, Islamic boarding school, mahabbah pattern, learning pattern, muamalah pattern

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi pola pelaksanaan dan strategi yang diterapkan oleh Islamic Boarding School Al-Amalul Khair dalam menangani fenomena senioritas antar santri. Metode penelitian yang digunakan adalah metode kualitatif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi. Informan penelitian terdiri dari dua orang, yaitu kepala pengurus dan pengasuh asrama Islamic Boarding School. Hasil penelitian menunjukkan bahwa senioritas di Islamic Boarding School ini merupakan budaya yang diwariskan turun-temurun, didorong oleh dendam dan keinginan menunjukkan kekuasaan. Fenomena ini diperparah oleh kurangnya kontrol dari lingkungan keluarga, pendidikan, dan masyarakat. Islamic Boarding School mengatasi masalah ini dengan mengembangkan pola kasih sayang atau mahabbah, yang bertujuan untuk menanamkan rasa saling menyayangi antar santri. Selain itu, pola pembelajaran yang melibatkan santri senior dalam mengajar santri junior diterapkan untuk mempererat komunikasi dan

meningkatkan tanggung jawab. Pola muamalah juga diterapkan untuk mengajarkan nilai-nilai kehidupan dan penyelesaian konflik secara efektif. Pendekatan ini diharapkan dapat mengurangi tindakan senioritas dan meningkatkan kualitas interaksi sosial antar santri. Temuan penelitian ini memberikan kontribusi penting bagi pengembangan kebijakan dan praktik di Islamic Boarding School, serta memberikan wawasan bagi penelitian selanjutnya mengenai fenomena senioritas di lembaga pendidikan lainnya.

Kata kunci*: Senioritas, Islamic Boarding School, pola mahabbah, pola pembelajaran, pola muamalah*

INTRODUCTION

Islamic educational institutions that can be studied, understood, comprehended, internalized, and practiced are known as Islamic Boarding Schools. Islamic Boarding School also emphasizes the importance of morality in religious matters as a guide for daily behavior. It has been a center for Islamic education since the arrival of Islam in Indonesia. The primary goal of Islamic Boarding School is to contribute to the development of the nation's life, enhance the intellectual competitiveness of the students, and strive for better and optimal religious values (Arfah & Wantini, 2023; Junaidi & Hidayat, 2022). Besides these objectives, there is a more essential and fundamental aspect that contributes to social society and can improve the quality of life, both morally and materially. In line with social dynamics and the spread of modern education, the establishment and development of Islamic Boarding Schools shape the educational world, particularly concerning social change. According to the character of Islamic Boarding Schools, which is identified with a peaceful world, full of manners, religion, and a source of knowledge, we must preserve and maintain it in our Islamic education (Dasir & Munawiroh, 2020; Mujamil et al., 2023).

A 2017 report from the Ministry of Social Affairs showed that around 84% of children in Indonesia experienced violence while at school. This statistic was obtained from data published by KPAI (Indonesian Child Protection Commission), based on research conducted by the International Center for Research on Women (ICRW) (Hamidah, 2020). The number is higher compared to Vietnam with 79%, Cambodia with 73%, and Pakistan with 43%. In this statistical data, Indonesia has the highest number, making it rank first in school violence issues. This statistical figure should be our collective concern and not be ignored. Identifying the causes of the problem is the first step to permanently addressing it. According to SNPHAR (National Survey on Child and Adolescent Life Experiences) in the last 12 months of 2021, the prevalence rate among children aged 13-17 years was 26.58% for girls and 20.51% for boys. Meanwhile, the prevalence rate of violence against children under 18 years reported by the 18-24 age group was 38.56% for girls and 37.44% for boys (Taufiqurrohman & Fanreza, 2023). KPAI data from 2021 showed that 1,138 children became victims of physical or psychological violence (Ananda et al., 2023). Violence against children can potentially occur at any time, including in the educational world, such as in Islamic Boarding Schools (Rijal et al., 2021).

According to Sejiwa, physical violence, such as hitting, pinching, kicking, and pushing, and verbal violence, such as mocking, cursing, and belittling the victim, are forms of violence often perpetrated by seniors on juniors. This occurs because seniors who are the perpetrators consider introducing the boarding school environment to juniors as a normal part of the adjustment period (Sulaeman & Purwanto, 2022). Even boys see what the seniors do to them as acceptable because they believe that as men, they should endure pain and not complain. The behavior of seniors using violence to punish juniors is a form of toxic masculinity, which involves violence and domination. The first suspected causes of seniority include 1) juniors lacking certain qualities, making them less competitive and envious; 2) a thirst for respect; 3) a desire for recognition and validation; 4) seniors needing acknowledgment of their presence to not be forgotten when juniors arrive; 5) seniors feeling superior and tougher than juniors; and 6) a decline in character education, among other uncertain reasons (Muhammad et al., 2023).

The phenomenon of seniority arises due to factors such as age having joined an institution earlier, or being present in a pesantren earlier. Usually, older students will do whatever they want to new students, believing it benefits them while harming the new students. This can even lead to intimidation and demands for pocket money and other things. This happened at the Integrated Islamic Boarding School Serambi Mekkah Padang Panjang, based on research conducted by Nurul Hikmah Sofyan, which discussed bullying practices by 12th-grade students towards their juniors. The dominant cause of bullying was seniority, with older students always disturbing the younger ones to be respected and honored as seniors (Ahwadzi et al., 2024). Previous research also identified seniority phenomena at another boarding school, as seen in Muhammad Munir's research. His study highlighted differences between senior and junior students regarding social behavior, social interactions, doctrines, and fanaticism. He explained that senior female students at An-Nuriyan Women's Islamic Boarding School tended to violate the boarding school rules (Hafidz & Islam, 2023; Nasution & Adi, 2023).

Seniority becomes a concern in Islamic boarding schools because it can shape or undermine character. The existence of seniority can create boundaries between seniors and juniors, leading to a lack of mutual respect and appreciation. Seniority is seen as a threat to school peace, as younger students feel threatened and oppressed by such regulations. Therefore, the implementation and strategies of the boarding school are essential in addressing daily problems faced by the students. The environment significantly influences an individual's life, where individuals can affect each other. With the seniority phenomenon, researchers aim to explore how the boarding school handles seniority issues among students through their implementation patterns and strategies.

METHOD

This study employs a qualitative method to produce descriptive data in the form of spoken words, writings, and observed behaviors of individuals. The qualitative method is chosen for its ability to deeply capture the meaning and social phenomena, allowing researchers

to obtain clear answers to the problems at hand (Purwanza, 2022). The primary focus of this research is to understand the implementation patterns and strategies of Al-Amalul Khair Islamic Boarding School in Palembang in addressing the phenomenon of seniority among students.

According to Sugiyono, qualitative research is often referred to as natural research because it is conducted in natural settings. This means that the researcher is directly involved in the environment being studied without altering existing conditions (Winarni, 2021). Consequently, the data obtained is expected to reflect the actual state of affairs. In the context of this study, the researcher will directly observe the interactions and social dynamics within the boarding school. The first step in this research is to determine the research location and subjects. Al-Amalul Khair Islamic Boarding School in Palembang is chosen as the research site due to the notable phenomenon of seniority among students. The research subjects include senior and junior students, as well as the school administrators who play a role in managing the social dynamics among students. This selection aims to gain a comprehensive perspective on the phenomenon being studied.

Subsequently, the researcher will collect data through several qualitative data collection techniques, such as observation, in-depth interviews, and documentation. Observations are conducted to directly see how interactions among students occur and to identify behavior patterns indicating the presence of seniority. In-depth interviews are conducted with senior students, junior students, and school administrators to gain a deeper understanding of their experiences, views, and strategies used in addressing seniority. Documentation is carried out to gather relevant written data, such as school regulations, activity records, and other official reports. The collected data will then be analyzed descriptively. The researcher will identify the main themes emerging from the data and organize them into relevant categories. This analysis aims to discover the implementation patterns and strategies used by the boarding school to handle seniority among students. Additionally, the researcher will perform data triangulation to enhance the validity of the findings by comparing information obtained from various sources and data collection techniques.

In conducting the analysis, the researcher will refer to relevant theoretical frameworks to understand the phenomenon of seniority among students. Several social and educational theories discussing group dynamics, social hierarchy, and conflict management will be used as a basis for data analysis. With this approach, the researcher aims to identify the factors influencing the occurrence of seniority and develop practical recommendations for the boarding school in managing this phenomenon. The results of this study are expected to provide meaningful contributions to the development of policies and practices at Al-Amalul Khair Islamic Boarding School in Palembang, as well as offer broader insights for future research on the phenomenon of seniority in other educational institutions. Through a deep understanding of effective patterns and strategies, it is hoped that the boarding school can create a more harmonious and inclusive learning environment for all students.

RESULTS AND DISCUSSION

Based on observations and interviews that have been conducted with informants, researchers obtained interview results regarding the implementation patterns and strategies of the Al-Amalul Khair Islamic Boarding School in dealing with the phenomenon of seniority between queues.

Research informants based on criteria are seen in the following table:

Table. Research Information

No.	Description	Information
1	Head of Islamic Boarding School Management	1 person
2	Islamic Boarding School dormitory caregiver	1 person
	Total	**2 person**

Based on the table above, it is known that the informants in this study consist of two people: the head administrator and the dormitory supervisor of Al-Amalul Khair Islamic Boarding School.

Seniority is referred to as a culture because this practice is passed down through generations and sometimes is even considered a tradition. There is also a factor of revenge from juniors who experienced such actions from their seniors, and once they become seniors, they will do the same to their juniors. This cycle continues, causing seniority practices to perpetuate from generation to generation. One of the causes of seniority in the educational world, including Islamic boarding schools, is the established culture of violence passed down by seniors involving seniority, revenge, and the display of power. This becomes a cause of seniority actions stemming from a misconception among adolescents who mistakenly believe that seniority is cool and powerful. Additionally, this behavior is caused by a lack of control from the family environment, educational environment, and community environment, as these three environments play a significant role in shaping adolescent character. When the environment sets a good example, it will positively impact adolescents' social behavior, preventing them from engaging in violence associated with seniority.

At Al-Amalul Khair Islamic Boarding School, the administrators and supervisors have patterns and strategies to handle or address the phenomenon of seniority among students. These patterns and strategies are implemented in the dormitory environment where students engage in daily activities, study, and play. Seniority can be managed if there is guidance and a spirit of love instilled among peers, especially among students. The following is an interview excerpt:

"The essence is a clear foundation of love or mahabbah that will provide the best way for them to treat their juniors well because, besides the intention to educate for the sake of Allah SWT, mahabbah should be prioritized."

From the above interview results, it is evident that the administrators and supervisors use a love-based pattern called the mahabbah pattern. With this mahabbah guidance pattern, it is hoped that seniors and juniors will continue to care for each other. Besides the guidance pattern, there is also a learning pattern to address the seniority phenomenon among students. Below is an excerpt:

"In the learning pattern, we educate seniors to directly teach during the day. This will prepare them for future generations to teach."

The above statement adds to the understanding of the pattern used to handle the seniority phenomenon among students. With the teaching and learning pattern between seniors and juniors, the boarding school also provides an opportunity to learn social skills and ensures that seniors and juniors communicate well. This is also intended to give seniors the responsibility to teach; besides learning responsibility, they also learn to manage people properly and correctly.

Additionally, the informant explained the public relations management pattern related to the strategy to address the seniority phenomenon among students at Al-Amalul Khair Islamic Boarding School. The informant stated:

"We equip them to interact well because, in truth, the most valuable thing in a boarding school is the values of life. They are trained on how to handle both pleasant and unpleasant situations independently. How they respond when they have a problem and how they resolve it.

For example, if Ahmad has a problem with Umar, they need to meet face-to-face, communicate, and resolve the issue, which we teach them. Not when Ahmad has a problem with Umar, they talk to someone else. This approach prevents problems from being resolved. So, we teach them to be skilled in interaction."

The informant's statement indicates that the interaction pattern can address the seniority phenomenon because its implementation involves interactions among students. This pattern allows seniors and juniors to interact as they solve problems through discussion, finding solutions to misunderstandings, and preventing revenge that leads to seniority.

In analyzing the research results, several relevant social and educational theories can be connected. One of them is the social conflict theory proposed by Lewis Coser. Coser states that social conflict can occur when there is a power imbalance and tension between different groups (Afriani et al., 2023; Sari et al., 2024). The phenomenon of seniority in boarding schools can be seen as a form of social conflict where senior students hold more power than junior students, leading to tension and potential violence.

Albert Bandura's social learning theory is also relevant in analyzing this research's findings. According to Bandura, human behavior is learned through observing and imitating others (Husni et al., 2023). Seniority in boarding schools can be viewed as behavior that junior students learn from their senior peers. By observing their seniors engaging in seniority practices, junior students then imitate this behavior when they

become seniors. Therefore, the mahabbah and interaction patterns implemented by the boarding school can be seen as efforts to change this social learning pattern by providing positive and constructive behavior examples.

The mahabbah approach can also be linked to John Bowlby's attachment theory. Bowlby states that strong emotional attachment between individuals can provide a sense of security and self-confidence (Haryanto, 2023). By applying the mahabbah pattern, the boarding school aims to build a positive emotional attachment between senior and junior students, ultimately reducing seniority practices.

Moreover, Joseph DeVito's effective communication theory is relevant for analyzing the interaction pattern implemented by the boarding school. DeVito states that effective communication requires openness, honesty, and empathy (Prasetyo & Anwar, 2021). By teaching students to discuss and resolve problems directly, the boarding school aims to build effective communication among students, reducing potential conflict and seniority. The learning pattern implemented by the boarding school can also be linked to Thomas Lickona's character education theory. Lickona states that character education involves teaching good moral values through real examples and habituation (Najmi et al., 2022; Yanti, 2022). By giving senior students the responsibility to teach, the boarding school aims to impart values of responsibility, leadership, and empathy through real examples and habituation.

Overall, the approach implemented by Al-Amalul Khair Islamic Boarding School demonstrates a comprehensive and structured effort to address the seniority phenomenon among students. By combining the mahabbah pattern, the learning pattern, and the interaction pattern, the boarding school aims to create a harmonious and inclusive environment for all students. This approach focuses not only on reducing seniority practices but also on building better student character and enhancing the quality of social interactions among students. In the context of this research, the findings can significantly contribute to policy and practice development at Al-Amalul Khair Islamic Boarding School. Additionally, this research can offer broader insights for future studies on the seniority phenomenon in other educational institutions. By understanding effective patterns and strategies, boarding schools can create a more harmonious and inclusive learning environment for all students.

This research also highlights the importance of the educational environment, family, and community in shaping adolescent character. By providing good behavior examples and teaching positive moral values, violence, and seniority practices among adolescents can be reduced. Therefore, cooperation between boarding schools, families, and communities is crucial to creating a conducive environment for better adolescent character development. Ultimately, this research emphasizes that the seniority phenomenon in boarding schools can be addressed through a comprehensive and structured approach. By combining the patterns of love, learning, and social interaction management, it is hoped that a more harmonious and inclusive environment for all students can be created. This

approach focuses not only on reducing seniority practices but also on building better student character and enhancing the quality of social interactions among students.

CONCLUSION

This study successfully identified the implementation patterns and strategies applied by Islamic Boarding School Al-Amalul Khair in dealing with the phenomenon of seniority among students. The main findings show that seniority in this boarding school is seen as a culture passed down through generations, driven by grudges and the desire to show power. The lack of control from the family, education, and community environment exacerbates this phenomenon. To address the problem, the boarding school developed several strategies, including a pattern of affection or mahabbah, a learning pattern that involves senior students in teaching junior students, and a muamalah pattern that teaches life values and effective conflict resolution. This approach is expected to reduce seniority and improve the quality of social interactions between students.

Future researchers are advised to explore more deeply the effectiveness of the implementation of these patterns in the long term, as well as examine other external factors that may affect the seniority phenomenon. In addition, further research could consider involving more informants from various levels and backgrounds, including the santri themselves, to get a more comprehensive picture. Comparative studies with other boarding schools that have different characteristics can also provide new insights into the various approaches used in dealing with seniority. Through more in-depth and extensive research, it is hoped that more effective and sustainable solutions can be found in overcoming the phenomenon of seniority in educational institutions, especially boarding schools.

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