Implementation of Transformational Leadership in Sexual Harassment and Bullying Prevention Programs in Islamic Boarding Schools

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Abstract. Islamic boarding schools, as the oldest Islamic educational institutions in Indonesia, have a strategic role in shaping the character and morals of the younger generation based on Islamic values. However, in recent years, cases of sexual harassment and bullying in Islamic boarding schools have become a serious concern. Data from the National Commission on Violence Against Women (2021) shows more than 500 cases of sexual harassment in educational institutions, including Islamic boarding schools. In addition, around 60% of students in Islamic boarding schools experience bullying in various forms (LPA, 2020). This phenomenon indicates the weakness of the leadership system in Islamic boarding schools in creating a safe environment. This study aims to analyze the application of transformational leadership in the program to prevent sexual harassment and bullying in Islamic boarding schools, with a focus on identifying supporting factors for success and developing an implementation model that can be adapted by other Islamic boarding schools. The method used is a qualitative approach with a case study at the Mardhatillah Islamic Boarding School, Rancaekek, Bandung Regency. The research findings show four main aspects in the implementation of transformational leadership: empowerment of students through the formation of a Task Force, an integrated communication and supervision system, active collaboration with parents and the community, and a commitment to sustainable development. This program successfully created a culture of mutual respect and a safe environment for students. This study provides theoretical contributions in the development of a transformational leadership model for preventing violence in Islamic boarding schools and offers a model that can be applied in other Islamic boarding schools to address similar issues.

Keywords: Transformational Leadership, Islamic Boarding School, Sexual Harassment Prevention, Bullying Prevention

I. INTRODUCTION

Pesantren, the oldest Islamic educational institution in Indonesia, has a strategic role in the formation of the character and morals of the young generation based on Islamic values. This role includes not only the teaching of religious knowledge, but also the formation of comprehensive morals and characters in a unique educational system (Hasan, 2009).

In recent years, various cases of sexual harassment and bullying in Islamic boarding schools have become serious concerns for various parties. Data from the National Commission on Violence Against Women show that over the last five years, more than 500 cases of sexual harassment have occurred in educational institutions, including Islamic boarding schools (Komnas Perempuan, 2021). Even more worrying, the Child Protection Agency reported that around 60% of students in Indonesian Islamic boarding schools experienced bullying in various forms, physical, verbal, and social (LPA, 2020). The Indonesian Child Protection Commission also noted a significant increase in reports of cases of sexual harassment involving Islamic boarding school caretakers against students (KPAI, 2022).

This phenomenon indicates a fundamental weakness in the leadership management system of Islamic boarding schools, particularly in creating a safe environment for students. Weak leadership in Islamic boarding schools is often the main cause of sexual harassment, especially because of the lack of strict supervision of interactions between caregivers and students (Ahmad Tafsir, 2018). Bullying often arises due to uncontrolled power imbalances between senior and junior students, as well as a weak monitoring system for behavior among students (Samsul Arifin, 2019).

Transformational leadership, developed by Bass, offers a potential theoretical framework for addressing these issues. This theory emphasizes a leader's ability to inspire and motivate followers towards positive change through four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). This approach is in line with the principles of pesantren leadership, which emphasizes the importance of wisdom, harmony, and deliberation in decision-making (Saepudin, 2021).

Previous research on leadership in Islamic boarding schools has mostly focused on general managerial aspects or learning management, but has not specifically examined how the transformational leadership model can be implemented in dealing with sensitive issues such as sexual harassment and bullying. Studies on Islamic boarding school leadership based on the thoughts of scholars emphasize the importance of wisdom and deliberation, but have not integrated it with modern transformational leadership theory in the context of violence prevention (Hasan, 2009).

Three main gaps in previous research need to be addressed. First, no comprehensive study has integrated the principles of transformational leadership with the values of pesantren leadership in the context of violence prevention. Second, previous research has not explored how santri empowerment can be an effective instrument to prevent violence through an internal monitoring system. Third, there is no operational model that shows how the principles of transformational leadership can be practically implemented in anti-harassment and bullying programs in pesantrens (Aminah, 2016).

This study aimed to analyze the implementation of transformational leadership management in a program to prevent sexual harassment and bullying in Islamic boarding schools. Specifically, this study seeks to identify the key factors that support the success of the program and develop an implementation model that can be adapted by other Islamic boarding schools. The results of this study are expected to provide theoretical contributions to the development of an effective transformational leadership model for preventing violence in Islamic educational institutions.

LITERATURE REVIEW
The Evolution of Transformational Leadership Theory in the Context of Islamic Education

The transformational leadership theory was developed from the initial concept introduced by Burns and developed by Bass with four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. In Islamic education, this theory is in accordance with the principles of leadership outlined by scholars. KH Hasyim Asy'ari described the leadership of Islamic boarding schools as a responsibility that includes not only teaching religious knowledge, but also the formation of morals and ethics of students and the surrounding community (Hasan, 2009).

Integration of Transformational Leadership with Islamic Boarding School Values

The implementation of transformational leadership in Islamic boarding schools requires adjustment to deep-rooted values and traditions. Islamic boarding school leaders must be able to carry out dual roles: as spiritual leaders who maintain Islamic values and as agents of change who bring positive renewal. Research shows that the success of programs in Islamic boarding schools is highly dependent on leaders-ability to integrate Islamic values with modern management practices (Ahmad Tafsir, 2018).

Dynamics of Sexual Harassment and Bullying in Islamic Educational Institutions

Studies on sexual harassment and bullying in Islamic educational institutions have revealed the complexity of the problem, involving structural and cultural aspects. The imbalance in power between caregivers and students, as well as between senior and junior students, is often the root of the problem. Olweus' research on the dynamics of bullying provides a basic framework for understanding this phenomenon, but requires special adaptation in the context of Islamic boarding schools that have unique characteristics (Samsul Arifin, 2019).

Transformational Leadership-Based Violence Prevention Model

An effective violence prevention approach requires a comprehensive system that involves all components of an Islamic boarding school. Transformational leadership offers a framework that empower all parties in prevention efforts. The developed model must include structural aspects (policies and monitoring systems) and cultural aspects (formation of a culture of mutual respect) based on Islamic values (Saepudin, 2021).

Research Gap and Conceptual Model

Although various studies have been conducted on transformational leadership and violence prevention in educational institutions, there are still significant gaps in the context of Islamic boarding schools. First, no model comprehensively integrates the principles of transformational leadership with Islamic boarding school values to prevent violence. Second, the role of student empowerment in preventing violence has not yet been explored in depth. Third, there are no clear operational guidelines on the implementation of transformational leadership in violence prevention programs in Islamic boarding schools (Aminah, 2016).

II. METHODS

Research Design

This study uses a qualitative approach with a case study method to analyze the implementation of transformational leadership management in preventing sexual harassment and bullying in Islamic boarding schools. A qualitative approach was chosen to gain an in-depth understanding of the phenomenon being studied and to explore the perceptions and experiences of various parties related to the implementation of policies in Islamic boarding schools. Case studies as a research method allow researchers to obtain a holistic and contextual picture of the problems being studied, especially in exploring the complexity of implementing violence prevention programs in the context of a typical Islamic boarding school culture with unique characteristics (Moleong, 2017).

This case study follows the principles of qualitative research design that emphasizes the in-depth exploration of social phenomena in their natural context. This approach allows researchers to understand not only the structural aspects of violence prevention programs, but also the cultural and interactional dimensions that influence the effectiveness of their implementation in the context of Islamic boarding schools (Sugiyono, 2017).

Research Location and Informants

This research was conducted at the Mardhatillah Rancaekek Islamic Boarding School, Bandung Regency. This Islamic boarding school was chosen because it implemented a systematic anti-sexual harassment and bullying program, which is reflected in its vision, mission, and programs. The research subjects consisted of Islamic boarding school leaders, Islamic boarding school caretakers, and students selected based on their direct involvement in the program. The selection of these subjects allowed researchers to obtain relevant information regarding the implementation of the program and the dynamics of leadership in Islamic boarding schools (Sugiyono, 2017).

Research informants were selected using purposive sampling techniques, based on considerations of direct involvement in the program and the ability to provide rich information about program implementation (Patton, 2015). Twenty-five selected informants were grouped into four categories: three Islamic boarding school leaders responsible for policy development, seven caregivers directly involved in program implementation, ten students consisting of members of the Task Force and non-Task Force, and five parents of students who were active in the prevention program.

Data collection technique

Data collection was conducted using three main methods: in-depth interviews, participant observation, and document studies. In-depth interviews were conducted with the leaders of Islamic boarding schools to understand the vision and leadership strategies in implementing the program, with the caretakers to explore their experiences in running the program, and with the students to understand their perceptions and experiences related to program implementation. The interviews used semi-structured guidelines developed based on the transformational leadership theory framework.

Participatory observation was conducted to directly observe the implementation of the program in the daily life of Islamic boarding schools. The focus of observation includes communication patterns between leaders, caregivers, and students; implementation of the supervision system by the Santri Task Force; and the dynamics of interaction within the Islamic boarding school community. This observation provides a contextual understanding of how a program is implemented in daily practice.

Document studies have been conducted on various Islamic boarding school documents relevant to this program. The documents analyzed includex following:
1. A document of the vision, mission and goals of the Islamic boarding school which contains a commitment to creating a safe environment.
2. Anti-sexual harassment and anti-bullying program documents containing implementation policies and procedures.
3. Document of agreement with parents showing parental involvement in the program.
4. The work program of the Islamic boarding school leader related to monitoring and communication systems
5. Documentation of Islamic social education seminar
6. Documents on the formation and operation of the Santri Task Force

Data analysis

Data were analyzed using a thematic analysis approach with systematic procedures. The analysis process began with the verbatim transcription of interview data and coding of the data based on emerging themes. These themes were organized and interpreted in the context of transformational leadership theory. The analysis focused on four main aspects of the programme: student empowerment, security and harmony management, parent and community participation, and continuous improvement (Patton, 2015).

Validity of Data

This study used data and method triangulation to ensure data validity. Data triangulation wa performed by comparing information from various sources (leaders, caregivers, and students). Method triangulation was

performed by confirming the findings using three different data collection methods. This process allows the verification and validation of research findings from various perspectives. In addition, researchers conducted member checking by returning the results of the analysis to key informants to ensure the accuracy of data interpretation (Sugiyono, 2017).

III.   RESULTS AND DISCUSSION

Results
Implementation of Transformational Leadership Management in Anti-Sexual Harassment and Bullying Program

The results revealed four main aspects of the implementation of transformational leadership management in Islamic boarding schools to prevent sexual harassment and bullying. These findings are based on data analysis from interviews, observations, and document studies conducted at Mardhatillah Islamic Boarding School.

Empowering Santri through the Task Force System

The first aspect is the empowerment of students through the formation of the Student Task Force (Satgas). This task force acts as an internal supervisor who reports directly to the leadership of an Islamic boarding school. This empowerment reflects the application of the intellectual stimulation dimension in transformational leadership, where students are given the responsibility and trust to actively participate in creating a safe environment. Observational data show that the Student Task Force effectively monitors and prevents acts of harassment or bullying in the Islamic boarding school environment (Samsul Arifin, 2019).

Integrated Communication and Surveillance System

The implementation of an open and trusted communication system was the second aspect of this study. The leadership of the Islamic boarding school built a communication system that allowed students and caregivers to report any suspected violence or violations directly, without fear of retaliation. This system includes a tiered reporting mechanism and protection for the reporters. Interview data revealed that this system increases the sense of security and trust among students in the leadership of Islamic boarding schools (Saepudin, 2021).

Collaboration with Parents and Community

The third aspect is the development of an active collaboration between parents and communities. Islamic boarding schools have created formal agreement documents with parents that affirm a shared commitment to protecting students from sexual harassment and bullying. Educational programs and seminars on violence prevention also involve active parental participation. This collaborative approach strengthens the effectiveness of prevention programs and creates a more comprehensive monitoring system (Aminah, 2016).

Sustainable Program Development

The fourth aspect is the commitment to sustainable program development. Islamic boarding schools regularly evaluate the effectiveness of the program through student satisfaction surveys, analysis of bullying reports, and open discussions with various stakeholders. Document study data show continuous improvements in program policies and procedures, reflecting an adaptive approach to transformational leadership (Ahmad Tafsir, 2018).

Impact of the Program on Islamic Boarding School Culture

The implementation of this program has resulted in significant changes to the culture of Islamic boarding schools. Observations show the development of a culture of mutual respect between senior

and junior students, marked by minimal cases of seniority and bullying. The jargon of "comrades in struggle, friends in struggle, and brothers in struggle" found in observations reflects the transformation of culture towards a more positive and inclusive direction.

The study also revealed several challenges in implementing the program, including the need to continuously improve the capacity of caregivers to handle sensitive cases and the importance of maintaining consistency in policy implementation. However, the findings show that the transformational leadership approach has succeeded in creating positive changes to prevent sexual harassment and bullying in Islamic boarding schools.

Discussion
Implementation of Transformational Leadership in the Context of Violence Prevention

The research findings show that the success of anti-sexual harassment and bullying programs in Islamic boarding schools is highly dependent on the effectiveness of transformational leadership. These results strengthen Bass's (1985) theory of the four dimensions of transformational leadership, applied in the context of Islamic boarding schools. The ideal influence dimension is reflected in the ability of Islamic boarding school leaders to act as role models in creating a safe and respectful environment. The inspirational motivation dimension is seen in the success of building a shared vision of an Islamic boarding school free from violence (Bass, 1990).

The Role of Empowerment in the Transformation of Islamic Boarding School Culture

The formation of the Santri Task Force is a manifestation of the dimension of intellectual stimulation in transformational leadership. This approach is in line with the principles of Islamic boarding school leadership put forward by Hasan (2009), where empowering students not only provide responsibility, but also build collective awareness of the importance of creating a safe environment. The success of this program shows that effective empowerment can change the dynamics of traditional power in Islamic boarding schools to become more equal and participatory (Saepudin, 2021).

Communication Systems as a Foundation for Change

The implementation of an open and trusted communication system highlights the importance of the simension of individual consideration in transformational leadership. This system has succeeded in building trust among leaders, caregivers, and students, which is a key element in preventing violence in educational institutions. This finding strengthens Ahmad Tafsir's argument (2018) that preventing violence in Islamic boarding schools requires a communication system that allows the early detection and rapid handling of potential violence.

Multi-party Collaboration in Violence Prevention

The active involvement of parents and the community in violence prevention programs reflects the understanding that cultural change requires the support of all stakeholders. This approach is in accordance with the concept of transformational leadership, which emphasizes the importance of building coalitions for change. The success of this program shows that the prevention of violence in Islamic boarding schools cannot be done partially, but rather requires a systemic approach involving various parties (Samsul Arifin, 2019).

Challenges and Learning in Program Implementation

Although the program has been successful, several identified challenges require special attention. The need to improve the capacity of caregivers to handle sensitive cases indicates the importance of continuous professional development. This finding is in line with Aminah's (2016) research, which emphasizes the importance of improving caregivers' competence in violence prevention programs in Islamic boarding schools.

Practical and Theoretical Implications

The results of this study have important implications for the development of transformational leadership theory and practice in Islamic boarding schools. Theoretically, this study enriches the understanding of how transformational leadership principles can be adapted in the context of Islamic boarding school culture. Practically, the research findings provide a model for implementing violence prevention programs that can be adapted for other Islamic boarding schools.

IV. CONCLUSIONS

Research on the implementation of transformational leadership management in the program to prevent sexual harassment and bullying in Islamic boarding schools revealed four main aspects that determined the success of the program: empowerment of students through the Task Force, an open and integrated communication system, active collaboration with parents and the community, and a commitment to continuous improvement. These four aspects play an important role in creating a safe and harmonious environment for students, which is characterized by the development of a culture of mutual respect and minimal cases of violence in Islamic boarding schools.

The findings of this study contribute significantly to the development of a transformational leadership model in the context of Islamic boarding schools, especially in efforts to prevent violence. This model can be used as a reference for other Islamic boarding schools to develop similar programs. For further research, an investigation is needed into the long-term effectiveness of violence prevention programs, as well as comparative studies between Islamic boarding schools to understand variations in the implementation and effectiveness of similar programs.

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