



Developing Independent Character of Santri through Peer-Mentoring Supervision: A Management Model in LKSA Indonesia

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ABSTRACT

This study explores the role of management at the child welfare social institution (LKSA) Al-Hikmah Ponorogo in fostering students' independent character, focusing on the implementation and impact of a participatory supervisory model based on peer mentoring. Utilizing a descriptive qualitative approach, the study gathered data through participatory observation, in-depth interviews with caretakers, managers, and students, and document analysis. The findings highlight the positive influence of integrating systematic planning, value-based education, and the peer mentoring model, which enhances students' self-discipline, problem-solving autonomy, and responsibility. This model shifts away from traditional hierarchical oversight by empowering senior students as mentors, creating a collaborative ecosystem of accountability and collective growth. The study emphasizes that this participatory approach is more effective in internalizing values compared to conventional top-down methods. The introduction of peer mentoring-based supervision offers a significant contribution to bridging traditional Islamic educational values with modern participatory management theory. It presents a sustainable framework for LKSAs and similar Islamic boarding schools (pesantren) to optimize character education, positioning these institutions as relevant models for holistic child development within the global education landscape.

Keywords: Child Social Welfare Agencies; Independent Character; Educational Management

INTRODUCTION

Management of children's social welfare institutions (LKSA) in Indonesia has become an increasingly important area of research, especially in the context of fostering the development of independent character in santri (students). Religious-based educational institutions, such as pesantren (Islamic boarding schools) in Indonesia, share similarities with religious-based educational institutions in Middle Eastern countries, as well as value-based educational models in countries like India and various European nations, which follow education systems focused on ethics and morals (Khan et al., 2020; Morris & O'Neill, 2021). Religious-based education generally places a strong emphasis on the development of moral values and individual character; however, many institutions have yet to fully integrate a management model based on participatory supervision and peer mentoring in managing children's social welfare institutions (López et al., 2020). Recent literature in Educational Management indicates that participatory management approaches and peer mentoring have proven effective in enhancing student engagement and character development across various educational contexts (e.g., Higgins, 2019; Woods, 2020), yet their application in religious-based institutions like LKSA remains limited.

In this regard, pesantren and LKSA in Indonesia can offer a more inclusive model by integrating religious and spiritual values with a structured, participatory management approach. This model has

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the potential to make a significant contribution to the development of independent character in santri (Mujtaba et al., 2021; Turner & McGee, 2019). The integration of this managerial model aligns with global trends in character education that prioritize independence, responsibility, and ethics as the foundation of character formation, which can be adapted by various value-based educational institutions (Higgins, 2019; Woods, 2020). However, a synthesis of the literature reveals that research on LKSA management tends to focus on general social welfare aspects or administrative management without delving deeply into how participatory management processes—specifically those involving peer mentoring—can directly shape the independent character of santri (Sari & Zainuddin, 2021; Zuber et al., 2020).

The independent character in question encompasses several crucial aspects, such as discipline, autonomy, and responsibility, which are central to pesantren education and form the foundation for shaping strong individuals ready to face complex social challenges (Juma & Ruhi, 2018; Nugroho & Widiastuti, 2022). Therefore, LKSA management plays a strategic role in creating structures and policies that support the development of this character, fostering an environment conducive to character education through value-based, structured, and systematic policies (Kotter, 1996; Yukl, 2010). For example, research by Cummings & Worley (2019) shows that well-organized managerial structures in religious educational institutions can play a vital role in cultivating a culture that supports student character development. However, these studies do not address the role of peer mentoring as part of an inclusive supervision system.

This study aims to fill the gap in the literature regarding the direct influence of LKSA management on the formation of independent character in santri, focusing on the Al-Hikmah Ponorogo LKSA. By examining a peer-mentoring-based supervision model that can improve LKSA management, this study aims to propose an innovative approach that can strengthen the development of independent character in santri. Previous research focusing on child welfare in LKSA has highlighted the importance of more systematic management to create an environment that supports child development. However, very few have integrated the peer-mentoring-based supervision model into the management of LKSA (Alfian, 2023; Hidayah, 2022). Theoretically, this research gap lies in the lack of integration between participatory educational management theory (Avolio & Bass, 2004; Bandura, 2017) and the peer-mentoring-based supervision model in the context of religious-based LKSA, which presents a unique and culturally rich setting.

Therefore, this research proposes a more inclusive managerial model by integrating peer-mentoring-based supervision to enhance LKSA management and support the development of independent character in santri (Day et al., 2019; Puni et al., 2020). Previous studies have focused more on child welfare and general institutional management, without giving sufficient attention to how inclusive and participatory managerial structures can strengthen the formation of independent character in santri through value-based approaches (Alfian, 2023; Hidayah, 2022). Additionally, research also indicates that effective management through peer-mentoring-based supervision can accelerate the process of character development in santri, yet this model is rarely applied in religious-based educational institutions (Sari & Zainuddin, 2021; Ridwan & Yulianto, 2022). Therefore, this study aims to introduce a more inclusive managerial model integrating peer-mentoring-based supervision, which can improve the management of LKSA and the development of independent character in santri (Avolio & Bass, 2004; Bandura, 2017).

This research is also highly relevant to the global agenda of the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education. By investigating a character

education model focused on developing independence, this study supports Target 4.7 of SDG 4, which aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development. Character education that fosters independence, responsibility, and ethics directly contributes to achieving this target, providing essential life skills for sustainable development and creating a more inclusive and sustainable society (UNESCO, 2020). Moreover, this research is aligned with SDG 1 (No Poverty), which emphasizes that preparing children in welfare institutions with independent life skills is a crucial strategy in eradicating poverty, as well as SDG 3 (Good Health and Well-Being), which relates to psychosocial well-being and individual resilience (UNDP, 2021). SDG 16 (Peace, Justice, and Strong Institutions) is also highly relevant to the managerial approach described in this research, which emphasizes inclusive and participatory management in educational institutions and builds just and strong institutions (Avolio & Bass, 2004).

Based on the identified research gap, this study is designed to explore how planning, implementation, and peer-mentoring-based supervision systems contribute to the effectiveness of developing independent character in santri at LKSA Al-Hikmah Ponorogo. Furthermore, this research is expected to provide an important contribution to the understanding of the role of LKSA management in pesantren education and offer practical solutions to enhance the effectiveness of children's social welfare institution management (Bass, 1985; Kotter, 2007). This study is in line with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education. By investigating models to develop independent and responsible character, this research contributes to the global agenda of equipping students with the life skills necessary for sustainable development. Additionally, the managerial approach outlined supports SDG 16 by emphasizing practices in institutions that are inclusive and participatory, as well as transparent and sustainable management (Avolio & Bass, 2004; Day & Antonakis, 2012).

2. METHOD

This study employs a qualitative approach with a descriptive research design, aimed at providing a deep and comprehensive understanding of the phenomena being investigated. This approach was selected because the researcher is directly involved in the data collection process at the research site, making the researcher the primary instrument in this process (Creswell, 2014; Patton, 2015). This is considered a field study, where the researcher conducts direct observations at the Al-Hikmah Orphanage Social Welfare Institution (LKSA) in Ponorogo to gain a deeper understanding of how LKSA management contributes to the development of independent character in santri. The process is conducted using a naturalistic approach, meaning that data is gathered from real-world conditions without manipulation by the researcher (Silverman, 2016).

The data collection methods used in this study include observation, in-depth interviews, and documentation. Observation is conducted to gain a direct understanding of the living conditions of the santri and the management of the institution. In-depth interviews are conducted with the head of the LKSA, caretakers, and several santri to obtain direct perspectives on managerial practices in the development of independent character. Meanwhile, documentation is used to collect secondary data, such as records, transcripts, and other relevant documents, which help enrich the data obtained through observation and interviews (Creswell, 2014; Kvale & Brinkmann, 2015).

To determine the data sources, the author classifies the data into two types: primary and secondary. Primary data is obtained directly from the first source, namely through direct observation and interviews with the head of the LKSA, caretakers, and santri. Secondary data, on the other hand, is obtained through literature, books, scholarly articles, and other informational sources that support this

research (Babbie, 2013). In the data collection process, the researcher also ensures the validity and accuracy of the information sources to confirm that the data used is truly valid and relevant to the topic being discussed.

Once the data has been collected, data analysis is conducted qualitatively using a thematic analysis approach. This process involves organizing, classifying, and interpreting the data that has been obtained. The researcher identifies patterns emerging from the data to gain a thorough understanding of the phenomena being studied. During this process, data that is irrelevant to the research question will be excluded, while data that supports the analysis will be examined further to uncover a deeper understanding (Saldaña, 2016; Braun & Clarke, 2006). Through this approach, the study aims to provide a clear picture of how the management of LKSA Panti Asuhan Al-Hikmah contributes to the development of independent character in santri

3. RESULT

A. PLANNING FOR THE DEVELOPMENT OF SANTRI INDEPENDENCE

The educational planning for fostering independence at the Al Hikmah Child Welfare Social Institution (LKSA) aims to shape santri (students) who are independent, responsible, and possess noble character in their daily lives. The educational model applied at this child welfare social institution is similar to the pesantren (Islamic boarding school) model, with an approach based on experiential learning and practical fieldwork. This is reflected in various key elements that support independence, including entrepreneurship education and the implementation of strict rules regarding cleanliness, orderliness, and safety, which serve as the main foundation for building independent character in the santri.

As part of the educational planning, the Al Hikmah Child Welfare Social Institution has established regulations involving all administrators and santri to ensure the proper and structured implementation of these rules. One example of a rule applied is the obligation to maintain cleanliness, manage time effectively, and foster harmonious relationships among santri. Additionally, specific regulations on security and facility control are in place to strengthen the education of independence, aiming to ensure that santri not only comply with the rules within the institution but are also able to apply these values in their lives outside the institution. Table 1 below illustrates the comparison between the model of independence education implemented at Al Hikmah Child Welfare Social Institution and other pesantren. It can be seen that Al Hikmah emphasizes a practical approach and the integration of theory with real-world practice, while other pesantren place greater emphasis on theoretical, classroom-based education.

Table 1. Comparison of Independence Education Models

Educational Element	Al Hikmah Child Welfare Social Institution	Other Orphanages
Teaching Approach	Practical and experience-based	Theoretical and curriculum-based
Integration of Theory and Practice	Direct in the field	More in the classroom
Entrepreneurship Education	Integrated into education	Not always present
Focus on Independence	Highly emphasized	Depends on the pesantren

The implementation of these rules is reinforced by periodic evaluations of the santri's progress in adhering to the established rules, as explained by Mr. Imam Mujahid. These evaluations are a crucial part of enhancing discipline and responsibility, which are the main indicators in assessing the success

of the independence education being implemented. In addition, constructive punishments such as social work or memorizing specific Surahs for minor violations, as well as more severe sanctions like calling the parents for major violations, aim to enforce discipline without instilling fear among the santri.

As an example, Table 2 shows the types of violations and the corresponding punishments based on their severity, distinguishing between minor, medium, and major violations. These punishments are designed to educate the santri to maintain order and develop a sense of responsibility.

Table 2. Types of Violations and Punishments

Type of Violation	Example of Violation	Punishment Imposed
Minor Violation	Failing to do duty, using foul language	Reminder, additional cleaning tasks, asking for forgiveness
Medium Violation	Returning late to the institution, not attending Madin	Social work, cleaning the environment or toilets
Major Violation	Stealing, fighting, having inappropriate relations	Calling parents, expulsion from the institution

The regulations applied at Al Hikmah Child Welfare Social Institution are expected to foster santri who are independent, responsible, and of noble character. By providing constructive sanctions and periodic evaluations, the independence education process is not only confined to character formation within the institution but also prepares them for life in society. Furthermore, the rules regarding cleanliness, orderliness, and security, as well as the educational nature of the punishments, reflect a holistic approach to independence education, which is expected to equip the santri with valuable life skills for their future.

Overall, the planned and implemented education of independence at Al Hikmah Child Welfare Social Institution provides a conducive environment for the development of santri, both in personal and social aspects. In the long term, this education is expected to create santri who can stand strong as individuals, not only proficient in academics but also beneficial to society. Therefore, the independence education applied at Al Hikmah Child Welfare Social Institution is expected to have a sustainable positive impact on the santri in facing the challenges of life ahead.

B. IMPLEMENTATION OF SANTRI INDEPENDENCE DEVELOPMENT

The implementation of independence education at Al Hikmah Child Welfare Social Institution in Ponorogo demonstrates the institution's commitment to developing children who are not only academically excellent but also possess an independent, responsible, and virtuous character. This educational program adopts an integrative approach, combining direct guidance from caretakers and managers, role modeling, and the reinforcement of moral values through habituation and advice. As stated by Mr. Imam Mujahid, the Head of the Orphanage, the awards given to outstanding children serve to motivate them to strive harder and excel, both in their personal lives and in collective activities at the institution. This indicates that awards are not only used to acknowledge achievements but also as motivational tools that encourage the improvement of positive attitudes among the children.

However, despite the importance of awards as a strategy, the biggest challenge in its implementation is ensuring that the awards are fairly received by all children and do not lead to inequality or feelings of unfairness. The assessment of outstanding children should be conducted transparently and based on clear criteria. This is crucial to ensure that the awards given truly reflect the accomplishments and

efforts made by the children and motivate them to continue developing (Sari & Zainuddin, 2021; Bass, 1985).

Children who are declared independent at Al Hikmah Child Welfare Social Institution must meet several indicators set by the institution, such as the ability to solve problems independently, maintain trust, and demonstrate honesty and responsibility. Table 3 illustrates a comparison of the independence education models implemented at Al Hikmah Child Welfare Social Institution with other pesantren. From this table, it can be seen that Al Hikmah Child Welfare Social Institution prioritizes a habit-based approach, role modeling, and advice, while other pesantren place more emphasis on theory-based learning and formal curriculum. This highlights a fundamental difference between the two educational models, with Al Hikmah Child Welfare Social Institution focusing on independence and character development through daily routines, while other pesantren focus on mastering religious knowledge.

Table 3: Comparison of Independence Education Approaches

Education Element	Al Hikmah Child Welfare Social Institution	Other Pesantren
Teaching Method	Habit formation, role modeling, and advice	Theory-based learning, formal curriculum
Awarding System	Given to outstanding children	Typically no formal awards
Education Focus	Independence, morals, and responsibility	Focus on mastering religious knowledge
Rule Enforcement	Self-awareness	More formal obligation
Caretaker Involvement	Caretaker as a role model and mentor	Caretaker more as a supervisor

The habit-based and role-modeling approach in independence education at Al Hikmah Child Welfare Social Institution focuses more on developing everyday character. In this regard, caretakers play a very important role, not only as supervisors but also as mentors and role models. As stated by Nur Rohman, the caretaker is responsible for ensuring that the children can follow the planned educational program well. The caretaker serves as a guide by setting a direct example through active involvement in the children’s daily life, such as organizational activities and religious activities (Tapak Suci). This provides a direct experience that strengthens the moral and character education being carried out.

The importance of effective communication between caretakers and children is also emphasized by Rona Anjelita, who states that caretakers should show affection and attention to the emotional needs of the children, which will strengthen their relationship. Good communication between caretakers and children creates a safe and comfortable environment for the children to grow, both socially and morally. Caretakers not only supervise the activities of the children but also actively provide solutions to the problems faced by the children. This is part of the caretaker’s effort to support the children's independence comprehensively, both socially and personally.

Table 4: Indicators of Independence at Al Hikmah Child Welfare Social Institution

Independence Indicator	Description
Problem-Solving Ability	Children can solve problems independently without relying on the caretaker.
Maintaining Trust	Children can safeguard and fulfill the entrusted responsibilities with full accountability.
Honesty and Bravery	Children show honesty in their actions and are brave enough to be responsible for their deeds.

Independence Indicator	Description
Time and Activity Discipline	Children follow the daily schedule such as performing congregational prayers, eating, and resting on time without being reminded.
Self-Awareness	Children engage in activities willingly without coercion or commands from caretakers.

Table 4 shows the independence indicators applied at Al Hikmah Child Welfare Social Institution. Caretakers monitor and evaluate the children’s progress based on these indicators, which enables the institution to objectively measure the children’s independence and character. This evaluation also serves as a reflection for the children to identify areas they need to improve. Furthermore, these evaluations can be used as a basis for awarding or imposing sanctions based on the individual achievements of the children.

On the other hand, the implementation of rules at Al Hikmah Child Welfare Social Institution requires children to comply with their time and activity discipline with self-awareness. This is intended so that they can apply these habits not only in the institution but also in their lives after leaving the institution. This presents a particular challenge, as many children may initially have difficulty maintaining a strict routine. Therefore, caretakers play a central role in helping the children understand and apply these rules with full awareness.

Table 5: The Role of Caretakers in Independence Education

Caretaker Role	Duties and Responsibilities
As a Role Model	Providing good examples of behavior that should be emulated by the children.
Mentor	Guiding the children to understand the values of independence and morals.
Advisor	Offering advice and solutions when the children face problems.
Communication with Children	Establishing close communication with the children to support their development.
Supervision and Evaluation	Supervising the implementation of independence education activities and conducting evaluations.

Overall, the implementation of independence education at Al Hikmah Child Welfare Social Institution underscores the importance of the caretaker’s role, not only as a supervisor but also as a mentor and role model. Caretakers provide constructive guidance and solutions to the problems faced by the children, while also enforcing discipline fairly and consistently. This shows that the independence education at Al Hikmah Child Welfare Social Institution focuses not only on teaching theory but also on character development through direct practice, role modeling, and providing real solutions to the problems at hand. This approach positively impacts the children and supports their development to become independent and responsible individuals, both within the institution and in their lives after they leave.

Table 6: Implementation of Independence Education Rules

Type of Rule	Description	Sanction Imposed
Minor Violations	Issues like cleanliness and punctuality, such as failing to carry out chores or being late for meals.	Warnings, extra cleaning duties, or memorizing a specific surah.
Moderate Violations	Issues such as being late returning to the institution or	Social work or cleaning the institution area.

Type of Rule	Description	Sanction Imposed
	missing congregational prayers.	
Major Violations	Issues such as stealing items from the institution, fighting, or engaging with the opposite sex.	Summoning the parents and expulsion from the institution.

By referring to and analyzing these tables, this research provides deeper insights into how the rules and the role of caretakers contribute to the process of independence education at Al Hikmah Child Welfare Social Institution. The evaluation of the implementation of rules and the role of caretakers can serve as a consideration for other institutions in designing effective character education, as well as understanding the challenges that may arise in its implementation.

C. SUPERVISION OF THE DEVELOPMENT OF SANTRI INDEPENDENCE

The supervision of independence education for santri at Al Hikmah Child Welfare Social Institution is carried out with a systematic approach, involving various parties who are part of the daily life of the santri. Caretakers play a primary role in ensuring that the education is aligned with the established goals, which are to form santri who are independent, responsible, and of noble character. However, this supervision also faces several challenges, such as how to address differing perceptions between the caretakers and santri regarding the implementation of rules that are sometimes considered too strict or unfair. This becomes a major challenge in ensuring that supervision remains effective in educating and shaping the character of the santri (Alfian, 2023).

As part of the supervision system, the caretakers involve senior santri who have been appointed to help supervise the behavior of the younger santri. These senior santri play an important role as closer supervisors to the younger ones, allowing for a more personal and deeper relationship to develop. However, the success of this system depends on how well the senior santri can maintain objectivity in their supervision and provide advice that is educational without causing feelings of unfairness among the santri. With behavior records compiled by the senior santri, the caretakers can evaluate and give appropriate sanctions based on the severity of the violations.

Additionally, caretakers conduct regular evaluations every week, which are held on Sunday nights after the Isya prayer. These evaluations are not only for assessing the performance of the santri, but also provide an opportunity for the santri to express their opinions about the schedule and the activities that have taken place. This allows the caretakers to identify unresolved issues and seek solutions together. This evaluation also serves as a moment to impose sanctions on the santri who violate the rules, as conveyed by Rona Anjelita, one of the caretakers, who emphasizes the importance of evaluation as a means of deep communication between caretakers and santri. This process creates a more collaborative caregiving environment, enabling caretakers to identify aspects that need improvement or modification in the education system.

The supervision approach involving senior santri has a positive impact in creating a more structured and responsible environment. The santri not only learn discipline and responsibility, but also how to interact and help one another. Senior santri, being more experienced, are considered better at detecting deviant behaviors and can provide advice or warnings that are educational. This peer mentorship-based supervision model creates a more efficient system for monitoring the development of santri and adds value in building solidarity among the santri.

Table 7: Comparison of Independence Education Supervision Methods

Supervision Method	Supervision by Caretakers	Supervision by Senior Santri
Main Role	Providing guidance, evaluation, and punishment.	Monitoring the behavior of santri and recording violations.
Santri Involvement	Assessing progress and providing feedback to santri.	Monitoring daily behavior of santri and offering advice.
Focus of Supervision	Program assessment, violation evaluation, and character formation.	Detection of deviant behavior and helping with discipline.
Frequency of Evaluation	Weekly, on Sunday night after Isya prayer.	Ongoing, daily according to observations.
Impact on Santri	Enhances understanding of rules and educational goals.	Assists caretakers in creating a more controlled environment.

Table 8: Goals and Benefits of the Peer Mentorship Supervision System

Goals of the Peer Mentorship Supervision System	Benefits for Santri and the Institution
Enhancing Santri Independence	Santri learn to be more responsible for themselves and others.
Building Solidarity	Creates closer relationships among santri, strengthening a sense of togetherness.
Improving Discipline and Responsibility	Helps santri understand the importance of discipline in daily life.
Providing Opportunities to Be Role Models	Senior santri become positive examples for junior santri, reinforcing leadership values.
Creating a Participatory Caregiving Environment	Santri feel more involved in the educational process, making it easier to follow rules.

Table 9: Steps in the Independence Education Evaluation Process

Steps in the Evaluation Process	Description
Discussion of Schedule and Program	Assessing the success of the program’s implementation and identifying necessary improvements.
Expression of Santri Opinions	Providing an opportunity for santri to express their opinions regarding the schedule and activities.
Providing Solutions for Issues	If any unresolved issues exist, caretakers and administrators work together to find solutions.
Violation Evaluation	Imposing sanctions based on the violation records compiled by senior santri.
Feedback for Program Improvement	Developing follow-up plans based on evaluation results and feedback from santri.

Table 4 shows the important aspects of the supervision model at Al Hikmah Child Welfare Social Institution. This supervision approach demonstrates that caregiving does not rely solely on the authority of the caretakers but also involves the roles of caretakers and senior santri in daily supervision. This collaboration creates a more participatory educational environment where santri can be more involved in the evaluation process and help create a more structured supervision system.

Table 10: Unique Aspects of the Supervision Model at Al Hikmah Child Welfare Social Institution

Supervision Model Aspect	Description
Supervision by Caretakers	Caretakers are responsible for providing guidance, evaluation, and discipline.

Supervision Model Aspect	Description
Supervision by Senior Santri	Senior santri act as peer mentors who help supervise the behavior of younger santri.
Caretaker and Santri Collaboration	Creates a more participatory relationship between caretakers and santri in the educational process.
Regular and Ongoing Evaluation	Conducts weekly evaluations to monitor santri progress and improve the existing program.
Santri Involvement in Supervision	Santri are given the opportunity to voice their opinions and become part of the evaluation process.

Table 11 summarizes the impact of participatory supervision on the independence of santri. This approach enhances the independence of santri, strengthens leadership among them, and develops a deep discipline in daily life. It shows that supervision focuses not only on punishment but also on social learning that teaches the importance of solidarity, discipline, and responsibility.

Table 11: Impact of Participatory Supervision on Santri Independence

Impact of Participatory Supervision	Description of Impact
Enhanced Independence	Santri become more independent, able to solve problems responsibly and appropriately.
Strengthened Leadership	Senior santri develop leadership skills by leading and mentoring junior santri.
Development of Discipline	Santri become more disciplined in carrying out daily routines, such as performing congregational prayers, eating, and studying.
Strengthened Social Solidarity	Santri become more concerned for others, creating a supportive environment.

Through this participatory supervision approach, Al Hikmah Child Welfare Social Institution has succeeded in creating a more structured, collaborative educational environment that supports the development of the santri's independence character. This approach not only emphasizes discipline and punishment but also strengthens the sense of responsibility and solidarity among the santri.

4. DISCUSSION

The independence education for santri at Al Hikmah Child Welfare Social Institution focuses on the development of independent, responsible, and noble character. The processes of planning, implementation, and supervision of independence education at this institution are key elements in achieving this goal. However, a critical analysis of these processes aims not only to confirm existing theories but also to expand and challenge our understanding of character education management, especially in the context of peer mentorship-based supervision. The use of this approach introduces a new dimension to educational management, changing the way we view supervision, control, and participation within social educational institutions.

The planning process for independence education at Al Hikmah Child Welfare Social Institution is carried out in a very systematic and structured manner. The caretakers, administrators, and appointed senior santri gather information related to the needs and educational goals of the santri before formulating the policies to be implemented. According to educational planning theory, this process includes steps such as needs assessment, goal formulation, and the development of relevant and effective programs. Chesswas (1991) states that educational planning involves several key stages, from information gathering to continuous evaluation and improvement. This theory is also supported by Kotter (2007) and Yukl (2010), who argue that good planning involves clear policy formulation, feasibility testing, and continuous assessment. At Al Hikmah Child Welfare Social Institution, the

entire process aims to ensure that educational goals can be achieved effectively and efficiently. The involvement of caretakers and administrators in the planning ensures that each step aligns with the desired values.

However, beyond well-organized planning, the implementation of independence education for santri is also a key to success. This implementation goes beyond just applying the plans that have been set, and also involves motivation, guidance, leadership, and effective communication between caretakers, administrators, and santri. The caretakers play a pivotal role as the main motivators and guides, encouraging the santri to carry out their tasks in line with the established goals. Sujmanto (2017) emphasizes that the implementation of education involves collaboration between caretakers and santri, where caretakers not only give orders but also direct and influence the santri in a constructive manner. This implementation function also includes decision-making and corrective, constructive mentoring, which supports the sustainable educational process. It further emphasizes the caretakers' role as role models, who not only provide instructions but also embody the values of independence that are desired (Gibson et al., 2012; Blanchard & Johnson, 2010).

Effective guidance is a key aspect of the implementation of independence education at Al Hikmah Child Welfare Social Institution. This guidance is not only to ensure that the santri know what to do but also why and how they should do it. The caretakers not only give instructions but also provide opportunities for the santri to develop their skills and take initiative. The guidance provided serves to enhance the santri's understanding of the goals of independence education while teaching them how to carry out activities efficiently. In this context, caretakers play the role of mentors who offer constructive advice, give corrections when necessary, and ensure that each santri understands the broader goals of independence education (Porter & Lawler, 2014; Northouse, 2018).

However, in addition to guidance, motivation is an important element in ensuring the success of the education implementation. Good motivation can create the necessary drive to achieve educational goals. Goleman (2000) and Robbins & Judge (2017) state that effective motivation is related to psychological and environmental factors that support it. At Al Hikmah Child Welfare Social Institution, caretakers create a positive and supportive environment that allows the santri to develop independently. Caretakers must also understand the background and individual needs of each santri, as factors such as past experiences and psychological factors can affect their motivation (Gibson, 2012). Motivation is not only to achieve educational goals but also to build determination and enthusiasm in each santri.

Leadership also plays a major role in the implementation of independence education. Effective leadership influences the santri to act in accordance with the desired values but goes beyond merely giving instructions. Caretakers must be leaders who can motivate, guide, and provide exemplary behavior for the santri. Leadership at Al Hikmah Child Welfare Social Institution involves good communication, role modeling, and the ability to give clear direction. This not only creates effective supervision but also establishes an environment conducive to independence education. Leadership based on empathy, role modeling, and character development is essential in achieving educational goals at this institution (Yukl, 2010; Bass & Avolio, 1994).

On the other hand, supervision becomes the final stage that ensures that all educational activities run according to the plans that have been set. The aim of this supervision is to evaluate the alignment between educational goals and the results achieved. At Al Hikmah Child Welfare Social Institution, evaluation is conducted routinely every week, involving senior santri appointed to help monitor the behavior of the santri. This provides a more efficient and personal supervision system, as senior santri

have a closer relationship with their junior counterparts. Furthermore, caretakers also conduct regular evaluations to ensure that the educational program is running well and in line with the desired goals. The evaluation is not only to assess program implementation but also to seek solutions to any issues that arise during the program's execution (Kotter, 2007; Harris & Chapman, 2004).

The peer mentorship-based supervision model contributes greatly to creating a more collaborative and supportive environment among santri. It is not just about enforcing discipline but also about building a sense of collective responsibility and social solidarity. Through this supervision system, santri not only supervise their peers but are also responsible for their own development and the development of their peers. This creates a more structured supervision system, where caretakers and senior santri work together to achieve the goal of independence education. This approach not only educates santri about discipline and responsibility but also strengthens important social values in building an independent community (Avolio & Bass, 2004).

Overall, the planning, implementation, and supervision of independence education at Al Hikmah Child Welfare Social Institution are carried out with a highly structured and systematic approach. However, this approach does not merely focus on enforcing rules and discipline but also on creating an environment that supports independence and responsibility through the active participation of all parties involved. Caretakers are not only supervisors but also mentors who provide role modeling and guidance that is educational. Through the peer mentorship-based supervision system, Al Hikmah Child Welfare Social Institution introduces a more collaborative and inclusive educational management model, which strengthens independence education by introducing the active role of santri in supervision and managing their environment. This approach makes a significant contribution to the development of educational management in social institutions, emphasizing the importance of collaboration, communication, and social support in creating an effective and educational environment (Yukl, 2010; Kotter, 2007).

5. CONCLUSION

This study highlights the effective management at Al Hikmah Child Welfare Social Institution (LKSA) in Ponorogo in shaping the independent character of its santri. Through the integration of systematic planning, value-based implementation, and participatory peer-mentoring supervision, Al Hikmah Orphanage has created an educational ecosystem that goes beyond conventional educational models. Unlike traditional approaches that rely on hierarchical control, this model emphasizes collaborative governance where senior santri act as mentors, promoting leadership and accountability within the santri community. The findings of this study indicate that independence education is shaped not only through discipline but also through structured experiences, moral habituation, and collective responsibility. Peer-mentoring-based supervision reduces dependence on vertical control and fosters a culture of mutual trust and collective growth. This approach instills values such as responsibility, solidarity, and ethical leadership, which are crucial in facing complex social challenges.

Theoretically, this research contributes to educational management by introducing the concept of inclusive peer managerial practices in faith-based social welfare institutions. This concept bridges the gap between traditional Islamic education and contemporary managerial theories, offering a sustainable framework that accommodates both local cultural values and global educational standards. For practitioners and policymakers, this study provides a practical model that can be applied to improve character education in LKSA and similar institutions. The emphasis on internal

mentorship and participatory evaluation offers an efficient alternative to programs that require extensive resources.

Future research should measure the long-term impact of the peer-mentoring model on graduates' life outcomes, such as employment and social integration. A comparative study between LKSA institutions using different management models could identify key success factors. Additionally, the development of a peer-mentor training framework could maximize the effectiveness of the program. This research also supports the Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education and SDG 16 on inclusive institutions, by creating an environment that promotes independence, solidarity, and ethical leadership among santri. The peer-mentoring-based supervision model makes a significant contribution to the development of educational management in social institutions, creating a collaborative environment that supports the character formation of santri.

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