

## Research Article

# Creating a Comfortable Pesantren Environment and Food Independence: A Study of the Principal's Policy Implementation at Darussalam Guntur Coal Islamic Boarding School

Khairuddin Tampubolon\*, Bonaventura Ngarawula, and Sukardi

Ilmu Sosial, University of Merdeka Malang, Malang, Indonesia

**ORCID**

Khairuddin Tampubolon: <https://orcid.org/0000-0001-6091-0610>

**Abstract.**

Pasantren was originally conventional, specifically dedicated to studying the field of Islamic science, however, in its development now, Pasantren has grown into various forms such as modern pasantren, integrated Islamic pasantren, and some are even equated with other Islamic public schools such as Iptidaiyah, Tsanawiyah, and Aliyah. It was observed that the students in several pasantren in Medan City and Batubara Regency of North Sumatra lead a fairly simple life and have simple eating habits, and a lack of security often leads to the loss of personal belongings such as clothes, money, sandals, and other personal possessions. This research uses qualitative methods by conducting direct interviews with informants and then testing the validity of the data through the triangulation method – observing, interviewing, describing, categorizing, and proving the credibility of informants. Then, data were compiled and discussed and conclusions were determined. The results showed that the principal's efforts in creating a comfortable pasantren environment have been successfully implemented through edusocial and agroecology and the results of the implementation of food independence policies in Pasantren Darussalam Guntur Batubara have been going well, but have not been fully realized and are in the process of implementation.

**Keywords:** pasantren environment, comfortable, food self-sufficiency, implementation studies, policy

Corresponding Author:

Khairuddin Tampubolon; email:  
[khoir.tb@gmail.com](mailto:khoir.tb@gmail.com)

**Published:** 8 October 2024

Publishing services provided by  
Knowledge E

© Khairuddin Tampubolon et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the 4<sup>th</sup> ICONISS Conference Committee.

## 1. Introduction

Pasantren is one of the places of education for the nation's generation that grows and develops according to the times. In terminology, KH. Imam Zarkasih defines pasantren as Islamic educational institutions with a dormitory or cottage system, where the kyai is the main figure, the mosque as the center of activities that animate it, and Islamic teaching under the guidance of the kyai followed by students as its main activities [1].

**OPEN ACCESS**

From the author's observations in the Islamic boarding school in North Sumatra, there are several problems in the pesantren environment, including students who are not comfortable while staying in the boarding school, including from the male bedroom inhabited by 16 students in one room, for example, the Darul Arafah Islamic boarding school, namely a modern pesantren located in Kutalimbaru village, Deli Serdang, is about 25 km from downtown Medan, North Sumatra and there are no fan or air conditioning facilities, so the students are overheated. Furthermore, from a very simple daily meal with potluck side dishes such as tempeh, tofu, fish or chicken with a very small piece size and often also eat only with side dishes crackers.

Then researchers made observations at the Darussalam Guntur Batubara Islamic boarding school in North Sumatra, and from the observations it was found that the students' rooms were equipped with air conditioning and their meals were complete with fish and vegetables sourced from the pesantren through the principal's policy on food independence. From the results of interviews with the principals of Islamic boarding schools, it is known that in the development of Islamic boarding schools, the principals made policies, namely Decree no: 007 / SK-KS / I / 2020 concerning food independence. However, it has not run fully due to the lack of management expertise in implementing food independence techniques, then the lack of support from the community and even tends not to accept the presence of pesantren darussalam guntur batubara and the absence of support from the local government.

One of the factors that influence the development of pasantren is the policy of the leader or principal. Policy is a translation of the word "wisdom" which is the provision of a leader that is different from the existing rules, which is imposed on a person or group of people who can and cannot meet general rules, in other words can be excluded meaning that wisdom or policy is the discretion of the party who determines the policy, can exclude standard rules for a person or group of people, If they can't and can't be early, in other words they can be excluded but not break the rules [2].

The purpose of this study is to find out how school principals create a comfortable pesantren environment and how school principals' policies in food independence.

## 1.1. Policy theory

According to Amara Gianttaya, Policy is a tactic or strategy directed to achieve a goal [3]. Harold Lasswell stated that policy is a program to achieve purposeful goals, values, and practices [4]. James E. Anderson defines policy as a set of actions that have a

specific purpose that actors must follow and perform in an attempt to solve a problem [5].

The factors influencing policy making are: 1) The influence of external pressures. It is not uncommon for policymakers to have to meet outside demands or make policies due to external pressure. 2) The influence of old habits. Old organizational habits as quoted by Nigro are referred to as sunk costs, such as capital investment habits that until now have not been professional and sometimes very bicratic, tend to be followed by these habits by the management, even though decisions / policies related to these rights are criticized, because they are wrong and need to be changed. These old habits are often always worth following, especially if existing policies are considered satisfactory. 3) The influence of personal traits. The various decisions/policies made by decision/policy makers are heavily influenced by their personal traits. Personal traits are factors that play a major role in decision/policy making. 4) Influence of outside groups. The social environment of decision/policy makers also plays a big role. 5) The influence of past circumstances. The essence of this factor is that training experience and previous work history experience have an effect on policy or decision making. For example, people worry about handing over their authority to others for fear of being abused [6].

## 1.2. Food independence

In Law of the Republic of Indonesia Number 18 of 2012 concerning Food, it is stated that food independence is the ability of the state and nation to produce diverse food from within the country that can ensure the fulfillment of sufficient food needs up to the individual level by utilizing natural potential, human resources, social, economic, and local wisdom in a dignified manner. (Republic Act). In the constitutional system, efforts to increase human resources are regulated in the 1945 Constitution article 28H paragraph (1) which states that every individual has the right to live a prosperous life, and health services are one of the human rights. Thus, the fulfillment of food for the health of citizens is an investment to improve the quality of human resources [7].

## 2. Research Methods

The method used in this study is qualitative research and is inductive. As the object of his research, the principal's policy on food independence and the establishment of policies related to student safety. The subjects of this study were informants who provided

information about the situation and conditions of the research location consisting of school principals, communities around Pasantren, local governments around Pasantren, Pasantren teachers and students of Pasantren Darussalam Guntur Batubara. The focus of his research is based on the results of the implementation of the principal's policy on food independence and policies related to student safety. The type of data collection carried out in this study is literature study, observation, interview and documentation. The test of data validity used by researchers is triangulation. Triangulation carried out by researchers is by observing, interviewing, describing, categorizing, proving the credibility of informants and data then compiled and discussed and determined conclusions.

### 3. Results and Discussion

#### 3.1. Profile of research objects

Pondok Modern Darussalam Guntur Batu Bara is located on Jl. Pondok Modern Guntur No.18 Kedai Sianam, Guntung Village, Fifty Coastal District, Batu Bara District, Prov. North Sumatra, standing on an area of 8,750 M<sup>2</sup>, with a strategic location on the highway. Pondok Modern Darussalam Guntur Batu Bara has quite easy access, both by private and public transportation.

Pondok Modern Darussalam Guntur Batu Bara has been established since July 9, 2018 and received a foundation establishment permit on January 11, 2019. Pasantren was founded by Al-Ustadz Aidil Fithrah, S.Pd, MA.AL. Alumni of Pondok Modern Darussalam Gontor Ponorogo, East Java 2008. Alumni of S1 Bachelor of Education Indonesian Islamic College Jakarta 2013. Alumni of Master of Arts S2 Arabic Linguistics International Islamic University Malaysia Kuala Lumpur 2019.

This Pasantren manages Integrated Junior High School with B accreditation and Integrated Islamic High School with B accreditation, while the total active students currently number 200 people.

#### 3.2. Creating a comfortable pesantren environment

In creating a comfortable pesantren environment, the principal carried out several environmental structuring strategies with two strategies, namely: environmental arrangement with edusocial and environmental arrangement with agroecology.

### 3.2.1. Environmental structuring with edusosio

That is by instilling good morals, discipline, independence, responsibility and empathy. This implementation is certainly based on Islamic teachings. As an example it can be described as follows:

Santri is taught good morals with respect for parents, teachers and manners.

Discipline in following the rules of pesantren, both following lesson schedules and extra-curricular schedules that have been scheduled.

Independent in taking care of personal needs and needs and maintaining the security of personal belongings.

Responsible for what has been done, including being ready to accept sanctions if they make mistakes or violate pesantren rules.

Empathy and care for others when they need help in accordance with the capacity of students. For example, mutual help between students and with teachers and the pesantren environment if you need help.

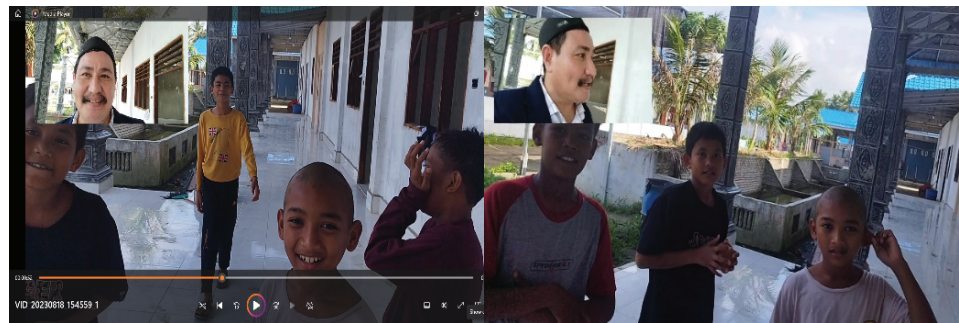
In planning and determining student security policies, namely by setting 4 rules: 1) Santri who is caught taking or damaging items that do not belong to them will replace them and be subject to a fine of Rp. 50,000,-, 2) Santri who is caught taking or damaging items that do not belong to them will be bald, 3) Santri who is caught taking or damaging items that do not belong to them will be called and notify the student of the violation, 4) Students who consecutively commit the same mistake 3 times will be expelled from Pasantren.

The implementation of this policy has been carried out well and has a deterrent effect on students who commit violations.

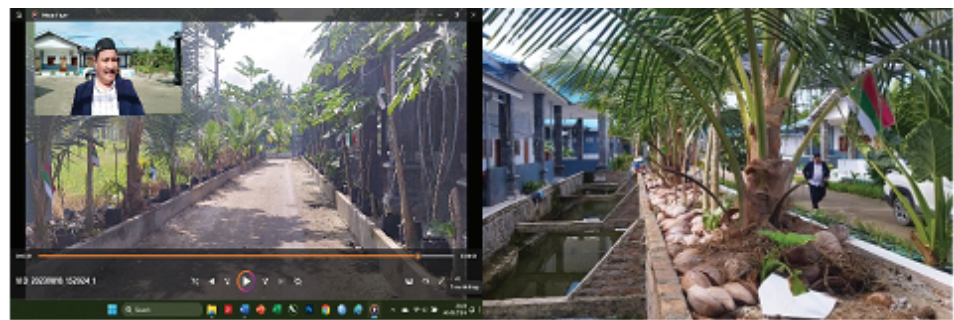
An interview with a student named Irwan who had committed the offence of stealing sugarcane belonging to a neighbour said he would not do it again and had been sentenced to baldness, fined and his parents summoned. See Figure 1 below.

### 3.2.2. Environmental structuring with agroecology

Environmental arrangement with agroecology is by arranging the pesantren environment by planting trees and vegetables and fish livestock that can be used for the daily needs of students as well as decorating the comfort of the pesantren environment. See Figure 2 below.



**Figure 1:** The results of interviews with students who can be sanctioned for stealing sugarcane and interviews with students about the truth of implementing edusocial in pesantren.



**Figure 2:** Make a fish pond in front of each learning class and on the side of the pond planted hybrid coconut, papaya and vegetables.

For the comfort of students during breaks, all student rooms have been facilitated with air conditioning. See Figure 3 below.



**Figure 3:** All student rooms have been facilitated with air conditioning.

### 3.3. Planning, establishment and implementation of food self-reliance policy

In realizing the principal's policy related to food independence, the principal makes plans based on the problems experienced by pasantren related to the feasibility of student

food consumption. Then it is established and further implemented. The principal policies related to food security are:

Based on Law of the Republic of Indonesia Number 18 of 2012 concerning Food, the Principal of Pasantren Modern Darussalam Guntur Batubara made a school principal's policy with Decree no: 007/SK-KS/I/2020 concerning food independence as outlined in the following achievement targets: 1) Managing and Producing agricultural fields such as staple foods for pasantren and the surrounding community in the form of rice and vegetables; 2) Manage and produce fish farming land such as Gourami, Tilapia and Catfish with the use of simple ponds around the classroom, as well as Vaname Shrimp cultivation with pond media for own consumption and sold to the community at affordable prices / become suppliers of vaname shrimp to traders in the market); 3) Manage and produce livestock fields such as poultry for pasantren consumption and sold to the community at affordable prices to become suppliers for traders in the market; 4) Manage and produce organic feed with the main ingredient azolla algae for livestock and fisheries needs [8].

In planning and establishing policies in food independence, principals set policy targets with three areas, namely 1) Livestock, 2) Agriculture and 3) Independent business and organic feed production.

The livestock sector plans, sets and implements 10 targets, namely: 1) 300,000 vaname shrimp, 2) 40 swamp buffaloes, 3) 1,000 petelor ducks, 4) 1,000 broilers, 5) 10,000 gourami, 6) 10,000 catfish, 7) 10,000 catfish, 8) 100 boer goats, 9) 20 pairs of deer, 10) 50 pairs of rabbits.

The agricultural fields planned, defined and implemented 18 targets are: 11) 1 Fishing Vessel, 1 2) 2 hectares of rice fields, 13) 1,000 hybrid coconut stalks, 14) 1,000 oil palm sticks, 15) 1,000 chili sticks. Planning and policy setting in food independence The principal is displayed in the form of a banner as shown Figure 4 below:

Furthermore, planning is displayed on the second banner, namely: 1 6) 1,000 papaya sticks, 1 7) 1,000 thousand sweet potatoes, 1 8) 1,000 purple eggplant trees, 1 9) 4 Azola Pond, 20) 100 pumpkin gourds, 21) 1,000 yellow eggplant sticks/index finger, 2 2) 1,000 b a tang creeper vegetables, 23) 100 fruit stems, 2 4) 1,000 tomato stems, 2 5) 1,000 spices, 2 6) 1,000 kangkong vegetables, 2 7) 1,000 king civet durians, 2 8) 1,000 clumps of padang and basil, 29) 1,000 round eggplant stems, 30) 1,000 areca nut betara trees.



**Figure 4:** Planning and policy determination in food independence Principal of Pasantren Darussalam Guntur Batubara School 1-15 points.

The field of independent business and organic feed production is planned, determined and implemented 2 targets, namely: 1) procurement of 1 fishing vessel, 2) 4 Azola ponds as raw materials for organic feed. See Figure 5 below.



**Figure 5:** Planning and policy setting in food independence Principal of Pasantren Darussalam Guntur Batubara 1 6-30 points.

### 3.3.1. Results of food self-sufficiency policy implementation

The implementation of food independence policy in the livestock sector is still in the process of implementation, from the results of the research conducted it is known that 10 planned targets and 2 targets set have not been realized, namely the procurement of Deer and Rabbits. This is because the provision of land and kendang is still in the preparation process which is expected to be realized by the end of 2023. Here are some examples of target images in the field of Livestock: see Figures 6-11 below.

The implementation of food independence policy in agriculture with 18 targets has been implemented and the quantity has not been on target. However, to meet the





**Figure 6:** Broiler chicks 7 days old.



**Figure 7:** Buffalo is still 2 as the mother.



**Figure 8:** Fish Gurami produced 100 kg / year.

consumption needs of students, it is enough to even be marketed to the surrounding community. Here are some examples of farm target Figures 12-14:



**Figure 9:** Vaname shrimp produced 1 ton / year.



**Figure 10:** Catfish produced 100 kg / year.



**Figure 11:** Broiler native chickens produced 100 heads / year.

The implementation of food independence policies in the field of independent business and organic feed production with 2 targets has not been implemented all. What has not been done is the procurement of fishing vessels, while the azora pond is in the



**Figure 12:** Eggplant cultivation produces 500 kg / year.



**Figure 13:** Basil cultivation produced 20 kg / year.



**Figure 14:** Cultivation of the fruit produced 50 kg / year.

process of development but has already been done. The following is an example of a target image for independent business and organic feed production. See Figure 15 below.



**Figure 15:** Azolla algae cultivation ponds as many as 3 ponds that will be used as the main ingredient of organic feed for livestock.

From the results of interviews with informants, namely principals, teachers, parents and students related to student consumption, students have met the eligibility requirements, and are well nourished. Because side dishes and vegetables are available and sourced from the cultivation of Pasantren itself.

## 4. Conclusion

From the results of the description above, it can be concluded that efforts to create a comfortable pesantren environment have been successfully implemented by the principal through edusocio and agroecology and food independence policies in Pasantren Darussalam Guntur Batubara have been going well, but have not been fully realized and are in the process of implementation.

## References

- [1] Fitri R, Ondeng S. Pesantren Di Indonesia: Lembaga Pembentukan Karakter. Al-Urwatul Wutsqa Kaji. Pendidik. Islam. 2022;2(1):42–54.
- [2] Syafaruddin S, Wijaya C, Sitorus AS. Peningkatan kontribusi manajemen pendidikan: dalam pengembangan sumber daya manusia berkualitas untuk membangun masyarakat ekonomi ASEAN. 2015.
- [3] Raksasataya A. Perencanaan Implementasi dan Evaluasi Kebijakan atau Program. Surakarta: Pustaka Cakra; 2004.
- [4] Lasswell HD. Proses Keputusan: Tujuh Kategori Analisis Fungsional. Maryland:

Universitas Maryland Press; 1956.

- [5] Anderson JE. Pembuatan Kebijakan Publik: Sebuah Pengantar. Boston: Perusahaan Houghton Mifflin; 2003.
- [6] Suharno. Marketing in Practice. Yogyakarta: Graha Ilmu; 2010.
- [7] Wirjatmadi B. Merryana. Pengantar Gizi Masyarakat. Jakarta: Kencana Prenada Media Group; 2016.
- [8] Guntur KS. Kebijakan Kepala Sekolah Pasantren Darussalam Guntur Batubara no: 007 / SK-KS / I / 2020 tentang kemandirian pangan. Batubara; 2020.