

REVISION FORM FOR REVIEWER 1 AND 2

Manuscript ID : 50086

Title : **INSTITUTIONALISING PEACE EDUCATION IN PESANTREN: PEDAGOGICAL AND INSTITUTIONAL PATHWAYS TO ANTI-VIOLENCE CHARACTER FORMATION**

REVISION CHECKLISTS

Follow the revision guidelines below and mark with a check (✓) if you have completed each procedure.

GUIDELINES	CHECKLIST
1. Confirm receipt: Reply to this email to confirm that you have received the review forms and reviewed manuscripts.	✓
2. Highlight revisions: Highlight the revised parts in your manuscript and fill out the response form based on the reviewers' comments and suggestions.	✓
3. Include author details: Include author name(s), institution(s), address, and one correspondence email on a detachable page in the manuscript.	✓
4. APA 7th edition formatting: Adjust the in-text citations, reference list, tables, and figures to comply with APA 7th edition style.	✓

REVISION FORM FOR REVIEWER 1 AND 2

REVISION REPORT

No	Page	Comments and suggestions	Excerpt of Revision
1.	Title	Consider using the term <i>Institutionalising Peace Education</i> if the primary focus of the study is the institutionalization of peace education within the pesantren setting.	Thank you for this valuable suggestion. We agree that the concept of institutionalisation better reflects the central focus of the study. Accordingly, we have revised the title to emphasize how peace education is embedded within the pedagogical, cultural, and institutional systems of the pesantren. The revised title is: <i>Institutionalising Peace Education in Pesantren: Pedagogical and Institutional Pathways to Non-Violent Character Formation</i> . This revision more accurately represents the study's analytical focus and aligns with the journal's emphasis on institutional dimensions of religious education
2.	Abstract	Include the number of participants/informants and the sampling technique to ensure compliance with the journal's abstract guidelines.	The abstract has been revised by specifying the number of participants (e.g., 18 participants) and the purposive sampling technique to improve methodological transparency and comply with the journal's abstract requirements.
		Condense the methodological description by combining the research design and data collection procedures into a single, more concise sentence.	The methodology section of the abstract has been streamlined into a single concise sentence combining the qualitative case study design with the principal data collection methods (interviews, participant observation, and document analysis).
		Streamline the presentation of the findings by highlighting only two or three principal findings rather than listing all aspects of implementation	The findings section has been condensed to emphasise the three principal findings : (1) the integration of peace education into everyday pesantren life, (2) the institutionalisation of peace values through pedagogical and organisational practices, and (3) the role of leadership and community support in fostering non-violent character
		Clarify the study's contribution by explicitly stating its novelty instead of merely	The concluding sentence of the abstract has been revised to explicitly state the study's novelty, namely the development of an integrated pedagogical–institutional model of peace education

REVISION FORM FOR REVIEWER 1 AND 2

		indicating that it contributes to peace education in pesantren.	in pesantren that connects moral formation, institutional culture, and community engagement in promoting non-violent character.
3.	Keywords	Consider replacing overly specific or lengthy keywords, such as <i>Pedagogical and Institutional Pathways</i> , with more widely recognized indexing terms, such as <i>Character Education</i> or <i>Violence Prevention</i>	The keywords have been revised to improve indexing and discoverability by replacing the lengthy phrase <i>Pedagogical and Institutional Pathways</i> with more widely recognised indexing terms. The revised keywords are: Peace Education; Pesantren; Character Education; Violence Prevention
4.	Introduction	Strengthen the research gap by providing a critical synthesis of previous studies rather than a descriptive summary of the existing literature.	The Introduction has been revised by replacing the descriptive literature review with a more critical synthesis that identifies the limitations of previous studies, particularly their emphasis on normative values, curriculum, or isolated anti-violence programmes without examining the integration of pedagogical, institutional, and social dimensions of peace education in pesantren.
		State the novelty of the study more explicitly by identifying the specific aspects that have not been adequately addressed in prior research.	The novelty statement has been strengthened by explicitly highlighting that this study develops an integrated model of institutionalised peace education, demonstrating how pedagogical practices, institutional culture, leadership, and community collaboration collectively shape anti-violence character formation in pesantren.
		Develop the theoretical framework by explaining how Peace Education, Social Learning Theory, and Character Education are conceptually connected and serve as the analytical framework for the study.	The theoretical framework has been expanded to clarify the conceptual relationships between Peace Education, Social Learning Theory, and Character Education, explaining how these perspectives complement each other as an integrated analytical framework for interpreting empirical findings.
		Provide a stronger justification for selecting Annuqayah Islamic Boarding School as the research site by explaining its relevance or representativeness.	The rationale for selecting Annuqayah Islamic Boarding School has been elaborated by explaining its relevance as one of Indonesia's largest and most established pesantren, recognised for integrating Islamic traditions with peace-oriented educational

REVISION FORM FOR REVIEWER 1 AND 2

			practices, making it an appropriate and information-rich case for this study
5.	Research Method	Specify the number and characteristics of the participants (e.g., the number of kiai, administrators, and students interviewed).	The Method section has been revised by specifying the number of participants and their characteristics, including the distribution of kiai, administrators, and students involved in the study.
		Describe the inclusion criteria used in the purposive sampling process.	The purposive sampling procedure has been clarified by explicitly describing the participant inclusion criteria based on their roles, involvement in peace education, and relevant experiences.
		Provide additional details regarding the interview procedures, including interview duration, recording methods, and transcription procedures	Additional information has been included regarding the interview procedures, including interview duration, audio recording with participants' consent, verbatim transcription, and follow-up interviews where necessary.
		Explain the data analysis process more explicitly, including the coding procedures, category development, and theme generation	The data analysis section has been expanded by explaining the stages of open coding, category development, theme generation, and interpretation using the study's theoretical framework.
		Strengthen the discussion of trustworthiness by describing the specific strategies employed, such as member checking, peer debriefing, or the forms of triangulation used.	The trustworthiness section has been strengthened by describing the use of source and method triangulation, prolonged engagement, and other validation strategies employed to enhance the credibility of the findings
6.	Results and Discussion	Deepen the discussion by moving beyond descriptive reporting toward more critical interpretation of the findings using the proposed analytical framework. - o Engage more consistently with previous studies and recent scholarly literature to demonstrate how the findings confirm, extend, or differ from existing research. - o Articulate the study's theoretical contribution more explicitly by highlighting the new	Thank you for this valuable suggestion. We have substantially revised the Results and Discussion section by strengthening the analytical interpretation of the findings through the integration of Peace Education Theory, Social Learning Theory, and Character Education. We reduced the descriptive and list-based presentation and developed a more cohesive analytical narrative. We also expanded engagement with recent literature to demonstrate how the findings confirm, extend, and differ from previous studies. Furthermore, we explicitly articulated the study's theoretical contribution by proposing an integrated model

REVISION FORM FOR REVIEWER 1 AND 2

		insights generated from the findings. - o Reduce the reliance on list-based presentation (e.g., <i>First, Second, Third</i>) and develop a more integrated analytical narrative. - o Avoid normative claims unless they are adequately supported by empirical evidence or relevant scholarly literature.	of institutionalised peace education in pesantren and removed or supported normative claims with empirical evidence and relevant scholarly references.
7.	Conclusion	Emphasize the study's theoretical contribution to the development of peace education and Islamic education scholarship. Elaborate on the practical implications for educational policy and practice within pesantren. Provide more specific recommendations for future research based on the limitations of the present study	Thank you for this valuable suggestion. We have substantially revised the Conclusion by explicitly highlighting the study's theoretical contribution to peace education and Islamic education scholarship through the development of an integrated institutional model of peace education in pesantren. We also expanded the practical implications by outlining recommendations for educational policy and institutional practice, including curriculum integration, leadership development, teacher training, counselling, and collaboration with parents. Finally, we strengthened the future research section by providing more specific recommendations, including comparative, longitudinal, and mixed-methods studies across different pesantren contexts, as well as investigations into the role of digital learning and educational policy in institutionalising peace education
8.	References	Incorporate more recent literature (2023–2026), particularly peer-reviewed international journal articles, to strengthen the theoretical foundation and discussion of peace education, Islamic education, character education, and violence prevention. Ensure that at least 80% of the references are drawn from primary sources. Engage more extensively with recent scholarship in the Discussion section. Review the	Thank you for this valuable suggestion. We have substantially updated the manuscript by incorporating recent peer-reviewed literature (2023–2026), particularly international journal articles, to strengthen both the theoretical foundation and the interpretation of the findings. The Discussion section has been revised to engage more critically with current scholarship, demonstrating how the findings confirm, extend, and refine existing studies on peace education, Islamic education, character

REVISION FORM FOR REVIEWER 1 AND 2

		reference list carefully to ensure full compliance with APA Style guidelines	education, and violence prevention. We also reviewed the reference list to increase the proportion of primary sources in accordance with the journal's requirements and carefully edited all references to ensure full compliance with APA 7th edition, including completing incomplete bibliographic information and standardising formatting throughout.
--	--	--	--

*Please add the space if you need more