



## **Implementation of Islamic Psychology in the Formation of Student Morals and Discipline in the Dormitory Environment**

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### **Abstract**

*This study aims to analyze the application of Islamic psychology in the formation of student morals and discipline at RUSHD Sragen Superior High School, especially in the dormitory environment. In the era of globalization, character education is an important aspect in facing increasingly complex moral and discipline challenges among students. This study uses a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation. The results of the study show that the application of Islamic psychology through habituation, example, and moral education based on religious values is able to increase student discipline, responsibility, and independence. Habituation of worship, the implementation of daily responsibilities, and the consistent application of rules have proven to be effective in shaping the character of students. This research also reveals the importance of the role of dormitory coaches, teachers, and parental involvement in supporting the development of students' morals and discipline. The novelty of this research lies in the integration of Islamic psychology in dormitory-based character education, especially in the formation of morals and discipline, which was still limited to being discussed in previous research. This research contributes to the development of character education programs based on Islamic psychology, especially in dormitory-based educational institutions.*

*Keywords: Islamic Psychology; Morals and Discipline; Character Education*

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis penerapan psikologi Islam dalam pembentukan akhlak dan kedisiplinan siswa di SMA Unggulan RUSHD Sragen, khususnya di lingkungan asrama. Di era globalisasi, pendidikan karakter menjadi aspek penting dalam menghadapi tantangan moral dan kedisiplinan yang semakin kompleks di kalangan siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan psikologi Islam melalui pembiasaan, keteladanan, dan pendidikan akhlak berbasis nilai-nilai agama mampu meningkatkan kedisiplinan, tanggung jawab, dan kemandirian siswa. Pembiasaan ibadah, pelaksanaan tanggung jawab sehari-hari, serta penerapan aturan yang konsisten terbukti efektif dalam membentuk karakter siswa. Penelitian ini juga mengungkap pentingnya peran pembina asrama, guru, dan keterlibatan orang tua dalam mendukung perkembangan akhlak dan kedisiplinan siswa. Kebaruan penelitian ini terletak pada integrasi psikologi Islam dalam pendidikan karakter berbasis asrama, khususnya dalam pembentukan akhlak dan kedisiplinan, yang masih terbatas dibahas dalam penelitian sebelumnya. Penelitian ini memberikan kontribusi bagi pengembangan program pendidikan karakter berbasis psikologi Islam, khususnya pada lembaga pendidikan berbasis asrama.

Kata Kunci: Psikologi Islam, Akhlak dan Kedisiplinan, Pendidikan Karakter

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## INTRODUCTION

In the current era of globalization, the challenges to the formation of character and discipline of students are increasingly complex. In Indonesia, the decline in moral and discipline quality among students has become a worrying national issue.<sup>1</sup> According to data from the Ministry of Education and Culture, more than 60% of students still show low discipline, both in the academic and social fields.<sup>2</sup> This indiscipline can be seen in various aspects, such as violations of school rules, low sense of responsibility, and lack of compliance with the rules.<sup>3</sup> On the other hand, Islamic religious education has great potential in forming a better character, but its implementation in the school environment, especially in dormitories, is still limited. Therefore, it is important to examine more deeply how the application of Islamic psychology can affect the formation of students' morals and discipline in the dormitory environment, as a step to overcome these problems.<sup>4</sup> RUSHD Sragen Flagship High School, as an educational institution that places character and discipline as one of the main focuses, faces challenges in integrating character education with Islamic psychology approach.<sup>5</sup>

Through this process of character education, individuals are directed to have an honest, responsible, respectful personality of others, fair, hardworking, and uphold good moral values.<sup>6</sup> Likewise, in the dormitory environment, students often face various problems related to behavior, such as indiscipline in following dormitory rules, low motivation to learn, and unhealthy social interaction.<sup>7</sup> Although various character education programs have been implemented, there is still a gap in utilizing Islamic psychology to form a more complete character, both in moral and disciplinary aspects. This research focuses on the application of Islamic psychology in dormitory education to strengthen students' morals and discipline.

Several previous studies have examined various approaches in developing students' character through Islamic religious education, such as those conducted by Asep, who examined

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<sup>1</sup> Andi Aco Agus et al., "Analysis of Character Development, Religious, Nationalistic, and Global Perspective Through Civic Education," *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 17, no. 2 (2025): 1417–30, <https://doi.org/10.37680/qalamuna.v17i2.8123>.

<sup>2</sup> Aristya Puspita Adi Wardhani and Puji Lestari Suharso, "Program Intervensi Kognitif-Perilaku Daam Menurunkan Kecemasan Sosial Di Lingkungan Akademik Pada Siswa Sekolah Menengah Atas," *INQUIRY: Jurnal Ilmiah Psikologi* 13, no. 01 (2022), <https://doi.org/10.51353/inquiry.v13i01.288>.

<sup>3</sup> Puji Siwi Utami, "SISTEM POIN DALAM MENINGKATKAN KARAKTER DISIPLIN DAN KEMANDIRIAN SISWA ERA GENERASI Z," *Joyful Learning Journal* 10, no. 2 (2021): 66–73, <https://doi.org/10.15294/jlj.v10i2.39938>.

<sup>4</sup> Zidni Fahma Nadia et al., "Program Tahfidz Al-Quran Di Pondok Pesantren Al-Hikmah Muhammadiyah Sukoharjo Dan Dampaknya Terhadap Pendidikan Karakter Santri," *Rayah Al-Islam* 7, no. 3 (2023): 1075–84, <https://doi.org/10.37274/rais.v7i3.799>.

<sup>5</sup> Musriaparto Musriaparto, "PERAN PSIKOLOGI AGAMA DALAM PENGUATAN NILAI-NILAI PENDIDIKAN AGAMA ISLAM," *SINTESA: Jurnal Kajian Islam Dan Sosial Keagamaan* 3, no. 2 (2022): 19, <https://doi.org/10.22373/sintesa.v3i2.402>.

<sup>6</sup> Mahasri Shobahiya et al., "Problems of Human Civilization and Islamic Education as Alternative Solution," *International Journal of Social Science And Human Research* 06, no. 01 (2023), <https://doi.org/10.47191/ijsshr/v6-i1-08>.

<sup>7</sup> Moza Apriliano and Mahasri Shobahiya, "The Urgency of Positive Relationships in Fostering Learning Motivation," *Edunesia : Jurnal Ilmiah Pendidikan* 5, no. 3 (2024): 1258–70, <https://doi.org/10.51276/edu.v5i3.941>.

strategies for developing disciplined character through Islamic religious education in schools. The results of the study show that an approach based on Islamic values can effectively shape student discipline, both through habituation and the cultivation of strong religious values.<sup>8</sup> Another relevant research was conducted by Achadah, which explains how the internalization of the character of discipline in Islamic basic education can be carried out through five stages that are integrated into the curriculum.<sup>9</sup> However, most of these studies focus more on religious education in elementary schools and do not specifically address the implementation of Islamic psychology in secondary school dormitory settings.

Although there has been a lot of research on the influence of Islamic religious education on student character, there is a gap in studies that link Islamic psychology to the formation of student character in dormitories, especially at the secondary school level. Most of the existing research focuses more on character education techniques in public schools or schools with a general religious approach, but does not discuss how Islamic psychology approaches based on understanding the soul can be more effective in improving behavior and improving student discipline.<sup>10</sup> This research will fill this gap by examining how the application of Islamic psychology can play a role in shaping the morals and discipline of students at the RUSHD Sragen Flagship High School.

This study aims to analyze the influence of the implementation of Islamic psychology on the formation of morals and discipline of students at RUSHD Sragen Superior High School. Specifically, this study will examine how Islamic psychology approaches can be applied in the context of dormitory education to improve student behavior, improve discipline, and strengthen moral and social values among students.<sup>11</sup> By understanding how Islamic psychology can be integrated into the daily lives of students in dormitories, this study provides a new perspective on developing more holistic character education.<sup>12</sup> This research is theoretically expected to contribute to the development of knowledge, especially in character education based on Islamic psychology in the context of dormitory life. Practically, the findings of this research are expected to be a reference for educators and school institutions in developing character development programs that are more effective and in harmony with Islamic principles.

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<sup>8</sup> Asep Nursobah et al., "Integrative Model of Religious Habituation in Building Students Religious Character," *Fitrah: Journal of Islamic Education* 6, no. 2 (2025): 310–25, <https://doi.org/10.53802/fitrah.v6i2.1142>.

<sup>9</sup> Alif Achadah et al., "Internalization of Character Education Values in Shaping Elementary School Students' Religious Behavior," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 4 (2022): 4723–34, <https://doi.org/10.35445/alishlah.v14i4.2509>.

<sup>10</sup> Khoirun Nisa and Selly Nur Syafitri, "STRATEGI SEKOLAH DALAM MEMBENTUK KARAKTER RELIGIUS SISWA MELALUI KEGIATAN KEAGAMAAN DI MA BAHROL ULUM TAMBAKBERAS JOMBANG," *INOVATIF: Jurnal Penelitian Pendidikan, Agama, Dan Kebudayaan* 8, no. 2 (2022): 127–40, <https://doi.org/10.55148/inovatif.v8i2.279>.

<sup>11</sup> Ahmad Mardalis et al., "IDENTIFYING THE CULTURE OF THE MUHAMMADIYAH ISLAMIC BOARDING SCHOOL," *International Journal of Educational Management and Innovation* 2, no. 3 (2021): 272, <https://doi.org/10.12928/ijemi.v2i3.4043>.

<sup>12</sup> Aris Syaiful Huda, "Pendidikan Agama Islam Dalam Menumbuhkan Kepribadian Muslim Peserta Didik Boarding School," *QUALITY* 8, no. 2 (2020): 319, <https://doi.org/10.21043/quality.v8i2.8461>.

For example, research examining the teaching strategies of moral morality in Islamic schools shows that despite good efforts in implementing moral values, challenges remain in their consistent application. This shows the need for a more comprehensive approach based on Islamic psychological theories to ensure that the formation of students' morals and discipline can be achieved to the maximum extent.<sup>13</sup> In this context, the application of Islamic psychology in education in dormitories can be an effective solution, as a more structured dorm environment allows for a more intensive habituation of deep Islamic values. The goal of Islamic education is not only to develop intellectual aspects, but also to instill character and noble morals in students.<sup>14</sup> Education not only emphasizes the mastery of general science, but also includes religious values that shape morals, develop skills, and guide learners towards meaningful and purposeful lives<sup>15</sup>. In this context, the development of students' morals and discipline is a very important part, especially in the dormitory environment which is a place for intensive and continuous character formation.

## RESEARCH METHOD

This study uses a qualitative method with a descriptive approach through field research. This approach was chosen to gain a deep understanding of the application of moral education and the formation of student independence attitudes in the dormitory environment of the RUSHD Sragen Flagship High School. Qualitative research allows researchers to explore social and educational phenomena contextually, holistically, and based on participants' experiences and interactions in daily life in dormitories.<sup>16</sup> The research location was carried out at the RUSHD Sragen Flagship High School, especially in the boarding school or student dormitory environment. The research will be carried out in November 2025. The subject of the study was determined purposively by considering the direct involvement of informants in the process of forming students' morals and discipline. The research informants consisted of school directors, dormitory coaches, religious teachers, guidance and counseling teachers (BK), and students living in dormitories. The selection of informants was carried out to obtain comprehensive data on the implementation of moral education based on Islamic psychology and the formation of student independence attitudes.

Data collection techniques were carried out through in-depth interviews, observations, and documentation studies. Interviews are used to explore information related to moral development strategies, the application of discipline, worship habits, and factors that

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<sup>13</sup> Idi Warsah et al., "Islamic Psychology-Based Educational Strategies For Student Character Development," *AJIS: Academic Journal of Islamic Studies* 9, no. 2 (2024): 305–54, <https://doi.org/10.29240/ajis.v9i2.11326>.

<sup>14</sup> Suci Herwani, "Analisis Nilai Pendidikan Karakter Legenda Batu Menangis: Kajian Perspektif Islam," *Ibtida'iy : Jurnal Prodi PGMI* 8, no. 1 (2023): 21, <https://doi.org/10.31764/ibtidaiy.v8i1.14902>.

<sup>15</sup> Toyyibudin et al., "Does Character Education Influence Student Discipline in Aqidah Akhlak Learning? Case Study at Madrasah Tsanawiyah Darussalam, Bogor City," *Journal of Psychology and Sustainable Education* 2, no. 2 (2025): 50–57, <https://doi.org/10.62886/jpse.v2i2.20>.

<sup>16</sup> Satish Prakash Chand, "Methods of Data Collection in Qualitative Research: Interviews, Focus Groups, Observations, and Document Analysis," *Advances in Educational Research and Evaluation* 6, no. 1 (2025): 303–17, <https://doi.org/10.25082/AERE.2025.01.001>.

support and hinder the formation of students' character.<sup>17</sup> Observations are carried out directly on student activities in the dormitory environment, including worship activities, daily discipline, social interaction, and the implementation of dormitory rules. Meanwhile, the documentation study was carried out by examining various supporting documents such as dormitory rules, character development programs, photos of activities, students' daily schedules, and other administrative documents relevant to the focus of the research. The data in this study consists of primary data and secondary data. Primary data was obtained directly through interviews and observations of research informants, while secondary data was obtained from documents, archives, photographs, and various written sources that support the research. Researchers play a key role in the data collection and analysis process, assisted by interview guidelines, observation sheets, and field notes to maintain the focus of the research.

Data analysis is carried out interactively and takes place continuously from the beginning of data collection until the research is completed. Data analysis techniques refer to the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawn.<sup>18</sup> Data reduction is carried out by selecting, focusing, and grouping data that is relevant to the research theme. Furthermore, the data is presented in the form of a narrative descriptive to make it easier for researchers to understand the patterns, relationships, and meanings of the data obtained. The final stage is carried out through repeated conclusion drawing and verification to ensure the consistency of research findings. The validity of the data in this study was tested through source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing information obtained from directors, dormitory coaches, teachers, and students. The triangulation technique is carried out by comparing the results of interviews, observations, and documentation so that the data obtained is more valid, objective, and trustworthy.

## **RESULTS AND DISCUSSION**

### **Implementation of Islamic Psychology in the Formation of Student Morals and Discipline**

Findings in the field show that the application of moral education is carried out through various methods such as habituation, example, advising, and learning activities. This habit is realized through a daily activity schedule that has been prepared by the boarding school and must be obeyed by all students or students. The schedule is structured and dense, covering activities from waking up to night's rest. Students also participate in routine activities such as tahsin and tahfidz of the Qur'an, student sharing, and muroja'ah. In addition, the formation of morals is also strengthened through time discipline and various positive activities that support character development. The implementation of this moral education also emphasizes the appreciation of religious values, which is manifested in the habit of carrying out mandatory congregational prayers five times in the mosque, as well as sunnah worship such as fasting Monday-Thursday and tahajud prayers.

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<sup>17</sup> Mitchell Nicmanis, "Reflexive Content Analysis: An Approach to Qualitative Data Analysis, Reduction, and Description," *International Journal of Qualitative Methods* 23 (January 2024): 16094069241236603, <https://doi.org/10.1177/16094069241236603>.

<sup>18</sup> Matthew B. Miles et al., *Qualitative Data Analysis: A Methods Sourcebook*, Fourth edition (SAGE, 2020).



The results of the interview with Mr. Saiful Umam, as a BK Teacher at Rushd Superior High School, said that:

"The application of moral education includes various activities that integrate Islamic moral values, ethics, ethics, and good behavior. In this context, we focus on school culture education, which is the formation of values, norms, traditions, and beliefs that underlie interactions and habits in the school environment. In learning, religious teachers are expected to emphasize a deep understanding of the material, especially in the practical aspect, so that learning is not only focused on theory alone. To support the improvement of moral education, we require students to carry out Dzuhur prayers in congregation before meal breaks, as well as Asr prayers before returning from school. With this routine, it is hoped that students will get used to carrying out mandatory worship and sunnah, even without direct supervision from teachers.<sup>19</sup>

Mr. Lutfi as an Islamic Religion teacher at the RUSHD Sragen Flagship High School said that:

"For morning activities before the learning process begins, students are allowed to carry out dhuha prayers first. After that, they enter the class and for the first 15 minutes are required to read books or do literacy activities according to the applicable schedule. Each subject teacher is also expected to instill religious values at the end of the learning session. Meanwhile, for students who violate the rules, a special point or score system is applied which functions as a form of control and discipline." (Interview on November 17, 2025 at 12.30 WIB at the Rushd High School Mosque).<sup>20</sup>

In addition to various excellent programs and activities such as literacy, Great Indonesian Children's gymnastics and others, the implementation of moral education is also implemented before learning activities begin. Its application is closely related to the habituation of good manners and ethics, such as cultivating 3M (smile, greeting, greeting), instilling manners and manners, and implementing school programs that support the formation of student morals. According to Mr. Fajar as the director of the Uggulan RUSHD High School Dormitory that:

"Moral development and independence in boarding schools are applied through the habit of students to undergo a structured daily routine. In the morning, students take part in teaching and learning activities at school from 07.30 to 15.15. After that, they headed to the mosque to prepare for the Asr prayer in congregation, then returned to the dormitory to rest until 16.30. At 4:30 p.m., students can take lunch in the dining area until 5:30 p.m. After that, they carried out Maghrib and Isha prayers, followed by tahsin activities. After the Isha prayer, students continue their study activities or complete their homework from school, and after that, they are obliged to take a break from sleep at 22.00.<sup>21</sup>

Based on the results of the interview, it shows that the application of moral education is carried out through various activities in the boarding school or dormitory environment which plays an important role in improving the morals and morals of students. Even though

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<sup>19</sup> Interview with Mr. Saiful Umam, 2025.

<sup>20</sup> Interview with Mr. Lutfi, 2025.

<sup>21</sup> Interview with Mr. Fajar, 2025.

there are habits and regulations that have been implemented, there is still a possibility that some students violate or do not participate in the activities that have been determined. The process of moral development in this dormitory is carried out repeatedly so that in the end it forms positive habits for the students. Such as routine activities of mahdhah and ghairu mahdhah, maintaining the cleanliness of the room and dormitory environment, saying greetings, throwing garbage in its place, getting used to queuing, dressing neatly, using polite language, respecting older people, and loving younger ones are part of activities carried out on the basis of personal initiative, a sense of responsibility, and discipline. Based on the results of the research on the application of independence attitudes in boarding school students at Rushd Sragen Superior High School, data was obtained from various related parties such as school principals, Islamic religious education teachers, counseling guidance teachers, coaches or dormitory directors, and students. The application of this attitude of independence is an important aspect in the educational process, because it is able to foster students' ability to become independent, responsible, and have initiative in learning activities and daily life.

According to Mr. Saiful as a Counseling Guidance teacher at Unggukan High School, Rushd Sragen said that,

"The application of independence attitudes to students is carried out through habituation. One of them is by scheduling male students to take turns giving sermons during Friday prayers at mosques around the school. This activity serves to train students' mentality, increase their sense of responsibility in completing tasks, and hone their independence. In addition, teachers and coaches also provide various responsibilities to students, by providing opportunities for them to manage time, make decisions, and complete assignments independently.<sup>22</sup>

Zubayr, one of the boarding students of Rushd Superior High School, expressed his views on the application of moral education and independence in schools. He said that,

"There is no special program that directly focuses on developing independence, but the school seeks to foster this attitude by guiding, training, and involving students in various activities both inside and outside the classroom." (Interview on November 22, 2025 at 20.00 WIB in the dormitory).<sup>23</sup>

Mr. Azam, one of the dormitory coaches, also expressed his views regarding the implementation of moral education. He explained that,

"The formation of an attitude of independence is carried out by giving responsibility to students so that they are used to acting independently. Supervision is carried out in various activities, such as cleaning rooms, washing eating utensils, washing clothes, and ensuring that school assignments have been done properly. According to him, although students cannot be completely allowed to do everything without help, the habit of independent attitude needs to be instilled from an early age. In this case, the role of coaches and teachers is very important to guide and encourage the development of student independence, especially in the dormitory environment.<sup>24</sup>

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<sup>22</sup> Interview with Mr. Saiful Umam, 2025.

<sup>23</sup> Interview with Mr. Zubayr, 2025

<sup>24</sup> Interview with Mr. Azam, 2025.

The implementation of independence for boarding students is carried out through a habituation process, where each student is responsible for the cleanliness of the dormitory environment, including bedrooms, dining rooms, and bathrooms. They are also required to wash their own clothes as a form of self-reliance training. This habituation aims to enable students to complete their personal tasks independently. Activities that are carried out repeatedly will form a routine and make students accustomed to carrying out these responsibilities.

### **The Role of Schools and Dormitories in the Coaching and Formation of Morals of Students**

Moral education and independence are two important aspects that need to be instilled in order to form a positive character in students. Moral education focuses on instilling moral values such as politeness, honesty, and the spirit of hard work. Meanwhile, the formation of an attitude of independence aims to enable students to make decisions and take responsibility for themselves. These two aspects play an important role in equipping students to be able to adapt and actively contribute to society in the future. In the context of Islamic educational psychology, factors include internal and external aspects that affect the mental, emotional, and spiritual state of students. There are various efforts made in the application of these two aspects to students who live in dormitories or boarding, in line with the concept put forward in the theory of Moral Education according to Imam Al-Mawardi,<sup>25</sup> which emphasizes the importance of inculcating moral values through habituation, advice, and example.

Regarding this theory, it will be elaborated in more detail in accordance with the implementation of moral education carried out by routine activities that have been carried out in implementing student moral education, including, tahsin and tahfidz al-Qur'an.<sup>26</sup> One of the effective methods in instilling morals in students is through reading verses of the Qur'an. This activity aims to increase students' understanding of how to read the Qur'an, as well as teach correct reading procedures according to the rules. In the dormitory environment, the coaches also carry out activities to read and memorize the Qur'an so that the students are naturally encouraged to participate. The activity of reading the Qur'an is not only carried out at the scheduled time, but also outside the mandatory hours. Students in the dormitory often carry out murojaah, either individually or in groups, as preparation before depositing memorization to their respective halaqah coaches.

Reciting dhikr in the morning and evening together. The morning and evening dhikr reading activities are carried out for ten minutes after the Fajr and Maghrib prayers. Through this activity, it is hoped that students can learn, understand, emulate, and apply dhikr values in daily life, especially in interacting with others. In religious education for students, the priority

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<sup>25</sup> Wildan Miftahussurur et al., "Transposition of the Concept of Imāmah Al-Mawardi into the Islamic Education Leadership System," *Jurnal Inovatif Manajemen Pendidikan Islam* 4, no. 2 (2025): 50–62, <https://doi.org/10.38073/jimpi.v4i2.2752>.

<sup>26</sup> Langit Krisnandari et al., "The Formation of Student Morals Through the *Tahfidz* and *Tahsin Al-Qur'an* Programs at Smp Muhammadiyah 1 Pk Gatak Sukoharjo In 2021/2022:," paper presented at International Conference on Islamic and Muhammadiyah Studies (ICIMS 2022), 2022, <https://doi.org/10.2991/assehr.k.220708.031>.



is to introduce the attributes of Allah. This approach aims to make students accustomed to praying before starting each activity, so that it is hoped that they will grow into the next generation of the nation with noble character and Islamic spirit. The dormitory offers activity programs that support moral education, there are tahsin and tahfidz qur'an programs, muroja'ah letter of choice, tahajud, fasting Monday-Thursday, then there are DKM activities. This religious activity has a very important role in forming individuals who fear and obey Allah, as well as guiding them to have noble morals.

The students are always taught to behave well, such as saying greetings, smiling, greeting politely, respecting others, being honest, throwing garbage in its place, and obeying school rules. This habit is not only applied when students greet the teacher in the classroom, but also outside the classroom. When meeting the teacher on the street, students are encouraged to say hello and greet the teacher. The purpose of this activity is to help students who were previously less good at behavior become better. Giving advice is done with the aim that students do not repeat the same mistakes in the future.<sup>27</sup> In delivering advice, teachers need to be gentle and not cause fear in students. In addition, teachers and dormitory coaches also play a role in shaping students' morals through habituation and example, especially in religious education subjects that focus on moral development.<sup>28</sup> Not only religious teachers, but also teachers of other subjects also remind students to always be fair, tolerant, and respect differences in the school environment.

Based on the results of interviews with several sources involved, it is known that the cultivation of moral values is carried out through habits that are applied continuously. Teachers and dormitory coaches play an active role by providing positive examples to students in various daily activities. The application of moral education and the formation of students' independence attitudes are carried out through intensive religious learning.<sup>29</sup> In the boarding school or dormitory environment, the coaches play a role in instilling religious values and practices in the students. In addition, sharing activities between teachers and students are held regularly every week as a means of character development. The students also get learning how to read the Qur'an correctly in order to be able to understand its meaning more deeply. This boarding school also has various excellent programs, one of which is training for students participating in the Olympics.

In addition, life in the dormitory is regulated through a schedule of activities that include the implementation of mandatory five-time prayers and other sunnah worship. Students also participate in congregational prayers regularly as a form of habituation as well as encouragement to motivate each other in worship. Through the application of these

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<sup>27</sup> Noreen M. Webb and Ann M. Mastergeorge, "The Development of Students' Helping Behavior and Learning in Peer-Directed Small Groups," *Cognition and Instruction* 21, no. 4 (2003): 361–428, [https://doi.org/10.1207/s1532690xci2104\\_2](https://doi.org/10.1207/s1532690xci2104_2).

<sup>28</sup> Khoirun Nissa Febriyanti Sholikah et al., "Habituation Strategies for Developing Religious and Moral Values in Schools," *Academia Open* 10, no. 1 (2025), <https://doi.org/10.21070/acopen.10.2025.11003>.

<sup>29</sup> Nadri Taja et al., "Character Education in the Pandemic Era: A Religious Ethical Learning Model through Islamic Education," *International Journal of Learning, Teaching and Educational Research* 20, no. 11 (2021): 132–53, <https://doi.org/10.26803/ijlter.20.11.8>.

religious values, it is hoped that students can understand Islamic teachings well and develop noble morals that are useful for their daily lives. Every student needs to cultivate an attitude of responsibility as an important provision for the future. Responsibility includes the willingness to carry out duties and obligations according to ability.<sup>30</sup> Therefore, educators play a role in instilling these values by providing a clear understanding of the meaning and importance of responsibility. In a dormitory environment, students are trained to take responsibility for themselves while also cooperating with friends in activities such as cleaning rooms and dormitory areas on schedule. Participation in extracurricular activities is also a means of building responsibility, as well as developing social skills and leadership.

The results of the interviews show that teachers and dormitory coaches must be role models for students, especially in terms of politeness and discipline. Manners reflect respectful, civilized, and conforming to societal norms, while discipline teaches the importance of respecting time and responsibility. In the dormitories, students are trained to obey regulations such as curfews, prohibitions on carrying prohibited items, and dress codes to create a safe and orderly environment. For violators, sanctions are given according to the level of error as a form of coaching. This discipline is an important aspect in education because it plays a big role in shaping regular behavior and creating a conducive learning atmosphere. Daily activities in the dormitory environment are designed to foster student independence. This habit lasts from morning to night, including practicing meeting personal needs such as making the bed, keeping the room clean, and washing your own clothes. In addition, students are also guided to manage their time independently through the schedule of activities that have been set by the school, so that they learn to manage time and responsibilities better.

### **The Application of Independence in Rushd Sragen's Flagship High School Dormitory Students**

The application of independence attitude to the students of the Rushd Sragen Superior High School dormitory as an effort to guide them to understand the importance of fostering independence in the school and dormitory environment, the independence attitude is carried out through the process of habituation and giving personal responsibility to students. Students are trained to control their emotional psyche and take responsibility for their own behavior through example and guidance. Independence in self-regulation is important so that students do not depend on others in carrying out daily activities.<sup>31</sup> They need to learn to control their emotions and take responsibility for their behavior. Coaches at boarding schools act as role models to foster awareness and self-responsibility in students. Independence includes the ability to manage time effectively so that it is not wasted. For boarding school students, these skills are important to maximize study time and daily activities. They carry out activities according to a routine schedule, such as waking up early, eating, studying, depositing tahfidz, muroja'ah, to sleeping at night, as well as weekly activities such as community service and joint

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<sup>30</sup> Elly Yuliana et al., "Principal Performance and Teacher Work Discipline on Learning Quality at Kindergarten in Aceh Besar," *Tafkir: Interdisciplinary Journal of Islamic Education* 6, no. 3 (2025): 909–23, <https://doi.org/10.31538/tijie.v6i3.1155>.

<sup>31</sup> Daria Bylieva et al., "Self-Regulation in E-Learning Environment," *Education Sciences* 11, no. 12 (2021): 785, <https://doi.org/10.3390/educsci11120785>.

activities. With good time management, students can complete academic and non-academic tasks optimally.

In the dormitory, students are given the responsibility to perform simple tasks such as cleaning the environment and washing clothes. This activity aims to foster a sense of responsibility and train independence in taking care of personal needs, including tidying up rooms, eating on time, and carrying out daily routines independently. Based on the results of interviews and observations, students' independence is formed through daily routines such as studying, worshiping, maintaining personal and environmental hygiene, exercising, and regulating diet. Through these activities, students learn to be responsible and independent in carrying out daily activities. In addition to academic learning, dormitories also instill the value of responsibility and discipline by giving students simple responsibilities, such as cleaning rooms and doing laundry. This experience helps them manage their time, organize themselves, and cultivate discipline and a sense of responsibility that is useful for the future.

One of the teachers' efforts in fostering student independence is through the application of rules that apply to all boarding school participants. Students who violate the rules will be given points and sanctions according to the provisions as a form of coaching to be more disciplined and obedient to school regulations. Through the integration of character education in learning that fosters the values of moral attitudes, honesty, and the courage to make decisions independently.<sup>32</sup> It will reflect a person's ability to make decisions and act based on the principles they believe in. The application of character education in the learning process aims to form moral and ethical students. The value of independence is one of the important aspects that need to be developed by instilling positive behavior in learning. Through character education, students are trained to self-regulate, reduce dependence on others, and become independent individuals with a strong moral foundation, both in academic aspects and daily life. Independence based on honesty is seen when students choose not to cheat during exams or dare to admit mistakes even though they risk punishment. This attitude reflects responsibility and courage to face the consequences of one's actions. Through habituating the value of honesty in school and dormitories, students are expected to grow into individuals who are honest, responsible, and with integrity in every action.

## CONCLUSION

The application of Islamic psychology has been proven to have a positive impact on the development of students' morals and discipline. The Islamic values applied in the life of the dormitory affect their behavior, motivation, and self-control. Even so, there are still obstacles, such as inconsistencies in implementation and violations committed by some students. Therefore, it is necessary to strengthen monitoring, personal approach, and cooperation between teachers, coaches, and parents. In general, the application of Islamic psychology in the dormitory of the RUSHD Sragen Superior High School greatly contributes to shaping students'

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<sup>32</sup> Devin Akbar Albany, "Perwujudan Pendidikan Karakter Pada Era Kontemporer Berdasarkan Perspektif Ki Hajar Dewantara," *Jurnal Humanitas: Katalisator Perubahan Dan Inovator Pendidikan* 7, no. 2 (2021): 93–107, <https://doi.org/10.29408/jhm.v7i2.3393>.

morals, discipline, and independence, although the aspects of strategy, supervision, and program development still need to be improved.

Based on these findings, this study produced several recommendations that can be used as a basis for policy development and further research. The school is advised to strengthen the Islamic psychology program through soul development activities such as Islamic counseling, moral seminars, and spiritual mentoring to help students face the dynamics of dormitory life. The role of dormitory coaches needs to be optimized by providing training related to Islamic educational psychology, counseling, and character development strategies so that they are able to become effective role models and companions. In addition, collaboration between teachers, coaches, and parents must be improved through regular communication, evaluation of student behavior, and parental support in character formation at home. Enforcement of the rules also needs to be consistent and educational, including a review of the points system to make it more educational. Activities that encourage student independence should be expanded by providing opportunities to lead, plan activities, and manage time independently. Finally, schools need to evaluate and develop boarding programs periodically through monitoring, comparison with other schools, and revision of programs according to student needs and the times.

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