

**INTEGRATION OF GESTALT COUNSELING
IN PESANTREN COUNSELING MANAGEMENT SYSTEM
A STRATEGY TO IMPROVE THE PSYCHOLOGICAL WELL-BEING OF STUDENTS**

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Abstract

This study aims to explore the integration of the Gestalt Counseling approach into the counseling management system of Islamic boarding schools to improve the psychological well-being of students. The research approach used is qualitative with a case study design. Data collection was conducted through participatory observation, in-depth interviews, and document analysis, which were then analyzed using the Miles and Huberman model. The results of the study indicate that the Gestalt approach is effective in increasing self-awareness, strengthening interpersonal relationships and empathy, and encouraging a more humanistic and responsive transformation of the counseling management system. Students become more capable of recognizing and expressing their emotions, building healthy social relationships, and demonstrating personal responsibility in solving problems. These findings prove that modern psychological approaches such as Gestalt can be harmoniously contextualized within an Islamic educational environment. Implicitly, Islamic boarding schools can develop an integrative counseling model that combines religious values with contemporary psychological approaches to create an educational ecosystem that supports the holistic spiritual, emotional, and social development of students. This research also opens up opportunities for the development of a more adaptive humanistic-based Islamic counseling theory tailored to the needs of students in the modern era, while accommodating the psychological dynamics faced by students in their daily lives.

Keywords: Gestalt Counseling; Management; Psychology of Islamic Boarding School Students.



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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi integrasi pendekatan Konseling Gestalt ke dalam sistem manajemen konseling di pondok pesantren guna meningkatkan kesejahteraan psikologis para santri. Pendekatan penelitian yang digunakan adalah kualitatif dengan desain studi kasus. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan analisis dokumen, yang kemudian dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa pendekatan Gestalt efektif dalam meningkatkan kesadaran diri, memperkuat hubungan interpersonal dan empati, serta mendorong transformasi sistem manajemen konseling yang lebih humanistik dan responsif. Santri menjadi lebih mampu mengenali dan mengekspresikan emosi, membangun hubungan sosial yang sehat, serta menunjukkan tanggung jawab pribadi dalam menyelesaikan masalah. Temuan ini membuktikan bahwa pendekatan psikologi modern seperti Gestalt dapat dikontekstualisasikan secara harmonis dalam lingkungan pendidikan Islam. Secara implisit, pondok pesantren dapat mengembangkan model konseling integratif yang memadukan nilai-nilai keagamaan dengan pendekatan psikologi kontemporer untuk menciptakan ekosistem pendidikan yang mendukung perkembangan spiritual, emosional, dan sosial secara holistik bagi santri. Penelitian ini juga membuka peluang bagi pengembangan teori konseling Islam berbasis humanistik yang lebih adaptif dan disesuaikan dengan kebutuhan santri di era modern, sekaligus mampu mengakomodasi dinamika psikologis yang dihadapi santri dalam kehidupan sehari-hari.

Kata Kunci: *Konseling Gestalt; Management; Psikologi Santri di Pondok Pesantren.*

A. Introduction

Pesantren education is one of the oldest educational institutions in Indonesia, with a strong influence on shaping the character, spirituality, and morals of the younger generation. (Purwanto, Supriadi, and Rahmah 2021; Solihin, Hasanah, and Fajrussalam 2020). However, amid this success, the psychological well-being of students is often an aspect that has not been optimally managed. The boarding school environment, characterized by strict discipline, hierarchical relationships between students and caregivers, and academic pressure based on memorization and obedience, creates significant psychosocial stress for adolescents who are in the process of self-discovery. Studies conducted by Clonan-Roy, Gross, and Jacobs (2021); Ahmed et al. (2023) shows that santri experience higher emotional stress than public school students, due to limited space for expression and pressure to conform to rigid social structures. In a similar study, Karl et al. (2022); Leonidis (2025) emphasizes that santri tend to keep their personal problems to themselves

due to the lack of safe and empathetic communication channels, which then risks causing social anxiety, identity crises, and even mild depression.

This situation is exacerbated by the lack of responsive counseling systems based on modern psychological approaches in Islamic boarding schools. Most of the counseling approaches that are implemented are still oriented towards moralistic advice and top-down methods that do not pay enough attention to the emotional complexity of individuals (Sun and Park 2024; Erliani 2024). This has the potential to ignore the actual needs of santri as autonomous subjects who are developing emotionally and cognitively. Therefore, there is a strong urgency to develop a more humanistic, participatory, and contextual counseling system for boarding schools. One approach with significant potential is Gestalt Counseling, which emphasizes self-awareness, personal responsibility, and processing emotions in the present moment (here and now) as the foundation for resolving internal conflicts and building psychological balance (Bourgault du Coudray 2022; Karl et al. 2022).

Strict discipline, and limited space for self-development. The absence of a systematic and contextual counseling system causes many students to keep their problems to themselves, which affects their academic performance, social behavior, and even their decision to leave the boarding school. This situation necessitates the development of a more responsive and humanistic counseling management system. Gestalt counseling, which emphasizes full awareness, personal responsibility, and interaction in the present moment, is one potential approach to addressing these challenges that (Kaisler et al. 2023; Rahmi, Suhaili, and Ahmad (2024).

In this context, a number of previous studies have highlighted the effectiveness of the Gestalt Counseling approach. For example, research by F. B. Surbakti and Harahap (2024) shows that Gestalt counseling is effective in increasing self-acceptance and reducing anxiety among high school students in Surakarta. Another study by Ndhlovu and Mwanza (2025) The application of Gestalt techniques, such as the empty chair technique, on students in modern Islamic boarding schools has been found to enhance self-reflection skills and awareness of personal emotions. However, to date, no research has explicitly integrated the Gestalt Counseling approach into the institutional counseling management system of Islamic boarding schools, particularly one that considers traditional boarding school values such as obedience, simplicity, and spirituality. This gap is the focus of this research, which aims to offer an integrative framework that is not only psychologically effective but also culturally and spiritually compatible with the characteristics of boarding schools. The novelty of this

research lies in its effort to design a Gestalt-based counseling management model for boarding schools that is contextual, systemic, and applicable, which has not been widely developed in Indonesian or international literature.

The urgency of this research is not only based on the scientific need to enrich the discourse on the integration of modern psychology in Islamic education, but also on the practical needs of Islamic boarding schools as institutions that educate thousands of adolescents with various psychosocial complexities (Huda, Selamat, and Salem 2024; Jaenullah, Utama, and Setiawan 2022). Pesantren must transform into spaces that not only nurture spirituality but also provide adequate psychological protection for students. By adapting the Gestalt Counseling approach into the pesantren counseling management system, this study aims to offer a model that is not only theoretical but also practical and sustainable.

Building a strong character of honesty requires a more in-depth approach, especially in the context of education that integrates modern psychology and Islamic values (S. S. B. Surbakti, Harahap, and Hasanah 2024; Firdaus and Suwendi 2025). In the context of Islamic boarding schools as educational institutions that educate thousands of teenagers with various psychosocial complexities, it is important to adapt the Gestalt Counseling approach. Islamic boarding schools must transform into spaces that not only nurture spirituality but also provide adequate psychological protection for students. By adapting the Gestalt Counseling approach into the pesantren's counseling management system, this research is expected to offer a model that is not only theoretical but also practical and sustainable (Munif, Rozi, and Yusrohlana 2021; Jahidin 2023).

The main objective of this study is to explore and analyze the potential of integrating the Gestalt Counseling approach into the counseling management system of Islamic boarding schools, with a focus on Al Mawaddah Pondok Pesantren Nurul Jadid. Therefore, this study formulates how the integration of the Gestalt Counseling approach into the counseling management system of Islamic boarding schools can enhance the psychological well-being of students? Through this approach, the study aims to map out managerial strategies and contextual counseling intervention designs to support the comprehensive strengthening of students' psychological resilience (Helling and Chandler 2021).

Theoretically, this study hypothesizes that the integration of Gestalt Counseling into the counseling management system of Islamic boarding schools can improve the quality of psychological services, create a reflective space, and strengthen emotional and mental capacity santri (Pughe 2021; Baharun and Arifin 2023). The practical implications of this research are expected to include the development of a training curriculum for internal pesantren counselors, the

formulation of counseling policies based on a humanistic approach, and the establishment of an inclusive pesantren education ecosystem oriented toward psychological well-being (Jahidin 2023; Patty, Prastowo, and Sahmat 2024). Thus, Islamic boarding schools not only produce students who are spiritually superior, but also psychosocially resilient in facing the challenges of the times.

B. Research Method

This study uses a qualitative approach with a case study design. This approach was chosen because it is capable of revealing the deep dynamics in the practice of integrating Gestalt Counseling into the counseling management system in Islamic boarding schools, especially in the unique socio-religious context. Case studies are relevant for understanding the subjective experiences, social interactions, and meaning constructions experienced by various parties involved in the counseling process in the Islamic boarding school environment. The focus of this research is on the local context of the Al Mawaddah PP Nurul Jadid area in Paiton, Probolinggo Regency, implemented for 3 months from June to September. In this study, it was selected purposively because it has an active internal counseling system but has not yet formally adopted the Gestalt approach. In this study, the emphasis is not on generalizing findings but on the depth of narrative, richness of data, and contextual understanding of the phenomenon being studied, including how the Gestalt approach can be adapted to the structure, culture, and unique values of the pesantren.

The research informants consisted of ten people: two Islamic boarding school administrators, two BK division administrators, two program coordinators, one counselor, and three koseli who were recipients of counseling services. Data was collected from four main categories of informants, namely area supervisors (area custodians), area heads (daily supervisors), counseling division administrators, area counselors, and students who were active participants in the counseling process. Data collection techniques included participatory observation of counseling activities and social interactions among students, semi-structured in-depth interviews with key informants to explore their perspectives and experiences, and a review of documentation, including counseling logs, internal regional modules, and boarding school counseling management policies. Data analysis was conducted through the stages of data collection, data condensation, data presentation, and drawing conclusions in accordance with the Miles and Huberman model.

Step-by-Step Flowchart of Data Analysis (Miles & Huberman Model)

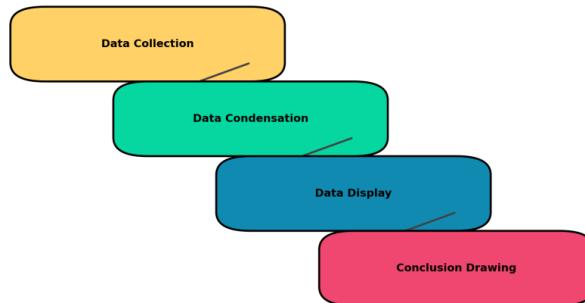


Diagram 1. Data Analysis Picture

C. Results and discussion

Increased Self-Awareness

The Gestalt counseling approach contributes significantly to increasing the self-awareness of students. This finding was obtained from in-depth interviews with various parties, including students, regional counselors, and the head of the Al Mawaddah Nurul Jadid Islamic Boarding School. Students stated that the counseling sessions they underwent helped them understand feelings and thoughts that were previously suppressed, as well as begin to identify emotions and associate them with specific situations. Counselors also noted an increase in self-reflection and openness among students in sharing personal issues. This indicates that the Gestalt approach, which emphasizes awareness of the "here and now," is highly relevant in the psychological context of students who were previously constrained by a rigid system. Thus, integrating this approach into the boarding school counseling system has great potential in shaping students into self-aware and responsible individuals.

To reinforce these findings, interview data was summarized in a table displaying key statements from five informants, consisting of three students, one counselor, and one regional head. All statements indicate an increase in self-awareness and reflection on their internal conditions. Student A stated that he was more aware of his feelings, while Student C admitted that he had begun to dare to express his feelings to the teacher. The counselor noted that the students had become more reflective, and the regional head acknowledged a shift toward more positive attitudes. This data demonstrates that the Gestalt approach effectively encourages students to more consciously recognize and manage their inner experiences, which is an important first step in strengthening their psychological well-being.

Table 1. Interview data

| Informant | Key Statement | Interpretation |
|---------------|---|--|
| Student A | I have become more aware of my own feelings. | This sentence shows that someone has begun to recognize and understand their emotions more clearly. |
| Student B | Now I know why I get angry easily. | This sentence shows that someone is beginning to understand the causes behind their emotions, particularly anger. |
| Student C | I am starting to dare to speak honestly with the teacher. | This sentence shows the courage to be open and honest with the teacher, indicating the growth of trust and the desire to build better communication. |
| Counselor A | The students have become more reflective after the counseling sessions. | This sentence shows the courage to be honest and open with the teacher. |
| Regional Head | We see positive changes in the students' attitudes. | This sentence shows the development of better behavior in the students, in line with expectations. |

All informants shared similar testimonies about the benefits of the Gestalt approach in increasing the self-awareness of santri. Santri who were previously closed off became more open in expressing their feelings, understanding their internal motivations, and seeking solutions to their personal problems. Counselors noted the active participation of santri in counseling sessions, which indicated an increase in reflection and personal awareness. The regional head also confirmed that there has been a shift in the students' mindset toward a more mature and responsible direction. The dialogic counseling approach, focused on present-moment awareness, appears to be fostering a psychological transformation in the students from a closed state to one that is open and reflective.

The Gestalt approach facilitates increased awareness of emotions, behavior, and personal responsibility. Three main aspects that emerge from this pattern include the courage to express feelings, the ability to identify sources of stress or internal conflict, and reflection on past experiences. Counselors and regional heads assess that these changes occur because the counseling approach frees students from normative pressures and opens up equal dialogue spaces. This approach creates a safe environment for self-exploration, supports openness, and stimulates natural personal growth.

Analytically, increased self-awareness reflects the main principles of the Gestalt approach: awareness, responsibility, and present-moment experience. The

dialogical space allows students to experience new awareness about themselves. From a developmental psychology perspective, a safe space for self-exploration enables adolescents to discover their identity and emotional stability. The integration of Gestalt counseling in Islamic boarding schools bridges the gap between the psychological needs of students and established spiritual traditions. Thus, counseling is not only a means of problem-solving but also a tool for continuous self-transformation.

Improvement of Interpersonal Relationships and Empathy

Field observations supported the interview results, focusing on changes in interpersonal relationships among students after participating in counseling sessions. Observations noted an increase in courage in expressing opinions in group discussions, a helpful attitude, and concern for the environment. These activities indicate that the Gestalt approach not only impacts individuals but also strengthens social networks within the boarding school environment. Students become more open, supportive, and active in social activities such as discussions and sharing stories, demonstrating the resonance of the counseling approach in fostering empathy and social relationships.

Data visualization from the observations is presented in bar graphs showing the weekly frequency of students' interpersonal activities. Observed activities include informal group discussions, sharing feelings with friends, sharing emotional stories, and helping friends. The graph shows that helping friends has the highest frequency, followed by group discussions and sharing activities. This data supports the finding that the Gestalt approach promotes healthy and empathetic social interactions among students, fostering a more open and supportive boarding school community.

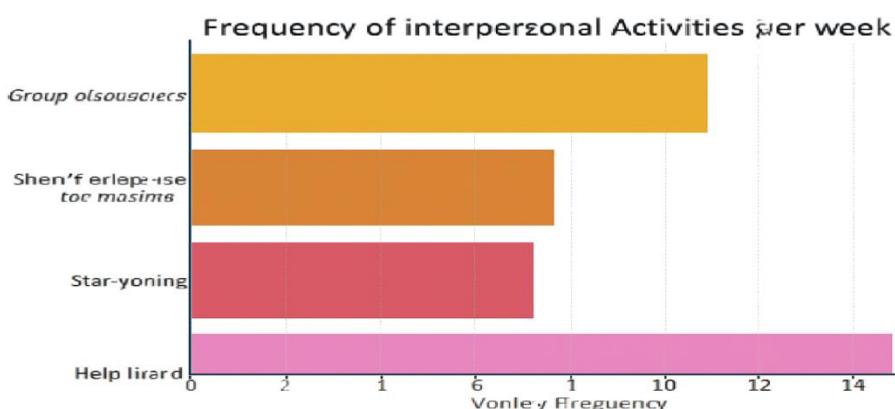


Diagram 2. Frequency of students' interpersonal activities

Santri became more active in building healthy interpersonal relationships. Activities to help friends showed an increase in empathy, while group discussions and story sharing showed openness and comfort in communication. Confiding in counselors, although less frequent, still played an important role in forming open communication. This pattern indicates that the Gestalt approach had an impact on the formation of an empathetic and reflective santri community.

The Gestalt approach creates a domino effect that begins with self-reflection and leads to improved social interaction. Students who are aware of their emotions become more sensitive to their environment, creating a supportive social environment. In the context of a communal boarding school, this healthy social relationship pattern is very important in building togetherness and reducing conflict. Counseling using the Gestalt approach plays a role not only in individual psychological health but also in shaping an inclusive social ecosystem..

Theoretically, improved interpersonal relationships can be understood as the result of high self-awareness. Gestalt theory emphasizes the importance of full awareness of current experiences in forming authentic relationships. Students who are more self-aware tend to be more empathetic and responsive to their social environment. This shows that counseling not only plays a role in managing individual emotions, but also strengthens social capacity and emotional intelligence, which are important in social life.

More Responsive and Humanistic Counseling Service Management

To strengthen the validity of the findings, this study also analyzed internal documentation from the Al Mawaddah region, including counseling session records, case handling SOPs, and evaluation reports. From these documents, it appears that the counseling management system is beginning to move toward a more responsive and humanistic approach. There is regular documentation of the emotional development of students and training for counselors using the Gestalt approach. This indicates a structural change in counseling management, not merely individual practices.

The counseling process with the counselor is conducted in a room, in a conducive atmosphere. The counselor uses the Gestalt approach to encourage the counselee to be present through dialogue. The approach begins with light conversation, after which the counselor guides the student to become aware of their current feelings without avoiding them. With a few tricks, the counselor ends up convincing the counselee that they are in a safe space to express their problems or share their private matters.



Figure 1. Counseling session

Documentation analysis confirms that the counseling management system has moved toward integrating Gestalt values. Counseling sessions have become spaces for reflection, recording progress, monitoring emotional dynamics, and training counselors to strengthen their competencies as facilitators of awareness. This documentation is not merely an administrative archive, but an indicator of a paradigm shift toward transformative counseling management.

Consistency between field practice and institutional systems. The four components of the counseling session service system—recording and training—support the formation of a responsive and participatory counseling system. This indicates that the Gestalt approach has begun to be systematically integrated into the institutional management of the pesantren, creating a strong foundation for the development of psychological well-being among students.

This leads to the conclusion that pesantren are undergoing a transformation in the counseling paradigm, from a reactive and normative approach to a proactive and humanistic approach. Counseling is positioned as a medium for self-development and consciousness-building, in line with the principles of humanistic psychology. In the context of pesantren education, this transformation emphasizes that strengthening the character of students requires a safe, dialogical, reflective, and emotional space.

Students who seek counseling may do so based on personal desire or due to developments that require special guidance. However, counselors will always maintain a professional attitude with an attentive approach, free from judgment. Every component of the counseling process demonstrates active implementation, focusing on self-reflection, awareness, and emotional healing.

Table 2. Counseling result report
Counseling Result Report

A. Identity of the counselee

| | |
|-----------------|-----------------------------------|
| Name | Najwa Bulan S.K |
| Education level | MA Nurul Jadid |
| Specialization | Program Pengembangan Kajian Kitab |

B. Time and Place of Counseling

| | |
|-------|--------------------------|
| Time | 19.00 – 20.00 Wib |
| Place | Counseling Guidance Room |

C. Problem Description

Innerchild who has not recovered

D. Diagnosis (Identification of Mental Health Conditions)

Recovering difficulty regulating emotions, low self-esteem, and destructive behavior

E. Counseling Objectives

The counselor helps the counselee heal childhood emotional wounds, manage and express emotions healthily, increase self-esteem, and overcome destructive behavior to develop healthier behavior patterns.

F. Counseling Outcomes Achieved

The counselee successfully identified childhood emotional wounds, managed emotions better, and dealt with stress constructively. Self-esteem and self-confidence increased, and showed positive changes in behavior by reducing destructive behaviors and developing healthier patterns.

G. Follow-up plan

Follow-up includes improved emotion management skills, continued therapy for emotional wounds, increased self-confidence, and behavioral monitoring to ensure healthy development.

H. Additional notes

The counselee showed progress in managing emotions and improving self-esteem. Continued therapy and monitoring is needed to maintain positive changes.

Counseling records include several important indicators, including the identity of the counselee, the time and place of counseling, a description of the problem, diagnosis (identification of mental health conditions), counseling objectives, service outcomes achieved, follow-up plans, and additional notes. This reflects a systemic transformation toward a more in-depth psychological approach that focuses on human aspects. Comprehensive progress notes are created by the counselor, starting from the diagnosis stage to the final outcome of monitoring students who have undergone the counseling process.

Discussion

The findings of this study indicate that the Gestalt Counseling approach significantly improves the self-awareness of santri. This is in line with the findings

Qudsiyah and Dasuki (2025); Rodríguez and Wooten (2024) which emphasizes that self-awareness is a fundamental aspect of the effectiveness of Gestalt therapy. In the context of Islamic boarding schools, increased self-awareness not only implies emotional recognition, but also reflects more mature spiritual growth Tambak and Sukenti (2023); Hanckel, Garnett, and Green (2024). Regarding the importance of "here and now" awareness and personal responsibility as the main framework explaining the success of this intervention, santri began to show the ability to recognize and express feelings that were previously suppressed in the hierarchical system of pesantren. This finding also supports studies Kaygusuz, Tolan, and Aydoğdu (2024) which reveals that the Gestalt approach can enhance self-reflection in public school students. However, the unique contribution of this study is the application of this approach in a traditional religious education setting, which integrates spiritual values into the process of self-awareness. This shows that the Gestalt approach can be adaptively transformed in traditional Islamic education systems such as Islamic boarding schools.

In addition to self-awareness, this study also found improvements in interpersonal relationships and empathy among santri, which supports the results of the study Orfanos (2021) about the effectiveness of Gestalt therapy in forming authentic relationships between individuals. These findings are also in line with research Jia et al. (2025) which states that empathy-based group counseling can create a supportive social climate in the school environment. The strength of this study lies in its implementation in the communal life of Islamic boarding schools, which allows for the formation of more intense and deeper social bonds between individuals. In this context, the Gestalt approach has been proven to not only strengthen social relationships, but also transform social dynamics to be more empathetic and supportive (Tzanaki 2022).

The transformation of the counseling management system identified in this study emphasizes the importance of a humanistic psychological approach in Islamic boarding school education (Shiddiq et al. 2024). This reinforces the findings Hasanah (2024) about the urgency of reforming Islamic boarding school education through a more human-centered approach. This study provides concrete evidence through documentation of implementation, including changes to standard operating procedures, reflective-based counselor training, and a more systematic system for recording the psychosocial development of students. Thus, the contribution of this study is not only conceptual but also implementable.

The increased self-awareness of santri in this context can be causally explained through the participatory and non-directive structure of the Gestalt Counseling approach. The reflective space provided by Gestalt-based counseling

allows students to explore their emotions honestly and without pressure (Gamino 2025). In contrast to conventional top-down counseling models, the Gestalt approach positions the counselor as a facilitator who encourages internal dialogue and self-acceptance (Manouchehri and Burns 2023). This process allows for the emergence of authentic personal responsibility, as well as emotional awareness that develops from within the students, rather than from external pressure. Therefore, the success of this approach lies in its ability to create a safe, reflective, and liberating counseling environment.

The improvement of interpersonal relations and empathy found in this study is a follow-up result of increasing santri self-awareness. Collective life in pesantren that demands social cohesion becomes a fertile field for the growth of more egalitarian social relations when supported by the right approach. (Hamaideh et al. 2024). Through Gestalt principles such as contact and dialogue, santri are encouraged to experience social intimacy authentically, not merely through seniority structures or instructions (Ndhlovu and Mwanza 2024). This approach encourages recognition and acceptance of others' feelings, thus creating a more humane and supportive relationship pattern.

The transformation of counseling management observed in this study occurred in response to the real need for a more empathetic and reflective approach. Within the framework of the theory of educational system change as proposed by Trechsel et al. (2023), transformasi sistemik terjadi ketika terdapat disonansi antara kebutuhan peserta didik dan pendekatan sistem yang berlaku. Dalam konteks ini, pendekatan Gestalt memberikan kerangka fleksibel dan dialogis yang menjawab kompleksitas permasalahan psikososial santri. Revisi SOP, pelatihan konselor, dan sistem pencatatan yang lebih humanistik merupakan indikator bahwa perubahan ini bersifat paradigmatis dan bukan hanya administratif. Hal ini menunjukkan pergeseran mendasar dalam cara pandang terhadap konseling sebagai alat pengembangan karakter dan kesehatan mental.

Theoretically, this research expands the scope of the Gestalt Counseling approach into an area that has not been much explored, namely Islamic education based on pesantren. This research shows that Western psychological theories can be contextualized into local value systems through an integrative approach. This strengthens the argument that psychological approaches can be transcultural and adaptive (Yeh 2023). Practically, this research presents a humanistic-based pesantren counseling management model that includes counselor training, SOP reformulation, and a monitoring system for the psychological development of santri. This model can be replicated and further developed by other Islamic educational institutions. This research also opens space for the development of

new theories in Islamic counseling that balance spirituality, self-awareness, and social relations. Thus, the contribution of this research not only bridges the two scientific domains of psychology and Islamic education but also provides a conceptual and practical foundation for strengthening a more psychologically and spiritually inclusive pesantren education system.

D. Conclusions

This study shows that the Gestalt Counseling approach can be effectively integrated into the pesantren counseling management system to improve the psychological well-being of santri. This approach, which emphasizes present awareness, personal responsibility, and reflective dialogue, is proven to be able to increase self-awareness, strengthen empathy and interpersonal relationships, and encourage changes in santri behavior to become more reflective and responsible. The counseling system also undergoes a transformation towards a more humanistic and responsive direction. This finding provides an important lesson that a safe psychological space is needed in pesantren education so that santri can develop spiritually, emotionally, and socially. The theoretical implications of this study emphasize the importance of integration between Islamic values and modern psychological approaches in designing a complete character education model. However, this study has limitations because it was conducted in one location with a qualitative case study approach, and did not involve quantitative measurements or a wider age variation. Therefore, it is recommended that future researchers use a mixed-methods approach and include more Islamic boarding schools to test the sustainability and validity of the results more broadly.

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