

IES-Based Parenting Module Development for Strengthening Student Character in Boarding Schools

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ABSTRACT

Purpose: This study aimed to describe the level of need for, determine the design of, and analyze the validity, practicality, and effectiveness of an Intellectual, Emotional, and Spiritual Intelligence (IES) based parenting module for strengthening student character in a boarding school.

Methodology: The study used a Research and Development (R&D) design following the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), with data gathered through documentation studies, literature review, questionnaires, and interviews with boarding teachers and students at Insan Cendekia Madani Serpong Senior High School.

Results: The module was developed based on the documented needs of boarding teachers and students and includes key components of the learning model and student care. Expert validation yielded a very good average score of 4.55. Practicality scores were 4.33 (usefulness), 4.24 (ease of use), and 4.29 (evaluation relevance). Effectiveness testing showed a significant improvement in student character scores from 85.82 to 86.82 ($p = 0.000$), with a learning completion rate of 87.09%.

Conclusions: The IES-based parenting module is valid, practical, and effective for strengthening student character in a boarding school setting.

Limitations: The module was trialed with a single tenth-grade cohort at one boarding school, so the results should be read as evidence of feasibility rather than as a generalizable effect size.

Contributions: The study contributes a documented, validated instrument that boarding teachers and schools can adopt or adapt for daily student care and character formation.

Keywords: *Boarding School, Character Strengthening, IES Intelligence, Parenting Module*

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1. Introduction

Character education for children's development is a subject that continues to invite exploration because it must adapt to shifting conditions, technology, environment, current needs, self-motivation, and students' aspirations for the future, a pattern reflected in recent accounts of trends and innovation in character-building practice in Indonesian schools and in evidence that adolescents' technology use, including social media, is itself entangled with their emotional development. In line with the Ministry of National Education in 2010, character education is intended to achieve the goals of national education, namely developing the potential of students so that they become human beings who are devoted to God Almighty, possess noble character, are knowledgeable, capable, healthy, creative, independent, and grow into democratic and responsible citizens, a goal that recent studies of boarding-school character-education design by [Fitri, Nasril, Elvina, Basra, and Syifa \(2024\)](#) and of the Pancasila Student Profile strengthening project have sought to operationalize in Indonesian secondary education ([Setiawan, & Iasha, 2024](#); [Safitri, Wulandari, & Herlambang, 2022](#)).

The dynamics of education inside a boarding-school dormitory reveal challenges that are not easily resolved, because bringing together students of diverse ethnic, regional, family, and educational backgrounds is neither quick nor simple when the goal is a uniform culture consistent with the school's vision and mission. Reaching the standard a boarding school aspires to requires sustained effort, careful planning, and continuous improvement. Life in a dormitory made up of individuals from different sociocultural backgrounds naturally produces friction; a variety of diverse personality characteristics results in interpersonal conflict driven by differences of opinion, individual interest, and misunderstanding in day-to-day interaction ([Rachmawati & Komariah, 2016](#)). Observations made by the author in the role of a boarding teacher found that many student problems stem from habitual character traits, including insufficient discipline, limited independence, weak awareness of the importance of clean living, and low awareness of duties and responsibilities as students and as servants of God. Compliance with school rules is likewise still low, with numerous rule violations recorded both inside and outside the classroom and school environment.

The problems observed among boarding-school students are wide-ranging. They begin at first arrival, when students must adjust to unfamiliar routines and rules; continue through daily social life among peers who bring different habits and ways of living; extend to independence, since many students who are used to relying on family must now learn to manage on their own; and include adapting to communal worship routines, taking part in student organizations and the leadership responsibilities that come with them, caring for personal hygiene and belongings, and cooperating with roommates to maintain shared comfort. These pressures can leave students irritable, angry, or suspicious of one another, echoing findings that emotionally harsh treatment by parents is linked to heightened social anxiety later in adolescence ([Averina & Cahyono, 2023](#)).

Students also struggle to manage their daily attitudes, regulate emotions so these do not harm themselves or others, convert the problems present in their lives into positive energy, and sustain enthusiasm rather than becoming lazy about participating in activities, capacities closely tied to the emotional-regulation and stress-management skills examined in adolescent emotional-intelligence research ([Lea, Davis, Mahoney, & Qualter, 2023](#); [Bermejo-Martins, Luis, Fernandez-Berrocal, Martinez, & Sarrionandia, 2021](#)). Some difficulties trace to immature self-management, and dependence on parents often remains high; addressing these patterns requires patient, motivated guidance over time. According to [Abbas \(2019\)](#), the ability to manage interpersonal conflict is a person's capacity to manage conflict between two parties who share basic needs, including the desire to be respected and treated as a human being, the desire for a measure of control, self-esteem, and the desire for consistency, any of which can trigger conflict when unmet.

Discipline, time management during activities, and punctuality also need continuous reinforcement. Students often find it difficult to rise independently at a predetermined wake time and proceed into prayer, *dhikr*, *du'a*, *tahsin*, and *tahfidz* Al-Qur'an; punctuality for school and compliance with the

required uniform likewise still require reminders and regular monitoring, and even bathing has to be prompted for some students, who otherwise rarely do so on their own.

Responsibility for entrusted tasks remains low as well; when students are given responsibility for a particular activity, the outcome tends to fall short unless a teacher's supervision is close and continuous. Trust placed in students, such as safekeeping items given by parents or passing on a message or assignment to another student, is sometimes simply overlooked. Given this background, a parenting module for strengthening good character in students is the main target of daily coaching, in the belief that strengthening good character will reduce the number of negative outcomes that might otherwise arise in students' present and future lives. The solution proposed here is a parenting module built on three forms of intelligence, Intellectual, Emotional, and Spiritual (IES), intended to improve students' character in their daily lives.

This study develops an IES-based parenting module to strengthen the character of students in boarding schools using an R&D model, guided by the questions of what level of need exists for such a module, how the module should be designed, and what levels of validity, practicality, and effectiveness the developed module achieves. The aims of this study were to determine the level of need for an IES-based parenting module to strengthen student character in boarding schools, to understand the resulting module design, to establish the module's level of validity, to determine its level of practicality, and to determine its level of effectiveness in strengthening student character.

2. Literature Review

2.1 Behavioristic Learning Theory

Behavioristic learning theory, also called behavioral learning theory, analyzes behavior that is visible and can be measured, described, and predicted. Learning, in this view, is a change in human behavior caused by environmental influence; behaviorism is concerned chiefly with how the behavior of a learner is controlled by environmental factors and treats the individual as a reactive creature that responds to its environment ([Khaneghahi, Sefatgol, & Siyasar, 2022](#)). The experience gained and retained shapes the learner's subsequent behavior.

Behaviorists view learning as a change in behavior produced by the interaction between stimulus and response ([Sarker, Gain, Saha, Mondal, & Ifté, 2024](#)). Learning is thus a form of change in a student's capacity to behave in new ways as a result of stimulus-response interaction, and a student is considered to have learned once a change in behavior can be shown; a student can be said to be able to read, for example, once reading ability is demonstrated. What happens internally between stimulus and response is treated as unimportant because it cannot be observed or measured directly; only the stimulus and the response are open to observation, so whatever a teacher provides functions as a stimulus and whatever a student produces functions as a response, and both must be observable and measurable.

This theory is characterized by an emphasis on small elements and parts, a mechanistic orientation, an emphasis on the environment's role, an emphasis on the formation of reactions or responses, an emphasis on the importance of training, an emphasis on the mechanism that produces learning outcomes, an emphasis on ability, and a focus on the emergence of a desired behavior as the intended learning outcome. This is often called the psychological Stimulus-Response (S-R) model, meaning human behavior is controlled by rewards and reinforcement from the environment, so behavioral reaction and stimulus are closely linked in learning. Educators who hold this view treat student behavior as a reaction to the environment and as the product of learning.

The implications of behavioristic theory for learning activity depend on factors such as learning objectives, the nature of the material, student characteristics, media, and available learning facilities. Learning designed on behavioristic principles treats knowledge as objective, certain, fixed, and unchanging, already structured so that learning becomes the acquisition of that knowledge while teaching is the transfer of knowledge to the learner, with the expectation that students arrive at the same understanding the educator holds.

2.2 Cognitive Learning Theory

Cognitive learning theory places more emphasis on the learning process than on learning outcomes. Where behavioristic theory studies learning as a stimulus-response relationship, cognitive theory is often described as a perceptual model in which a person's behavior is determined by perception and understanding of situations related to their learning goals; learning is thus a change in perception and understanding that is not always visible as observable behavior. According to cognitive theory, knowledge is built within a person through a continuous process of interaction with the environment, a process that is flowing and comprehensive rather than separate ([Pervin & Begum, 2022](#)). Cognitive psychology treats learning as an active effort by the student to understand something.

This activity can take the form of seeking experience, seeking information, solving problems, observing the environment, and practicing something to reach a goal. Cognitive psychologists hold that prior knowledge strongly determines success in learning new information, and that the parts of a situation are interconnected with its entire context, such that separating a subject into small components studied in isolation causes a loss of meaning. This theory treats learning as an internal process encompassing memory, retention, information processing, emotion, and other psychological aspects.

2.3 Parenting Style

Parenting, also referred to as parenting style, occurs within the family, the first institution in a person's life where children learn and express themselves as social beings. The family provides essential social and environmental relationships in a person's learning of people, situations, and skills ([Wanggai, 2022](#)). The first lessons a family provides strongly shape a child's future personality, delivered both directly and indirectly through the interaction between parent and child that constitutes parenting style, and perceived parenting style has itself been linked to how resilient children later become ([Yadav & Mehta, 2024](#)). This is consistent with [Tanha et al. \(2023\)](#), who described parenting as a process of continuous interaction between parents and children that produces change for both parties.

2.4 Intellectual, Emotional, and Spiritual Intelligence (IES)

2.4.1 Intellectual Intelligence

According to [Triyono and Herdiyanto \(2017\)](#), intellectual intelligence is the ability to learn from experience, to think using metacognitive processes, and to adapt to the surrounding environment. It is a person's capacity to reason and analyze logically, related to speaking skill, spatial intelligence, awareness of visible things, and mastery of mathematics. IQ measures the speed at which a person learns new things, focuses on tasks and exercises, stores and recalls objective information, engages in thought processes, works with numbers, thinks abstractly and analytically, solves problems, and applies existing knowledge ([Prinhandaka, Rohman, & Wijaya, 2023](#)).

Ibn Manzbur associates the term intellectual intelligence with reason, restraint, prevention, and discernment, rendered as *aql*. *Aql* is equated with al-hijr, the restraining of one's desires, and the word carries broad meaning with strong support in the Qur'an; its binding function has been studied scientifically within semiotics, a field useful across scientific disciplines, and the *aql* in question is closely tied to verses that can only be understood through *aql*, a type Farabi distinguishes from the purely intellectual. Regarding intellectual intelligence, Wiramarihardja identifies three indicators tied to three cognitive domains: figural ability, understanding and reasoning in the domain of form; verbal ability, understanding and reasoning in the domain of language; and numerical ability, understanding related to numbers.

2.4.2 Emotional Intelligence

The term EQ, or Emotional Quotient, first appeared in publicly distributed print in 1987 in an article by Keith Beasley in the British Mensa magazine, though the term emotional intelligence was only popularized in 1995 by psychologist and science journalist Daniel Goleman in his book *Emotional Intelligence, Why It Can Matter More Than IQ* ([Goleman, 2002](#)). In 1990, psychologists Salovey of Harvard University and Mayer of the University of New Hampshire coined the term to

explain the causal relationship among empathy, expressing and understanding anger, controlling anger, independent problem-solving, discussing and resolving problems, friendliness, and respect, defining emotional intelligence as the ability to understand the feelings of oneself and others.

People with strong emotional intelligence tend to recognize their own feelings, read the feelings of others, know their own strengths and weaknesses, resist being easily offended, listen well, remain open-minded and willing to accept others' opinions, and are not embarrassed to apologize first, dispositions that recent adolescent research associates with healthier stress regulation and resilience ([Herrera, Buitrago, & Cepero, 2023](#); [Soriano-Sanchez, Jimenez-Vazquez, & Sastre-Riba, 2023](#)) and with more satisfying emotional expression and regulation ([Husain, Inam, Wasif, & Zaman, 2022](#)).

2.4.3 Spiritual Intelligence

Spiritual intelligence is described as the necessary foundation for the effective functioning of both IQ and EQ, and in this sense the highest form of intelligence, allowing a person to recognize value and character traits in others as well as in the self. Zohar and Marshall define spiritual intelligence as the intelligence used to face and resolve problems of meaning and value, that is, the intelligence to place behavior and life within a broader and richer context of meaning and to judge one's actions or way of life as meaningful ([Syarif, Rumengan, & Gunawan, 2021](#); [Suharto, & Yuliansyah, 2023](#)).

Stephen R. Covey treats spiritual intelligence as the most basic center among the intelligences because it is the source of guidance for the others, representing a longing for meaning and connection with the infinite, a coping-relevant dimension also reported among students preparing for service-oriented professions ([Thundiparampil & Christy, 2022](#)). The building emotional and spiritual intelligence through the six pillars of faith and five pillars of Islam, argues that the fundamental aspects of Islam expressed in those pillars have often been memorized without receiving deep, practical, and appreciative meaning, and proposed building spiritual intelligence around those pillars through practical actualization, habituation, training, and continuous learning so that a person can attain spiritual experience and spiritual intelligence, a formulation consistent with accounts of Islamic spiritual and emotional intelligence as a pathway to lasting wellbeing ([Wahab \(2022\)](#); [Li \(2005\)](#)).

Well-developed spiritual intelligence is characterized by *tawazzun* (balance and flexibility), *kaffah* (a holistic perspective and the ability to seek fundamental solutions to problems), high self-awareness and *istiqomah* (steadfastness in living according to vision and values), *tawadhu* (humility), sincerity and acceptance in overcoming life's challenges, and integrity in consistently translating personal vision and values into attitudes and actions.

Building on this theoretical foundation, and consistent with work on deliberately developing intellectual, emotional, and spiritual intelligence together in secondary-school students ([Haziratul & Fathurrahman, 2024](#)), the study anticipates that a parenting module deliberately structured around intellectual, emotional, and spiritual intelligence, and delivered through the daily, staged routine of a boarding-school dormitory, will be judged valid by content and parenting experts, practical by the boarding teachers and students who use it, and effective at improving measured student character outcomes relative to the period before its introduction.

3. Methodology

3.1 Types and Models of Research

This research was conducted at Insan Cendekia Madani Senior High School, Serpong, focusing on the implementation of the module in grade X for both male and female students, totaling 63 students (30 boys and 33 girls). The study is a Research and Development (R&D) study. [Suryadie \(2014\)](#) explains R&D as a process or set of steps used to develop a new product or improve an existing one in a way that can be accounted for; the R&D method as a research method that produces a product in a defined field of expertise, followed by associated by-products, and is effective. The study followed the ADDIE model, comprising Analysis, Design, Development, Implementation, and Evaluation, with data and information gathered through documentation studies, literature studies, questionnaires, interviews, and primary information relating to the upbringing of students in the dormitory. The ADDIE model has similarly been used to guide the

development of audiovisual instructional media by [Fauzi and Rahmawati \(2023\)](#), training-program development more generally by [Kasliyanto, Widiastuti, and Suharyanto \(2023\)](#), and instructional design for distance education ([Spatioti, Kazanidis, & Pange, 2022](#)).

3.2 Data Analysis Technique

3.2.1 Quantitative Data Analysis

Data obtained through the collection of respondent questionnaires were analyzed statistically after being transformed into quantitative form. The percentage formula applied was $P = (f / N) \times 100$, where P is the percentage figure, f is the frequency for which the percentage is sought, and N is the total number of individuals or frequencies ([Arikunto, 2019](#)).

Table 1 reports the five-category conversion scale applied throughout this study to translate a mean Likert score, on a 1-5 range, into a qualitative classification; the same numeric bands recur in several later assessments with labels adapted to the construct being rated.

Table 1. Average score and classification

No	Average Score	Classification
1	$4.2 < x \leq 5$	Very Good
2	$3.4 < x \leq 4.2$	Good
3	$2.6 < x \leq 3.4$	Not Good
4	$1.8 < x \leq 2.6$	Not Good
5	$1.0 < x \leq 1.8$	Very Not Good

Data were obtained from validation tests conducted by material experts and parenting experts, as well as field tests conducted by students and teachers, scored on a Likert scale ranging from 1 to 5. The conversion guidelines for the five rating categories used for validity were as follows ([Nesri & Kristanto, 2020](#)).

Table 2. Validity criteria

No	Average Score	Criteria
1	$4.2 < x \leq 5$	Very Valid
2	$3.4 < x \leq 4.2$	Valid
3	$2.6 < x \leq 3.4$	Less Valid
4	$1.8 < x \leq 2.6$	Invalid
5	$1.0 < x \leq 1.8$	Very Invalid

Table 2 presents the validity criteria used to interpret the average scores obtained from the expert validation process. The classification consists of five categories, ranging from Very Invalid to Very Valid, based on the average score of each assessed aspect. An average score between 4.2 and 5.0 indicates that the module is Very Valid and can be used without revision. Scores ranging from 3.4 to 4.2 are classified as Valid, indicating that the module is appropriate for use with only minor revisions if necessary. Scores between 2.6 and 3.4 are categorized as Less Valid, suggesting that several aspects require improvement before implementation. Meanwhile, scores of 1.8 to 2.6 are considered Invalid, and scores between 1.0 and 1.8 are classified as Very Invalid, indicating that substantial revisions are required before the module can be used. These criteria provide a standardized basis for determining the feasibility of the IES-based parenting module prior to field implementation.

4. Results and Discussion

4.1 Research Results

The parenting module was implemented with 65 students in grade X during October and November, embedded in students' daily activities. The researcher implemented every activity contained in the parenting module, the accompanying Guide for Dormitory Teachers, and the student worksheet book. Morning activities began with waking, sunnah prayer, dawn prayer, dhikr, tahsin and tahfidz, breakfast, cleaning the room, and preparing for school, with students motivated by an explanation of the purpose and importance of each activity, namely that good character is built through consistent discipline and responsibility.

In the afternoon, after Asr prayer, students take part in dhikr, sports, and free activity time used for sport, study, memorization, or other pursuits, while boarding teachers conduct scheduled coaching sessions. Each coaching session opens with an apperception stage, in which students are guided to observe an individual attitude target selected for the session, a step called Let's Observe. Students then formulate questions in a step called Let's Ask, which includes orientation to the problem, drawing out students' own experience of the attitude in question, and question generation. The group next discusses the problem in a step called Let's Discuss, during which students search for supporting information about the problem and record it under Searching for Information, with the boarding teacher available throughout to respond to student questions and comments. This stage allows the teacher to approach and deepen understanding of each student's personality in order to support the student's attitude and character.

In the evening, activities begin with congregational Maghrib prayer, *dhikr*, dinner, Isha prayer, recitation of Al-Mulk, and religious learning covering Hadith, Fiqh, Arabic, *Muhadhoroh*, and Islamic history, followed by individual study and scheduled student counseling. The implementation of the parenting and counseling module proceeded across three meetings. At the first meeting, the group explained the parenting module's counseling technique to students, with the aim of ensuring students understood the module's instructions; the researcher clarified points that still confused participants. The main obstacle at this meeting was that students remained unfamiliar with the newly introduced parenting activities, including the practice of observing their own daily activity beginning with waking independently and understanding the rationale for doing so.

At the second meeting, individual practice with one student at a time proceeded according to the schedule; students generally understood the individual parenting instructions in the module, though the teacher still needed to provide motivation and clarify instructions for full comprehension. The obstacle at this meeting was that the 45-minute session was not always sufficient to complete the planned learning that day. At the third meeting, students understood the individual care instructions and were able to carry them out according to the predetermined schedule, though motivation and explanation from the teacher remained useful; no further obstacles were experienced, and care proceeded well and according to plan. An assessment instrument in the form of an observation sheet was then prepared to observe parenting implementation, adapted specifically for the module under development.

Table 3. Assessment aspects of the care implementation observation sheet

No	Assessment Aspect	Number of Items
1	Preliminary activities	5
2	Core activities	10
3	Closing activities	5
Total		20

Table 3 presents the assessment aspects used to evaluate the implementation of the IES-based parenting module during the learning process. The observation sheet consisted of 20 items distributed across three stages of implementation, namely preliminary activities (5 items), core

activities (10 items), and closing activities (5 items). Each item was assessed using a five-point Likert scale. Based on the observation results, nine items received a score of 4, resulting in a total score of 36, while the remaining eleven items received a score of 5, producing a total score of 55. Consequently, the overall score was 91, and the average implementation score was calculated as 4.55 ($91 \div 20$). Referring to the five-category conversion criteria presented in Table 2, this average falls within the Very Good category, indicating that the implementation of the IES-based parenting module was carried out effectively and consistently across all stages of the learning activities (Omeri, 2015).

4.2 Evaluation Results (Assessment)

The fifth stage of the ADDIE model is evaluation. Following implementation, the module was assessed for practicality and effectiveness. The practical aspect was captured through a student and teacher response questionnaire, while effectiveness was captured through post-test scores. The post-test and student response questionnaire were administered on November 15, 2023.

4.2.1 Practicality Aspect Assessment

The practicality assessment was conducted using two questionnaires, one completed by teachers and the other by students. Both instruments were developed based on the dimensions of usefulness and ease of use of learning materials, following the framework proposed by Firdayani (2019). The obtained scores were interpreted using the five-category conversion criteria developed by Suresman (2011).

Table 4. Teacher practicality assessment aspects

No	Assessment Aspect	Number of Items
1	Usefulness	7
2	Convenience	8
Total		15

Table 4 presents the assessment aspects used to evaluate the practicality of the IES-based parenting module from the teachers' perspective. The questionnaire consisted of 15 items, including 7 items measuring the usefulness of the module and 8 items assessing its ease of use. The teacher evaluation produced an average score of 4.33 for the module's usefulness in supporting parenting implementation, 4.24 for ease of understanding and implementation, and 4.29 for the suitability of the evaluation questions with the parenting material presented. Based on the established conversion criteria, these scores fall within the Very Good category, indicating that the module is highly practical and suitable for classroom implementation.

Table 5. Student practicality assessment aspects

No	Assessment Aspect	Number of Items
1	Usefulness	7
2	Convenience	8
Total		15

Table 5 presents the assessment aspects used to evaluate the practicality of the IES-based parenting module from the students' perspective. Similar to the teacher questionnaire, the student instrument consisted of 15 items, comprising 7 usefulness items and 8 convenience items. The student assessment resulted in an average score of 3.84 for the usefulness of the module in supporting parenting activities, 3.44 for ease of understanding and implementation, and 3.95 for the appropriateness of the evaluation questions with the learning material. According to the five-category conversion criteria, these results are classified as Good, indicating that the module is considered practical, easy to use, and beneficial from the students' perspective, although several aspects still have room for further improvement.

4.2.2 Effectiveness Assessment

Effectiveness of the IES-based parenting module was assessed in two ways: first, by comparing student character-report scores from the first term, before the module was used, with scores from the second term, after implementation, and second, through pre-test and post-test questionnaires. For the ten character dimensions scored across the 63 male and female students, the first-term and second-term averages are reported in Table 6.

Table 6. Character scores, first term versus second term

No	Character	1st Term Value	2nd Term Value
1	Salimah Aqidah	83.52	87.32
2	True worship	83.31	87.08
3	Honest integrity	83.92	87.08
4	Honor	84.06	87.49
5	Responsibility	83.97	87.43
6	Optimistic	83.52	87.19
7	Self-control	83.31	86.70
8	Empathy	83.37	86.32
9	Leadership	82.88	87.30
10	Active learner	83.68	87.30

Individual grade-X student scores in the first and second term, together with each student's coded pre-test and post-test result, are reported in full in Table 7 to preserve the underlying dataset.

Table 7. Individual student scores, term 1 and term 2, with pre-test and post-test codes

Score Category	Term 1 (Pre-Test)	Term 2 (Post-Test)	Difference
80–84	9 (14.3%)	3 (4.8%)	-6
85–89	53 (84.1%)	48 (76.2%)	-5
≥90	1 (1.6%)	12 (19.0%)	+11
Total	63 (100%)	63 (100%)	

Descriptive statistics computed from the term-1 and term-2 scores across the 126 observations (63 students x two terms) are reported in Table 8.

Table 8. Descriptive statistics of term scores

Group	Mean	N	Std. Deviation
Term 1 (1.00)	85.8254	63	1.47604
Term 2 (2.00)	86.8254	63	1.50847
Total	86.3254	126	1.56884

The average report-card score in the first term was 85.82, rising to 86.82 in the second term, indicating an increase in character values. An independent-samples t-test was used to test the significance of this difference, with decision-making based on the significance value in the coefficient table, using a 95% confidence level, or a 5% significance level ($\alpha = 0.05$). The criterion applied (Mansur, 2018) was that a significance value greater than 0.05 leads to acceptance of the null hypothesis (H_0) and rejection of the alternative hypothesis (H_a), indicating no influence between the independent and dependent variables, whereas a significance value below

0.05 leads to rejection of H_0 and acceptance of H_a , indicating a genuine influence between the variables.

Table 9. Group statistics and independent samples t-test, term 1 versus term 2

Analysis	Group / Assumption	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% CI
Descriptive Statistics	Term 1	63	85.8254	1.47604	0.18596	–	–	–	–	–	–	–
	Term 2	63	86.8254	1.50847	0.19005	–	–	–	–	–	–	–
Independent Samples t-Test	Equal variances assumed	–	–	–	–	0.075	0.784	-3.761	124	0.000	-1.00000	-1.52628 to -0.47372
	Equal variances not assumed	–	–	–	–	–	–	-3.761	123.941	0.000	-1.00000	-1.52629 to -0.47371

Table 9 shows t-test results significance value of 0.000 for the term-score variable, well below 0.05, indicating that first-term report-card values had a statistically significant, effective influence on second-term report-card values, consistent with an improvement in student character following the module's implementation.

The second effectiveness check used pre-test and post-test questionnaire responses. From a sample of 30 grade-X students, average responses before instruction with the IES-based module (pre-test) and after (post-test) were computed alongside two comparison scores labeled August 2 and December 3, reported in Table 10.

Table 10. Pre-test and post-test comparison scores

No	August 2	December 3	Pre-Test	Post-Test
1	3.68	3.81	1	2
2	2.49	2.73	1	2
3	1.76	2.32	1	2
4	3.75	3.84	1	2
5	3.63	3.75	1	2
6	4.17	4.38	1	2
7	4.48	4.57	1	2
8	2.35	2.63	1	2
9	1.89	2.43	1	2
10	4.14	4.22	1	2
11	4.19	4.32	1	2
12	3.11	3.11	1	2
13	2.95	3.00	1	2
14	3.62	3.63	1	2
15	4.33	4.37	1	2
16	4.24	4.46	1	2
17	2.24	2.25	1	2
18	3.63	3.67	1	2

No	August 2	December 3	Pre-Test	Post-Test
19	2.30	2.35	1	2
20	2.24	2.30	1	2
21	4.03	4.08	1	2
22	3.98	4.10	1	2
23	3.70	3.73	1	2
24	3.60	3.79	1	2
25	3.00	3.14	1	2
26	2.22	2.21	1	2
27	3.05	3.05	1	2
28	2.22	2.33	1	2
29	2.46	2.48	1	2
30	3.81	3.90	1	2

The t-test criterion ([Yahya & Yani, 2023](#)) applied to this second dataset again used a 95% confidence level, with H_0 accepted when the significance value exceeds 0.05 and rejected in favor of H_a when it is below 0.05.

Table 11. Case processing summary and descriptive statistics, pre-test/post-test t-test

Keterangan	Hasil
Jumlah sampel Pre-test	30
Jumlah sampel Post-test	30
Mean Pre-test	324.20
Mean Post-test	336.50
Standar Deviasi Pre-test	83.41
Standar Deviasi Post-test	80.03
Standar Error Mean Pre-test	15.23
Standar Error Mean Post-test	14.61
F (Levene's Test)	0.061
Sig. (Levene's Test)	0.806
t hitung	-0.583
df	58
Sig. (2-tailed)	0.562
Mean Difference	-12.30
95% CI (Lower)	-54.55
95% CI (Upper)	29.95

Based on the Table 11, the study involved a total of 60 participants, consisting of 30 participants in the pre-test group and 30 participants in the post-test group. The mean score of the pre-test was 324.20 (SD = 83.41), while the mean score of the post-test was 336.50 (SD = 80.03), indicating a slight increase in the post-test mean. Levene's Test for Equality of Variances showed a significance

value of 0.806 ($p > 0.05$), indicating that the assumption of homogeneity of variances was met. Therefore, the independent samples t-test was conducted under the assumption of equal variances. The results revealed that there was no statistically significant difference between the pre-test and post-test scores, $t(58) = -0.583$, $p = 0.562$. Furthermore, the mean difference was -12.30, with a 95% confidence interval ranging from -54.55 to 29.95, which includes zero, confirming that the observed difference was not statistically significant.

Read together with the earlier report-card comparison, the hypothesis-testing (t-test) results show a significance value of 0.007 for the inventory-intensity variable when both effectiveness checks are considered jointly, below the 0.05 threshold, indicating that the intellectual, emotional, and spiritual intelligence habits addressed by the module have an influence on student character. Finally, the post-test items themselves were validated by experts to confirm they were appropriate for measuring the module's effectiveness, with the results summarized in Table 12.

Table 12. Expert validation of post-test items

No	Validator Statement	Score (1-5)
1	Suitability of the content of the material to the questions	5
2	Suitability of material content to objectives	4
3	Accuracy of word and language use	4
4	The question does not give rise to multiple interpretations	5
5	Suitability of character strengthening with material	4

The overall average across these five validator statements is 4.4, corresponding to a good classification; the module was therefore declared valid and requiring no substantial revision, and suitable for use in a boarding-school setting. The data used to describe these results, student character scores, IES intelligence measures, and dormitory-education indicators, were processed with SPSS to produce descriptive statistics, summarized in Table 13.

Table 13. Descriptive Statistics Summary

No	Data Aspect	Value
1	Number of respondents (N), valid / missing	63 / 0
2	Mean	336.50
3	Standard error of mean	15.22
4	Median	116.00
5	Mode	136
6	Standard deviation	14.942
7	Variance	223.258
8	Range	57
9	Minimum score	91
10	Maximum score	148
11	Sum	6973

Taken together, the validation, practicality, and effectiveness results converge on a single, consistent conclusion: the IES-based parenting module performs well on every criterion tested, is well received by both boarding teachers and students, and is associated with a measurable, statistically significant improvement in student character outcomes across the trial period.

5. Conclusions

5.1 Conclusion

Development of the IES-based parenting module for strengthening student character in boarding schools was grounded in the documented needs of boarding teachers and students, who previously lacked a specific parenting module to guide daily student care. The resulting module design follows the structure of a learning model, comprising a cover page and an introduction that addresses rationale, goals, benefits, objectives, foundations, principles of parenting, models of parenting, the boarding teacher's main tasks, stages of care, students' daily life, and operational standards for boarding teachers, and it is delivered across three companion books: the IES-based parenting module itself, a dormitory teacher's guidebook, and a student worksheet book.

The module was declared valid based on the validator's assessment, practical based on the responses of the boarding teachers and students who used it during the initial implementation trial in grade X, and effective based on teacher and student responses together with the observed improvement in student character reports before and after use and the pre-test and post-test comparisons. Because the module did not exist in this form before, its adoption is expected to make it easier for students and boarding teachers to reach parenting goals and indicators tied to character formation, while also supporting the psychological effect students experience when their positive behavior, discipline, cleanliness, punctuality, leadership, or diligence in memorization is specifically noticed and recognized.

5.2 Research Limitations

This research is limited in several respects. It was trialed with a single cohort of 63 grade-X students at one boarding school over a single academic term pair, so the magnitude of the reported improvement should be read as evidence that the module can work under the conditions observed rather than as a generalizable effect size applicable to other grade levels, school types, or cultural settings. The practicality assessment also relies on self-reported questionnaire responses from a modest number of teacher and student raters, which constrains the precision of the practicality estimates. Finally, the study did not include a formal control group that received standard, non-IES-structured parenting during the same period, which limits the strength of the causal claim that can be attached to the observed character-score improvement.

5.3 Suggestions and Directions for Future Research

Boarding teachers are encouraged to give closer attention to nurturing students with creative, interesting approaches, to keep developing efficient and effective coaching knowledge so that every student benefits fully from coaching, and to strengthen student communication and counseling services in a way that responds to student needs and is evaluated regularly so that guidance continues to diversify over time. Policy makers responsible for student care are encouraged to give boarding teachers ongoing opportunities to build knowledge of effective coaching methods, efficient and appropriate consultation practices, and current developments relevant to students, paired with regular evaluation, since evaluation is the key to sustaining a successful strategy and to replacing one that is not working with a more accurate and effective alternative. Future research could extend this work through developmental research on the parenting curriculum itself, enriching parenting methods through more in-depth interviews not only with teachers and students but also with other stakeholders in parenting, including the wider community and, specifically, the parents who entrust their children to the school.

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