

DEVELOPMENT OF THE DORMITORY NANNY PARENTING MODEL IN SHAPING THE MORALS OF STAI AS-SUNNAH DELI SERDANG STUDENTS

Nur Hafliisma Lubis^{1a*}, Mardianto^{2b}, Salminawati^{3b}

¹²³ Universitas Islam Negeri Sumatera Utara, Indonesia

^aE-mail: haflisma0331244045@uinsu.ac.id

^bE-mail: mardianto@uinsu.ac.id

^cE-mail: salminawati@uinsu.ac.id

(*) Corresponding Author

haflisma0331244045@uinsu.ac.id

ARTICLE HISTORY

Received : 18-06-2026

Revised : 21-07-2026

Accepted : 30-07-2026

KEYWORDS

Parenting;
Musyrifah;
Student Morals;
ADDIE;

ABSTRACT

The development of female students in dormitories is an important part of Islamic education. However, the implementation of coaching in the STAI As-Sunnah Deli Serdang Student Dormitory still faces various obstacles, such as the lack of a structured parenting model, the lack of operational guidelines for musyrifah, and the discovery of various violations of rules that show that the process of moral formation is not optimal. This research aims to develop the STAI As-Sunnah Deli Serdang Student Dormitory Maintenance Module, analyze its development steps, and test the feasibility, effectiveness, and practicality of the resulting modules. The research uses the Research and Development (R&D) method with the ADDIE model which includes *the Analysis, Design, Development, Implementation, and Evaluation* stages. Data collection techniques are carried out through observation, interviews, documentation, questionnaires, and tests. The feasibility of the product was validated by material experts, design/media experts, and linguists, while the effectiveness was tested using pre-test and post-test to 38 female students and analyzed with *Normalized Gain* (N-Gain). Practicality was measured through a questionnaire of musyrifah and female students. The results of the study show that the modules developed meet the criteria are very feasible based on the validation of experts. The effectiveness test showed an increase in the average score from 41 in the pre-test to 81 in the post-test with an N-Gain value of 0.68 (medium category), so that the module was effective in increasing students' understanding of Islamic morals. The practicality test also received a very positive response, with a percentage of 83% from musyrifah and 88% from female students. Thus, the STAI As-Sunnah Deli Serdang Dormitory Dormitory Maintenance Module is declared feasible, effective, and practical as a guideline for moral development in the dormitory environment.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Education is an effort to produce students to become human beings of knowledge and values. Not only instilling values, education also shapes the character and personality of students as a whole. In Islamic education, character development is an integral part of the educational process itself. Islamic education consistently pays attention to learning

that is related and continuous throughout life as a form of worship. Education in the view of Islam, is a process to achieve the true purpose of life, namely worshipping Allah with all its broad meanings. The implementation of education as the highest form of worship in Islam. (Octaviana & Asari, 2025) (Mahadhir, 2019; Valiza & Azhar, 2025)

In the context of higher education, the development of student morals is a challenge in itself, considering the complexity of factors that affect moral development in the modern era. The importance of morals in higher education demands a holistic approach that integrates spiritual and moral values in the curriculum. In the modern era full of challenges of globalization and digitalization, moral education must be adaptive and relevant in order to effectively answer the needs of students' moral development. Students, as a generation of intellectuals and agents of social change, are expected not only to excel in academic aspects, but also to have high moral integrity. However, reality shows that there are still various ethical problems among students. This phenomenon indicates a gap between moral expectations and the reality of student behavior. Therefore, efforts to improve morality and ethics among students must be a major concern for higher education institutions. (Taufikin et al., 2025) (Anafi et al., 2021) (Aisa & Ghazali, 2024)

The STAI As-Sunnah Women's Dormitory is a facility designed to support moral development through the guidance of *musyrifah*. Dormitory caregivers (*musyrifah*) have a great responsibility in shaping the personality of female students to be in accordance with Islamic values. The existence of dormitory caregivers (*Musyrifah*) is the main component to guard the *hidden curriculum*, namely the cultivation of Islamic values through interaction, worship habits, and example. Without the active role of caregivers, dormitories have the potential to lose their educational function and turn into mere residential facilities. Therefore, the quality of caregiver parenting determines the success of the formation of female students who not only understand Islamic teachings cognitively, but also live them in real behavior. This is in line with research that dormitory caregivers have a strategic role in the formation of student character holistically, both spiritually, emotionally, and socially. In the context of higher education, this role is even more complex because female students are in a transition phase towards independence, where the need for moral and psychosocial guidance increases. (Khoda et al., 2022) Revelation & Suparto (2025) (Rojon et al., 2023)

In addition, the dormitory caregiver (*Musyrifah*) functions to maintain continuity between learning in the classroom and the practice of values in daily life. A study by the pesantren environment found that the coaching system based on the example of caregivers has a causative impact on students if implemented properly. Previous research has shown that structured environments such as Islamic boarding schools or boarding Mubaror & Astutik (2024) *schools* contribute significantly to the moral formation of students. For example, a study at a boarding school in Bireuen Regency found that coaching management and dormitory atmosphere together explain 52% of students' moral behavior variations. This means that the supervision structure, routine activities, and social climate in the dormitory can be the main determinants of the success of moral formation. The study provides empirical support that communication between students and (Najmuddin et al., 2025) Al Farisi et al. (2025) *kiai* (caregivers) has a positive influence on religiosity and self-control. These results show that emotional relationships and spiritual guidance from caregivers play an important role in shaping the moral and spiritual balance of students living in dormitories.

However, the empirical conditions in the STAI As-Sunnah Deli Serdang Student Dormitory show that there is a gap between expectations and the reality of parenting practices in the field. The results of the researcher's initial observations found that although the dormitory already has regular rules and coaching activities, its implementation has not been fully carried out consistently and in a directed manner. There are still violations of discipline, such as being late in returning to the dormitory, absenteeism from congregational worship activities, the use of electronic devices outside the provisions, and the social behavior of female students who do not reflect the values of Islamic morality in its entirety. This phenomenon shows that the existence of formal regulations and rules has not been automatically proportional to the formation of ideal behavior among female students. In addition, the results of the document study on internal guidelines and the caregiver obligation curriculum show that the existing documents are still general and normative. The guidelines emphasize more aspects of discipline and administrative obligations, but do not operationally detail how parenting should be carried out, systematic moral development steps, and success indicators that can be used to evaluate the development of female students' morals. In other words, there is a gap between macro and ideal regulations and the practical needs of caregivers at the micro level.

This gap shows that the existing regulations have not been fully translated into the form of operational guidelines that are applicable in the STAI As-Sunnah dormitory environment. Caregivers are in a strategic position, but are not equipped with adequate pedagogical instruments to carry out these roles optimally. As a result, the moral development of female students tends to be reactive, focusing more on handling violations than preventive and transformative that fosters

moral awareness from within female students. From the explanation above, it shows that the parenting style of dormitory caregivers is one of the crucial factors that affect the formation of good morals for boarding students. In the context of the dormitory, the caregiver has a dual role: as a spiritual guide, a supervisor of discipline, as well as a role model for female students. Research shows that democratic, consistent, and supportive parenting is positively related to moral development and . In studies at Islamic boarding schools, democratic parenting has also been proven to increase student self-adjustment and discipline. Therefore, communication patterns, habituation of religious values, and caregivers' approach to female students greatly determine the direction of moral formation in the dormitory. Adnan et al. (2022) Kord et al. (2024) (Wardani et al., 2025)

Seeing these gaps, it is necessary to develop a model of moral development based on the results of empirical research that is in accordance with the context of the lives of female students in Islamic university dormitories. This model is expected to be able to be a practical guideline for caregivers in designing, implementing, and evaluating effective, adaptive, and sustainable moral development activities. Thus, this research is expected to produce a development product in the form of a dormitory-based moral development model.

METHOD

This research uses a *Research and Development* (R&D) approach with the ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) model. This model was chosen because it has systematic stages and is easy to learn. The research was carried out at the STAI Assunnah Student Dormitory, Deli Serdang, North Sumatra. The subject of this study focuses on all STAI As-Sunnah Deli Serdang students, and dormitory caregivers (*musyrifah*). The design and development of this study used the ADDIE model. The ADDIE model includes 5 stages, namely, (Mardianto et al., 2022) *Analysis, Design, Development, Implementation, Evaluation*. (Anafi et al., 2021)

The data collection techniques in this study are carried out using several techniques to ensure the accuracy and completeness of the information needed. The data collection was carried out through interviews, questionnaires, observations and documentation. Interviews were conducted with *musyrifah* or dormitory caregivers and several students of STAI As-Sunnah Deli Serdang to be used in analyzing the need for parenting guidelines to be developed. The interview was conducted directly in the dormitory environment. Questionnaires are used to collect quantitative data related to user needs, eligibility levels, and practicality of the parenting handbook developed. Questionnaires are given to expert validators at the development stage to assess the feasibility aspects of the content, language, presentation, and usability of the handbook. In addition, a questionnaire was also given to dormitory caregivers as users at the implementation stage to find out the response, ease of use, and usefulness of the guidebook in parenting practices. The questionnaire was prepared using a certain assessment scale so that the data obtained could be analyzed in a quantitative descriptive manner. Observations were made to obtain a real picture of the empirical condition of the care of the dormitory of STAI As-Sunnah Deli Serdang students. This observation is focused on the implementation of dormitory rules, interaction patterns between caregivers and female students, discipline in congregational worship activities, the use of electronic devices, and the social behavior of female students in the dormitory environment. The documentation study was conducted to obtain supporting data sourced from official documents and archives related to the management and care of the dormitory.

The data analysis technique in this study was adjusted to the characteristics of research and development (*Research and Development*) using the ADDIE model. Quantitative data was obtained from the results of validation by material experts, design experts, media experts, and student evaluation questionnaires to determine the quality of the products developed based on validity and practicality aspects. Qualitative data analysis is used to process data obtained through observation, interviews, and documentation studies. This analysis is carried out by following the stages of data reduction, data presentation, and conclusion drawn.

RESULT AND DISCUSSIONS

Results

The creation of a module for the development of a parenting style for boarding students at STAI As-Sunnah Deli Serdang uses the ADDIE (*Analysis, Design, Development, Implementation, Evaluation*) model which includes the stages of needs analysis, product design, development, implementation through limited trials, and evaluation. This model was chosen because it provides a systematic development flow so as to produce products that are in accordance with the needs of moral development in the dormitory environment.

Analysis

At the analysis stage, the researcher conducted an initial observation in January 2026 to identify the conditions of parenting applied in the dormitory. The results of the analysis show that coaching still depends on the experience of musyriyah and does not have standard written guidelines. Based on these findings, three main tools were developed, namely a guidebook, a manual, and a material book. The guidebook contains concepts, objectives, procedures, vision-mission, rules, and schedules of dormitory activities; The manual contains technical instructions for the implementation of coaching, musyriyah duties, mentoring strategies, monitoring, evaluation, and problem handling; while the material book contains moral development based on Islamic values, including morality to Allah, oneself, parents, teachers, others, discipline, responsibility, honesty, and Islamic ukhuwah.

Design Stage

The design stage is focused on the preparation of an initial prototype of the model along with the three supporting devices based on the results of needs analysis, Islamic parenting theory, moral education, and student characteristics. In addition to compiling the content structure of each book, the researcher also designed the systematics of presentation, display, method of delivery of materials, and assessment instruments so that the products produced are easy to understand, systematic, and applicable as guidelines for moral development in the dormitory environment.

Development Stage

At the development stage, all designs are realized into a complete product that is then validated by material experts, design experts, and linguists. Validation was carried out to assess the feasibility of the content, language, presentation, and applicability of the model. Based on the input of the validators, revisions were made in the form of adding moral material to the Prophet PBUH, discussion of *mahdhah* and *ghairu mahdhah*, strengthening the relationship between morality, faith, and worship, expanding moral material to oneself, improving the systematics of discussion, and improving linguistic aspects according to the General Guidelines for Indonesian Spelling (PUEBI). The revision resulted in a product that was more systematic, easy to understand, and in accordance with user characteristics.

The components or contents of the guidebook consist of a cover, general identity, table of contents, materials and back cover. Here's a look at the components of the guidebook.



Figure 1. Handbook Cover



Figure 2. General Identity Handbook

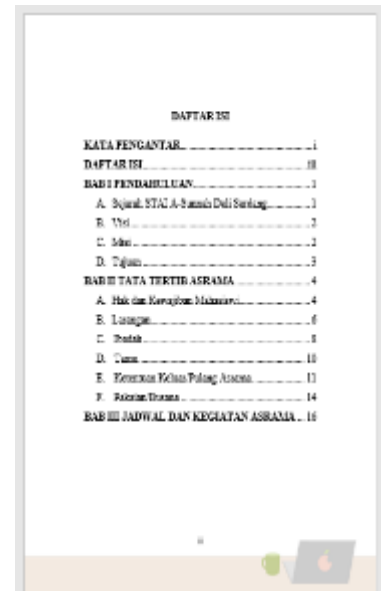


Figure 3. Guidebook Table of Contents

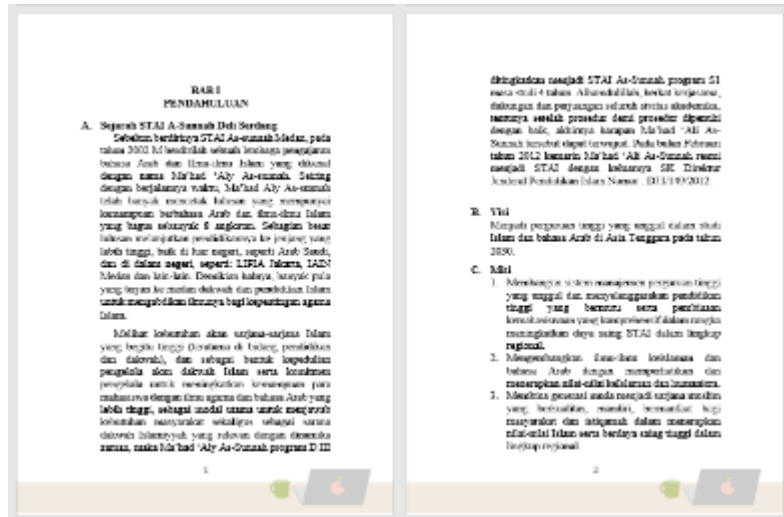


Figure 4. Handbook Materials



Figure 5. Guidebook Back Cover

Meanwhile, the components or contents of the manual consist of the cover, general identity, table of contents, materials and back cover. The following is a view of the manual book components.



Figure 1. Manual Book Cover



Figure 2. General Identity Manual

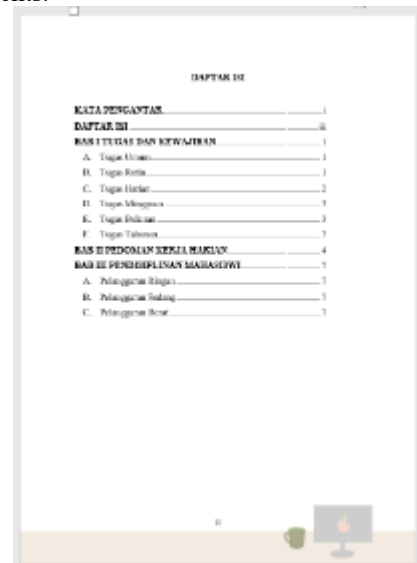


Figure 3. Table of Contents of the Manual

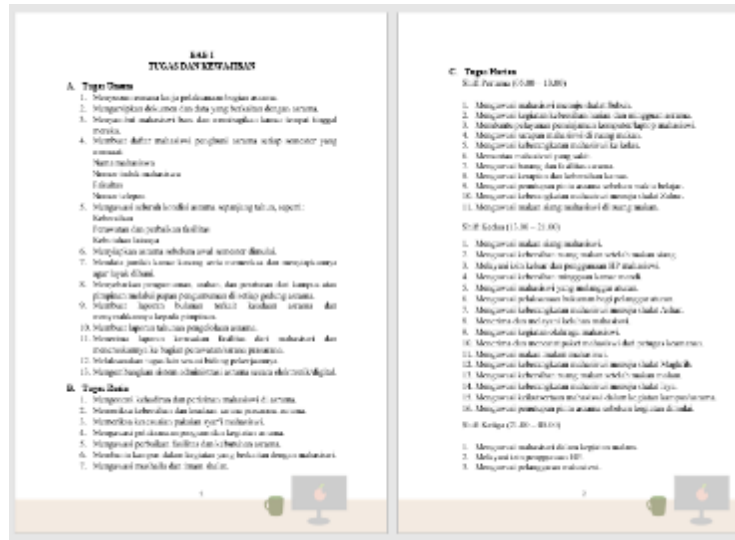


Figure 4. Manual Book Materials



Figure 5. Manual Book Back Cover

Next, the components or content of the material book consist of the cover, general identity, table of contents, materials, bibliography and back cover. The following is a view of the material book components.



Figure 1. Material Book Cover



Figure 2. General Identity of the Material Book

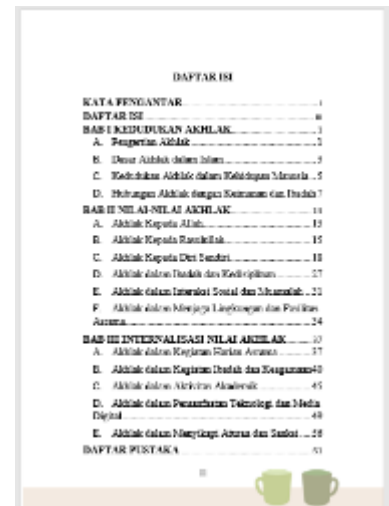


Figure 3. Table of Contents of the Material Book

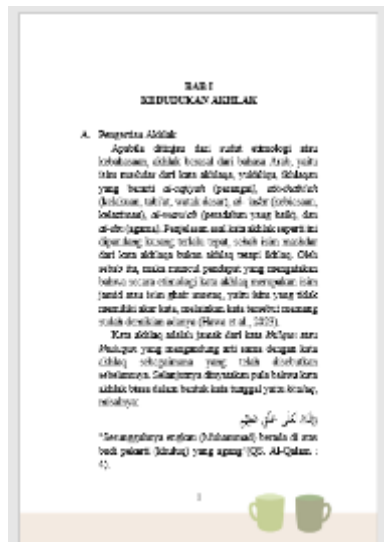


Figure 4. Material Book Material

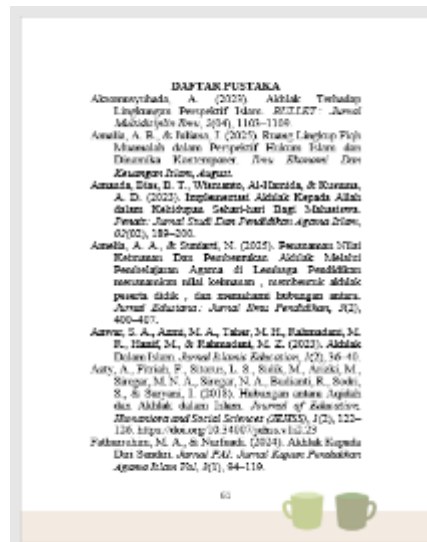


Figure 5. Bibliography of Material Books



Figure 6. Back Cover of Material Book

After the product is completed, it is validated by experts consisting of material experts, design experts, and linguists. Validation aims to assess the feasibility of content, suitability of the material, clarity of language, systematics of presentation, and application of the model in the dormitory environment. The expert evaluation test instrument is prepared according to validation testing standards so that the validator will fill out a questionnaire according to objective criteria and assessments. The goal is to provide assessment and input so that the quality of the content of the product material developed is very good and suitable for use.

During the development process, there were several inputs provided by experts and researchers revised the product. Various inputs provided by experts are thoroughly analyzed to find out the parts of the product that still need improvement. The revision is not only focused on the content aspect of the material, but also includes linguistic and design aspects so that the product developed has better quality, accuracy, easy to understand, and in accordance with user characteristics.

The revision includes the addition of material on morals to the Prophet PBUH which includes the importance of loving, emulating, obeying the sunnah, multiplying prayers, and making him the main example in the formation of Muslim character. In addition, a discussion is added about mahdhah and ghairu mahdhah worship along with definitions, characteristics, and examples so that readers can distinguish between the two types of worship. The explanation of the relationship between morality, faith, and worship is also strengthened by emphasizing that faith is the foundation, worship is its implementation, and good morals are the fruit of faith and true worship. The material on morality to oneself is also expanded by adding discussions about maintaining physical and spiritual health, discipline, personal hygiene, honesty, responsibility, gratitude, patience, and avoiding behavior that is detrimental to oneself. In addition, the systematics of presentation are improved through editing the opening sentence, the preparation of a more flowing discussion flow, and increasing the continuity between sentences and between paragraphs so that the material is more logical and easy to understand.

From the linguistic aspect, linguists recommend the uniformity of writing religious terms, especially "Allah SWT" and "Rasulullah SAW", according to scientific principles. Revisions were also made to the use of conjunctions and punctuation marks so that the relationship between ideas is clearer and in accordance with the General Guidelines for Indonesian Spelling (PUEBI). In addition, the researcher improved the use of capital letters and lowercase letters to be consistent with the personal name, term, title, and beginning of sentences, so that the manuscript became more in accordance with the applicable Indonesian language rules.

After the revision is completed based on the input of experts, the next is the assessor on the product developed. The following is presented the results of the validation test from the material expert.

Table 1. Subject Matter Expert Validation

Yes	Aspects assessed	Value scale
-----	------------------	-------------

		1	2	3	4	5
1	The material presented is in accordance with the needs of moral development of female students in the dormitory environment				√	
2	The scope of material in the module has contained all aspects of moral building needed by dormitory students.				√	
3	The concepts presented in the module are correct and in accordance with the rules of Islamic science.				√	
4	The material presented is in accordance with the values of the Qur'an and As-Sunnah.			√		
5	The evidence, hadith, and references used in the module are appropriate and accountable.			√		
6	The presentation of material in the module is systematically and sequentially arranged from basic discussion to application.				√	
7	The material in the module is able to help students understand the concept of Islamic morality comprehensively.				√	
8	The material in the module has the potential to shape Islamic behavior in the daily lives of female students.				√	
9	The material in the module is able to support the formation of student discipline attitudes in dormitory life.				√	
10	The material in the module is able to increase the sense of responsibility of female students towards the rules and activities of the dormitory.				√	

Next is a validity test conducted by a design expert or media. The following is presented the results of the validation test of media or design experts

Table 2. Design Expert Validation in the Handbook

No	Aspects assessed	Value scale				
		1	2	3	4	5
1	The cover design of the guidebook is attractive and fits the character of the Islamic dormitory.					√
2	The layout of the contents of the guidebook is neatly and systematically.					√
3	The typeface and font size used are easy for users to read.					√
4	The use of colors, symbols, or illustrations supports the convenience of reading the manual.					√
5	The presentation of tables or schedules of dormitory activities is arranged in a clear and attractive manner.					√
6	The overall look of the guidebook is interesting and not boring to read.					√
7	The guidebook provides benefits in helping female students understand the rules of the dormitory.					√
8	The contents of the guidebook help caregivers in conveying the rules and activities of the dormitory.					√
9	The schedule of activities presented makes it easier for users to carry out dormitory activities in an orderly manner.					√
10	The guidebook supports the creation of disciplined and directed moral development in the dormitory.					√
11	The handbook is easy to use as a guideline for daily activities in the dormitory.					√

12	The systematics of the presentation of the book make it easier for users to find the information they need.					√
13	Instructions or information in the guidebook are presented clearly and easily understandable.					√
14	The language used is communicative and in accordance with the characteristics of dormitory students.					√
15	The sentences and terms used are consistent, simple, and easy to understand.					√

Table 3. Validation of Design Experts in Material Books

No	Aspects assessed	Value scale				
		1	2	3	4	5
1	The design of the book cover is interesting and in accordance with the theme of Islamic moral development.					√
2	The layout of the content of the material book is arranged neatly and systematically.					√
3	The typeface and font size used are easy for users to read.					√
4	The use of colors, images, or illustrations supports the understanding of moral material.					√
5	The presentation of subheadings, tables, and material points helps clarify the content of the book.					√
6	The overall look of the material book is interesting and not boring to learn.					√
7	Material books provide benefits in increasing understanding of Islamic moral values.					√
8	The material presented supports the development of female students in dormitory life.					√
9	The material book helps users understand the application of morals in daily activities in the dormitory.					√
10	The presentation of the material is able to encourage users to apply moral values in real life.					√
11	Material books are easy to use as a source of learning and moral building.					√
12	The systematics of the presentation of the material makes it easier for users to understand the relationship between the topics of discussion.					√
13	The presentation of materials and chapter divisions make it easier for users to find the information they need.					√
14	The language used is communicative and in accordance with the characteristics of dormitory students.					√
15	The sentences and terms used are simple, consistent, and easy to understand.					√

Table 4. Validation of Design Experts in Manuals

No	Aspects assessed	Value scale				
		1	2	3	4	5
1	The design of the book cover of the manual is attractive and in accordance with the theme of Islamic dormitory development.					√
2	The layout of the contents of the manual book is neatly and systematically.					√

3	The typeface and font size used are easy for users to read.					√
4	The use of colors, symbols, or illustrations supports the understanding of the contents of the manual.					√
5	The presentation of tables, bullet points, or the format of the work guidelines is structured in a clear and attractive manner.					√
6	The overall appearance of the manual is attractive and comfortable to use in dormitory coaching activities.					√
7	Manuals provide benefits in helping the polytheist understand his duties and responsibilities.					√
8	The contents of the manual support the effective implementation of student moral development.					√
9	Manuals help the polytheists to carry out daily work guidelines in a more directed manner.					√
10	The presentation of manuals supports the application of student discipline in the dormitory environment.					√
11	The manual book is easy to use as a work guide for the musyrika in the dormitory.					√
12	The systematics of presenting the contents of the book make it easier for users to find the information they need.					√
13	The instructions or explanations in the manual are presented clearly and easily understandable.					√
14	The language used is communicative and in accordance with the characteristics of the user of the manual.					√
15	The sentences and terms used are simple, consistent, and easy to understand.					√

Furthermore, a validity test was carried out by linguists. The following is presented the results of the validation test by linguists.

Table 5. Linguist Validation in the Handbook

No	Aspects assessed	Value scale				
		1	2	3	4	5
1	Guidebooks are unambiguous or have double meanings				√	
2	Sentences are clear and directly convey the meaning					√
3	Easy-to-understand information delivery structure					√
4	The language style used is simple so that it is easy to understand					√
5	Sentence structure is easy to understand and understand					√
6	Giving instructions or directions is easy to follow					√
7	The punctuation used is correct					√
8	The use of spelling in the handbook is correct					√
9	Word selection is in accordance with the General Guidelines for Indonesian Spelling (PUEBI)					√
10	Grammar follows the correct rules (according to the rules of Indonesian grammar)					√
11	No use of absorbed languages or unadapted foreign terms					√
12	Sentences directly at the core of the language					√
13	There are no errors in the use of standard or non-standard words					√
14	The use of appropriate conjunctions or conjunctions in sentence structure					√
15	Spelling of scientific names and technical terms in accordance with the rules of writing					√

Table 6. Linguist Validation in Material Books

No	Aspects assessed	Value scale				
		1	2	3	4	5
1	A book of material is unambiguous or has a double meaning					√
2	Sentences are clear and directly convey the meaning					√
3	Easy-to-understand information delivery structure					√
4	The style of language used is simple so that it is easy to understand					√
5	Sentence structure is easy to understand and understand					√
6	Giving instructions or directions is easy to follow					√
7	The punctuation used is correct					√
8	The use of spelling in the material book is correct				√	
9	Word selection is in accordance with the General Guidelines for Indonesian Spelling (PUEBI)					√
10	Grammar follows the correct rules (according to the rules of Indonesian grammar)					√
11	No use of absorbed languages or unadapted foreign terms					√
12	Sentences directly at the core of the language					√
13	There are no errors in the use of standard or non-standard words					√
14	The use of appropriate conjunctions or conjunctions in sentence structure					√
15	Spelling of scientific names and technical terms in accordance with the rules of writing					√

Table 7. Linguist Validation in Manual

No	Aspects assessed	Value scale				
		1	2	3	4	5
1	Manuals are unambiguous or have double meanings					√
2	Sentences are clear and directly convey the meaning				√	
3	Easy-to-understand information delivery structure					√
4	The language style used is simple so that it is easy to understand					√
5	Sentence structure is easy to understand and understand					√
6	Giving instructions or directions is easy to follow					√
7	The punctuation used is correct					√
8	The use of spelling in manuals is correct				√	
9	Word selection is in accordance with the General Guidelines for Indonesian Spelling (PUEBI)					√
10	Grammar follows the correct rules (according to the rules of Indonesian grammar)					√
11	No use of absorbed languages or unadapted foreign terms					√
12	Sentences directly at the core of the language					√
13	There are no errors in the use of standard or non-standard words					√
14	The use of appropriate conjunctions or conjunctions in sentence structure					√
15	Spelling of scientific names and technical terms in accordance with the rules of writing					√

Based on the data from the results of the three validity tests, namely the validity of material experts, media experts and linguists, then validity calculations were carried out using the following formula:

$$V = x \ 100\% \frac{T_{se}}{T_{sh}}$$

Description:

V: Expert validation

Tse : Total score of linguist validation results

Tsh : Total expected score

From the three data from the results of the expert validity test, namely material experts, media experts, and linguists, the results of the validity test or feasibility test were obtained as follows:

Table 4. Validity Test Results Value

Test categories	Validation value	Test qualification
Validity of the subject matter expert	76%	Good (decent)
Validity of media experts	100%	Very good (decent)
Linguist validity	98%	Very good (decent)

The category or qualification of the test is declared feasible or not based on (Riduwan, 2008) The categories consist of 0% - 20% declared very unfeasible, 21% - 40% declared unfeasible, 41% - 60% declared unfeasible, 61% - 80% declared feasible, and range 81% - 100% declared very feasible. Based on the data presented in table 4 above, it is known that the results of the validity test from the subject matter expert stated that the product developed has a feasible category with a percentage of 76% to be implemented. Meanwhile, the validity of media experts shows a fairly high percentage of 95% with a very feasible category. This is also followed by the validity results from linguists who stated that the product developed is very feasible with a percentage of 97%.

Implementation

The implementation stage is the process of implementing a model of parenting for dormitory caregivers that has been developed in real situations. At this stage, guidebooks, manuals, and material books are used by dormitory caregivers as the main tools in carrying out student moral development activities. The implementation was carried out to determine the level of implementation of the model and its effectiveness in supporting the formation of student morals. At this stage of implementation, product practicality tests are carried out. The practicality test was carried out by involving two main user groups, namely musyirifah as dormitory caregivers and female students who were targeted by the application of the model. The involvement of the two groups is intended so that the assessment obtained is able to describe the practicality of the product from the perspective of the implementer and the user.

At the implementation stage, limited testing was carried out on 9 musyirifa. The following are the results of the assessment of the practicality test carried out on 9 musyirifah at the STAI As-Sunnah Deli Serdang dormitory.

Table 5. Results of Practical Test by Musyirifah

No	Statement of Instrument of Practicality	Value scale				
		1	2	3	4	5
1	This parenting model guidebook is structured in clear and easy-to-understand language.				4	5
2	The parenting steps (syntax) in this model are very logical and systematic to follow.				7	2
3	This parenting model is easily integrated with the existing STAI As-Sunnah dormitory discipline regulations.			2	4	3
4	The solutions or forms of consequences offered in this model are educational and easy to give to female students.				8	1
5	This parenting model is flexible and can be applied in a variety of parenting situations (formal as well as informal).			2	5	2
6	The application of this model is efficient and does not interfere with other administrative tasks.			1	7	1

Total			5x3 =15	35x4 =140	14x5 =70
Total Score	225				

Meanwhile, the practicality test intended for female dormitory students was tested on 9 people with the following results.

Table 6. Practical Tests by Students

No	Statement of Instrument of Practicality	Rating scale				
		1	2	3	4	5
1	This book made it easier for me to understand about the cultivation of good morals				5	4
2	The material is arranged systematically so that it is easy for me to understand			1	4	4
3	The book contains examples and explanations relevant to Islamic morality				5	4
4	The examples given helped me understand good morals				5	4
5	The presentation of the material in the book caught my attention			2	4	3
6	The language used is easy for me to understand				5	4
7	The entire content of the material helped me understand the theory explained				3	6
8	The activities of cultivating morals in this module are smooth and easy to follow in boarding life			2	2	5
Total				5x3 =15	33x4 =132	34x5 =170
Total Score		317				

Based on the practicality test aimed at the musyriyah and dormitory students, then the calculation of the practicality of the model was carried out using the following formula:

$$V = x 100\% \frac{Tse}{Tsh}$$

Description:

V: Validation of boarding students

Tse : Total Student Validation Score

Tsh : Total expected score

From the results of the practical test from the musyriyah and female students, the results of the practical test were obtained as follows:

Table 7. Value of Practicality Test Results

Test categories	Validation value	Test qualification
São Paulo	83%	Very good (decent)
Mahasiswa	88%	Very good (decent)

The category or qualification of the test is declared feasible or not based on (Riduwan, 2008) The categories consist of 0% - 20% declared very unfeasible, 21% - 40% declared unfeasible, 41% - 60% declared unfeasible, 61% - 80% declared feasible, and range 81% - 100% declared very feasible. Based on the data presented in table 7 above, it is known that the results of the product practicality test from Musyriyah stated that the product developed had a very feasible category with a percentage of 83%. Meanwhile, the results of the practical test showed a slightly higher percentage than the musyriyah with a percentage of 88% with a very feasible category.

Evaluation

At this stage, the entire series of product development has been completed, starting from the stage of needs analysis, design, development, validation by experts, initial model revision, practicality test, to model revision based on test results. The product produced at this stage is a model of dormitory care that has gone through various refinement

processes so as to meet the aspects of material feasibility, design, language, and practicality. Therefore, the final product is expected to be used as an effective guideline in the implementation of student development in the dormitory environment.

After the product dissemination process is carried out, the next stage is the effectiveness test stage whether the developed parenting model is effective for use in the parenting style of STAI As-Sunnah Deli Serdang student dormitory. In this study, to conduct an effectiveness test to see the influence of the dormitory parenting development model on the formation of female students' morals, the *pre-test* and *post-test* data that have been carried out are first presented. The determination of the number of trial samples was carried out by taking about 10% of the total population of female dormitory students. The selection of this number considers that this study is a development study that aims to test the practicality and initial effectiveness of the product, rather than making statistical generalizations to the population. The number of samples is considered to have represented the characteristics of the user and is still within the range of the number of subjects recommended in the product trials according to Borg and Gall, namely field tests on a small to medium scale. The following are presented the pre-test and post-test scores of STAI As-Sunnah Deli Serdang dormitory students.

Table 8. Results of Pre-Test and Post-Test of Female Students

No	Participant name	Pre-test	Post-test
1	Answer 1	50	85
2	Answer 2	50	95
3	3 answer	50	100
4	4 answer	75	100
5	5 answer	20	80
6	6 Answers	15	45
7	7 Answers	5	65
8	8 Answers	25	55
9	9 Answer	45	90
10	10 answer	60	100
11	11 Answer	45	70
12	12 Answer	55	100
13	13 Answer	75	100
14	14 Answer	10	90
15	15 Answer	25	100
16	16 Answer	20	100
17	17 Answer	45	95
18	18 Answer	45	85
19	19 Answer	85	85
20	20 Answer	75	100
21	21 Answer	25	95
22	22 Answer	55	90
23	23 Answer	45	90
24	24 Answer	40	100
25	25 answer	15	100
26	26 Answer	95	95
27	27 Answer	0	100
28	28 Answer	0	100
29	29 Answer	40	60
30	30 Answer	25	95
31	31 Answer	65	95
32	32 Answer	80	90
33	33 Respondents	60	80
34	34 Answer	50	100
35	35 Answer	35	70

36	36 Answer	20	95
37	37 Answer	25	100
38	38 Answer	10	90
Total		1560	3090
Average		41	81

Based on the data presented above, it is known that *the pre-test and post-test scores of dormitory female students*. The *pre-test* score of female students with a total of 1560, and *the post-test* score of female students with a total of 3090. When viewed from the average *pre-test* score and *post-test* score, it appears that there has been an increase in score. Meanwhile, the average *pre-test* score shows 41 and the average *post test* score is 81.

Effectiveness testing was carried out using *Normalized Gain* (N-Gain). This test is to see the level of N-Gain or the effectiveness of a parenting development model in increasing the cultivation of moral values of female students. The following is the N-Gain formula used for the effectiveness test in this study.

$$\text{Gain score} = \frac{\text{skor posttest} - \text{skor pretest}}{\text{skor maksimum} - \text{skor pretest}}$$

$$\text{Gain score} = \frac{3090 - 1560}{3800 - 1560}$$

$$\text{Gain score} = 0,68 \frac{1530}{2240}$$

Based on the results of the N-Gain calculation, an N-Gain score of 0.68 was obtained. Based on the N-Gain obtained, the effectiveness level of the modules that have been developed is in the category of medium effectiveness. This can be seen in the following table.

Table 9. Classification of Effectiveness

Interval	Category
$G > 0,70$	High effectiveness
$0.30 < G \leq 0.70$	Medium effectiveness
$G \leq 0,30$	Low effectiveness
$G = 0$	There is no improvement
$-1.00 < g \leq 0$	There is a decline

Discussion

The development of the STAI As-Sunnah Deli Serdang Dormitory Dormitory Maintenance Module uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The analysis stage identifies needs through observation, interviews, documentation, and literature review that shows that moral development has been running, but does not have written guidelines so that its implementation depends on the experience of musyrafah. The design stage produced three products, namely a guidebook, a manual, and a material book compiled based on Islamic parenting theory, character education, and moral education. At the development stage, validation is carried out by material, design, and language experts, then revised according to the validator's input. The implementation stage is carried out through a trial limited to musyrafah and female students, while the evaluation stage is carried out through further revision and effectiveness measurement using pre-test and post-test. All stages show that the modules are developed systematically according to ADDIE procedures. The results of this study are in line with the theory that emphasizes the importance of guidelines in supporting the socialization process so that character formation takes place consistently through habituation, communication, example, and supervision. In addition, the theory of Chen (2023) *authoritative parenting* Nieri et al. (2024) is also reflected in the module that combines the firmness of rules with communication, mentoring, motivation, and problem solving in an educational manner. These findings reinforce the research as well as that effective character building requires intensive communication, supervision, planned programs, and systematic operational guidelines. Abror & Suud (2024) Muhliawati & São Paulo (2023)

The feasibility of modules is assessed through validation of subject matter experts, design experts, and linguists. The validation of material experts obtained a score of 76% (feasible), with revisions in the form of adding material on morals to the Prophet PBUH, *mahdhah* and *ghairu mahdhah worship*, the relationship between morals, faith, and worship, as well as the expansion of moral material to oneself. The design expert's validation obtained a score of 95% (very feasible), indicating that the layout, typography, illustrations, colors, and systematics of presentation have met the principles of learning design. The linguist validation obtained a score of 97% (very feasible), with improvements in the consistency of religious terms, the use of conjunctions, punctuation, and capital letters so that the module becomes more

communicative and easy to understand. The validation results are in accordance with the concept of formative evaluation in the ADDIE model which emphasizes the importance of expert assessment before implementation. These findings are also supported by Maccoby's (1992) theory which emphasizes the need for consistent guidelines in the socialization process and Baumrind's (1966) theory regarding the balance between rules, communication, and emotional support in coaching. This research reinforces the findings and that validated coaching guidelines support character formation in a more structured and consistent manner. Abror & Suud (2024) Andhika & Widodo (2023)

The effectiveness of the module was measured through pre-tests and post-tests on 38 female students. The average value increased from 41 to 81, while the result of the N-Gain analysis of 0.68 was included in the category of moderate effectiveness. These results show that the module is able to increase students' understanding of Islamic moral values. This effectiveness is supported by the systematic presentation of material, equipped with postulates of the Qur'an and hadith, examples of application, reflection activities, and manuals that help the musyrifah carry out guidance in a more directed manner. This finding is in accordance with Maccoby's (1992) theory which states that the success of socialization depends on consistency of habituation, example, and reinforcement supported by uniform guidelines. In addition, Baumrind's theory (1966) explains that the combination of strict rules and warm relationships is able to increase self-regulation and student responsibility. This research also strengthens the results of the research and that structured coaching, habituation, mentoring, and a conducive environment play an important role in the formation of morals, while the modules developed provide an additional contribution in the form of standardized operational guidelines. Sari et al. (2025) Priscilla et al. (2025)

The practicality of the module was measured through a questionnaire of the response of musyrifah and female students. The results showed that the assessment of musyrifah was 83% and female students were 88%, which is in the very practical category. Musyrifah assessed that the modules are easy to understand, systematic, flexible, and help the implementation of coaching through a manual book that contains procedures, mentoring strategies, and evaluations. Meanwhile, the students assessed that the material was easy to understand because it was arranged in a sequential manner, using simple language, and equipped with relevant examples so as to increase interest in learning. Based on the results of the validation, effectiveness, and practicality, the module was declared valid, practical, and effective as a guideline for fostering female students in the dormitory. The practicality of the module shows the success of the implementation of the ADDIE model in producing products that suit user needs. These findings are in line with Maccoby's (1992) theory which emphasizes the importance of coaching media to support consistent socialization, as well as Baumrind's (1966) theory which states that easy-to-apply guidelines help coaches carry out *authoritative* parenting more effectively. The results of this study also reinforce the findings and that practical and systematic coaching guidelines support successful character formation through habituation, communication, supervision, and continuous mentoring. Abror & Suud (2024) Masnawati & Masfufah (2023)

CONCLUSION

This research succeeded in developing the Student Dormitory Care Module of STAI As-Sunnah Deli Serdang using the ADDIE (*Analysis, Design, Development, Implementation, Evaluation*) model. The development process begins with a needs analysis that shows that there is no availability of structured parenting modules, then continues with the design of manuals, manuals, and material books, development and validation by experts, practicality tests to users, and evaluation through final revision and effectiveness testing using *pre-tests* and *post-tests*. These results show that the ADDIE model is able to produce modules that are in accordance with the needs of moral development in the dormitory environment. The validation results show that the module has a good to very good level of eligibility. Subject matter expert validation obtained a score of 76% (feasible), design expert 95% (very feasible), and linguist 97% (very feasible). The revisions made based on the input of the validators succeeded in improving the content, design, and language aspects so that the module met the criteria as a coaching guideline that was suitable for use. The effectiveness test showed that the module was able to increase students' understanding of Islamic moral values. The average *pre-test* score increased from 41 to 81 in the *post-test*, with an *N-Gain* value of 0.68 which belongs to the category of moderate effectiveness. These results show that the systematic presentation of material, equipped with examples of application and supported by guidelines for musyrifah, is able to improve the process of internalizing moral values so that modules are effectively used as a coaching medium in dormitories. In addition, the results of the practicality test show that the module is very practical to use. The musyrifah assessment obtained a percentage of 83%, while female students were 88%, both of which were in the very practical category. These findings show that the modules are easy to understand, easy to use, have systematic

coaching steps, and can be implemented according to real conditions in the dormitory environment. Thus, the STAI As-Sunnah Deli Serdang Dormitory Dormitory Maintenance Module meets the criteria of valid, practical, and effective as a guideline for fostering female students' morals.

REFERENCES

- Abror, M. B. A.-M., & Suud, F. M. (2024). Strengthening Santri Discipline: The Critical Role of Dormitory Supervisors at Muhammadiyah Boarding School. *Indonesian Journal of Islamic Education Studies (IJIES)*, 7(2), 145–162. <https://doi.org/10.33367/ijies.v7i2.6010>
- Adnan, H., Rashid, S., & Aftab, N. (2022). Effect of Authoritative Parenting Style on Mental Health of Adolescents: Moderating Role of Resilience. *Multicultural Education*, 5(4), 225–232.
- Aisa, D., & Ghazali, R. U. (2024). Pengaruh Pola Asuh Orang Tua terhadap Akhlak Mahasiswa PAI FIAI UII: Perbandingan Antara Pendidikan Pesantren dan Non-Pesantren. *Jurnal Pendidikan Tambusai*, 8(2), 30884–30892. <https://jptam.org/index.php/jptam/article/view/18036>
- Al Farisi, M. A., Riany, Y. E., & Yuliati, L. N. (2025). The Construction of Santri's Self-Control and Religiosity: The Role of Parents, Kiai, and Peers. *Journal of Educational, Health and Community Psychology*, 14(2), 503–522. <https://doi.org/10.12928/jehcp.vi.30851>
- Anafi, K., Wiryokusumo, I., & Leksono, I. P. (2021). Pengembangan Media Pembelajaran Model Addie Menggunakan Software Unity 3d. *Jurnal Education and Development*, 9(4), 433–438. <https://journal.ipts.ac.id/index.php/ED/article/view/3206>
- Andhika, P., & Widodo, Y. H. (2023). The Relation of Democratic Parenting and Health Behavior to Students of Sanata Dharma University. *Solution: Journal of Counseling and Personal Development*, 5(2), 34–43. <https://doi.org/10.24071/sol.v5i2.7875>
- Chen, Y. (2023). The Psychological Impact of Authoritarian Parenting on Children and the Youth. In *Proceedings of the 2022 2nd International Conference on Modern Educational Technology and Social Sciences (ICMETSS 2022)* (pp. 888–896). Atlantis Press SARL. https://doi.org/10.2991/978-2-494069-45-9_107
- Khoda, K. S., Rahman, I. K., & Tamam, A. M. (2022). Hidden Curriculum dalam Pembinaan Akhlak Peserta Didik Menurut Imam Badruddin Ibn Jama'ah dalam Tadzkiratussami'. *Tarbawi: Jurnal Pendidikan Agama Islam*, 7(2), 110–128. <https://doi.org/10.26618/jtw.v7i02.4912>
- Kord, H., Bameri, E., Kord, A., & Kord, H. (2024). Examining and Comparing Perceived Parenting Styles with Intimacy and Forgiveness in University Students. *Journal of Psychological Dynamics in Mood Disorders*, 1–11. <https://doi.org/10.61838/kman.pdmd.3.1.1>
- Mahadhir, M. S. (2019). Pendidikan Islam Menurut Al-Ghazali. *Raudhah Proud to Be Professionals: Jurnal Tarbiyah Islamiyah*, 4(1), 73–86. <https://doi.org/10.48094/raudhah.v4i1.43>
- Mardianto, M., Matsum, H., & Sarmita, D. (2022). Development of Addie Model for Chapter Thaharah Learning Based on Game Applications in Junior High School. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 543–554. <https://doi.org/10.31538/nzh.v5i2.2126>
- Masnawati, E., & Masfufah, M. (2023). The Role of Parents in Shaping Children's Character. *International Journal of Service Science, Management, Engineering, and Technology*, 4(2), 6–9. <https://ejournalisse.com/index.php/isse/article/view/80>
- Mubaror, N. K., & Astutik, A. P. (2024). Peran Pengasuh Pesantren dalam Membentuk Karakter Profesional Berlandaskan Nilai-Nilai Religius. *Al-Mada: Jurnal Agama, Sosial, Dan Budaya*, 7(2), 1–10. <https://ejournal.uac.ac.id/index.php/almada/article/view/5503>
- Muhliawati, Y., & Purwadi, P. (2023). The Effect of Permissive Parenting Style and Peer Pressure on Disruptive Behavior: An Explanatory Study. *ProGCouns: Journal of Professionals in Guidance and Counseling*, 4(1), 29–41. <https://doi.org/10.21831/progcouns.v4i1.59914>
- Najmuddin, Daniel, M., & Iqbal, M. (2025). Examining The Influence of Moral Development and the Islamic Boarding School Setting on Student Morality in Bireuen District. *Afkaruna: Indonesian Interdisciplinary Journal of Islamic Studies*, 21(1), 36–51. <https://doi.org/10.18196/afkaruna.v21i1.21872>
- Nieri, T., Montoya, L., & Carlos, C. (2024). Ethnic-Racial Socialization of White Children by White Parents: A Systematic Review. *Journal of Family Issues*, 45(7), 1735–1763. <https://doi.org/10.1177/0192513X231194306>

- Oktaviana, A., & Asari, H. (2025). Implementasi Program Tahfiz Qur'an dalam Membentuk Karakter Peserta Didik di Madrasah Aliyah Negeri. *SCHOULID: Indonesian Journal of School Counseling*, 10(2), 117–124. <https://doi.org/10.23916/086083011>
- Priscilla, H., Najiyah, Q. P., & Faizin, Moh. (2025). Actualization of Students from the Perspective of Imam Al-Ghazali. *Al-Ard: Journal of Education*, 1(3), 91–99. <https://doi.org/10.63738/AL-ARD.V1I3.13>
- Rojon, C., Hernandez, J., Knauer, M., & Mocca, E. (2023). Young People Perceptions of Transitioning from School to Higher Education: A Cross-National Perspective. *International Journal of Educational and Life Transitions*, 2(1), 16. <https://doi.org/10.5334/ijelt.53>
- Sari, R. E., Mulyoto, M., & Mulyo, M. T. (2025). Strengthening the Moral Intelligence of Students through Character Education, Morality, and Etiquette in Pesantren. *Thawalib: Jurnal Kependidikan Islam*, 6(1), 69–84. <https://doi.org/10.54150/thawalib.v6i1.626>
- Taufikin, T., Rofi'ah, K., Rahmadani, A., Sa'diyah, N. F., & Maharani, L. D. (2025). The Role of Islamic Boarding School (Pesantren) Education in Enhancing University Students' Intellectual Development. *Istifham: Journal of Islamic Studies*, 3(2), 130–143. <https://doi.org/10.71039/istifham.v3i2.110>
- Valiza, D., & Azhar, I. S. (2025). Optimalisasi Peran Pengasuh dalam Menanamkan Kesadaran Beribadah Anak Yatim di Panti Asuhan Puteri Aisyiyah. *IQRO: Journal of Islamic Education*, 8(2), 665–679. <https://doi.org/10.24256/iqro.v8i2.7671>
- Wahyuni, D., & Suparto. (2025). Transformasi Pola Pengasuhan Santri: Studi Kasus Penerapan Religious Authoritative Parenting di Pesantren Islam Hidayatunnajah. *Jurnal Ihsan: Jurnal Pendidikan Islam*, 3(3), 647–653. <https://doi.org/10.61104/ihsan.v3i3.1376>
- Wardani, I. S., Nuraini, N., & Dewi, S. S. (2025). The Influence of Democratic Parenting Patterns and Self-Regulated Learning on The Adjustment of New Students at The Darularafah Raya Islamic Boarding School Medan. *Research and Development Journal of Education*, 11(1), 658. <https://doi.org/10.30998/rdje.v11i1.28787>