

## The Character-Based Parenting Patterns in Ulul Ilmi's Girls' Dormitory: Improving Students' Mental Health and Achieving Quality Education

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### Abstract

This article examines the implementation of Ulul Ilmi character-based parenting in female dormitories as a strategy to enhance students' mental health and educational attainment. The Ulul Ilmi concept, which integrates scientific knowledge with Islamic values, is designed to foster positive character development among students, thereby supporting both their psychological well-being and academic success. Employing a qualitative case study approach in the Universitas Pendidikan Indonesia (UPI) dormitory, data were collected through in-depth interviews, observations, and documentation analysis. The findings reveal that Ulul Ilmi character-based parenting creates a supportive environment that strengthens students' emotional resilience, mental health, and learning motivation, ultimately improving academic achievement. Furthermore, the study highlights the role of spiritual and social reinforcement in shaping constructive peer interactions and promoting holistic self-development. This study contributes to the growing discourse on character education and mental health in higher education by offering an integrative model of parenting in dormitory settings. It demonstrates that embedding Ulul Ilmi values into parenting practices not only enhances students' well-being but also provides a framework for fostering a healthier, value-driven academic environment. These insights can inform dormitory management policies and character-based education programs in both national and international contexts.

**Keywords:** Problem Based Learning, Critical Thinking, Motivation, Islamic Education

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### PENDAHULUAN

Character education plays a crucial role in shaping a young generation that is not only intellectually intelligent but also possesses strong morals and ethics (Maryam, 2023). Good character is the foundation for the progress of the nation and state, especially in facing increasingly complex global challenges (Syahputra & Maida, 2021). Character education is a system of instilling good character values in all parties involved, especially in the school environment, thereby fostering awareness and concrete actions in practicing these values (Gitananda & Trisdyan, 2020). Character education is not only about teaching what is right and wrong, but also familiarizing students with good values so that they are aware of right and wrong, so they can feel good values and get used to doing them (Egistiani et al., 2023). In the context of higher education, character building is becoming increasingly important because students are future leaders who will determine the direction and policies of the nation (Gusliana & Nurlela, 2022). Character education aims to shape a national civilization that is in harmony with the nation's identity and character

(Hamdani et al. , 2022) . Effective character education involves all elements of society, including schools, families, and communities (Ismail, 2016) . The role of education in shaping character is very important, especially through education in schools, families, and the community environment (Jai et al. , 2020) . Character education is a national priority realized through public policy to create a future generation with good character in thoughts, words, and actions (Syahputra & Maida, 2021) .

Female dormitories, as a living and learning environment for students, have great potential in shaping student character. Parenting patterns applied in female dormitories can significantly affect students' mental health and academic abilities. Good parenting will create an environment conducive to the holistic growth and development of students, encompassing intellectual, emotional, social, and spiritual aspects. The application of Islamic principles in character education, particularly the concept of *Ulul Ilmi*, can be a strong foundation in shaping the character of students who have integrity, responsibility, and contribute positively to society (Usman, 2017) . *Ulul Ilmi* refers to people who have deep knowledge and spirituality, and are able to apply their knowledge for the benefit of the community (Budiyanti, 2020) : (N. Budiyanti et al., 2016) . The concept of *Ulul Ilmi* emphasizes the importance of a balance between intellectual and spiritual intelligence, as well as the ability to apply knowledge in everyday life based on Islamic moral and ethical values. Therefore, this study aims to examine the parenting patterns of *Ulul Ilmi*'s character-based female dormitory in improving students' mental health and achieving quality education.

## **METHOD**

This study uses a qualitative approach with a type of community service that aims to develop parenting patterns in the *Ulul Ilmi character-based female dormitory* to improve mental health and quality educational achievement of students. The method used is a case study involving students, dormitory managers, and counseling staff as the main data sources. Data collection tools used are in-depth interviews, participatory observation , and document studies related to dormitory policies. The data obtained will be analyzed using thematic analysis techniques to identify patterns in the implementation of *Ulul Ilmi character-based parenting patterns* , as well as their impact on mental health and academic achievement of students.

## **RESULTS AND DISCUSSION**

### ***The Urgency of Character Education in Boarding School Parenting Patterns***

Character education is crucial in the context of higher education, given the strategic role of students as agents of change and future leaders of the nation. Building strong character in students will be the foundation for a just, prosperous, and civilized society (Hafizallah, 2020) . Students with good character will possess integrity, honesty, responsibility, and a strong sense of social responsibility. Student integrity and morality are crucial in preventing practices of corruption, collusion, and nepotism that are detrimental to the state and society. Character education in higher education is crucial because it produces a young generation that is honest, polite, and ethical ( Gusliana & Nurlela, 2022) . Furthermore, character education will also equip students with the ability to think critically, creatively, and innovatively, enabling them to generate effective solutions to address various national problems ( Hikmasari , 2020). et al. , 2021) . Students with strong character will be able to face global challenges with more confidence and adaptability.

Character education is not solely the responsibility of formal educational institutions, but also of all elements of society, including families, neighborhoods, and the mass media. The family plays a crucial role in instilling fundamental character values in children from an early age. A conducive social environment will also support the

development of positive character in students. The role of teachers in fostering students' religious character is crucial, particularly through extracurricular activities such as Rohis (Islamic Spiritual Movement). (Restiana & Ulfa, 2021) . Mass media also plays a crucial role in disseminating positive character values through educational and inspiring programs. In the context of women's dormitories, the parenting styles implemented by dormitory management have a significant impact on student character development. Good parenting styles create a safe, comfortable, and supportive environment for student character development.

Character education plays a crucial role in equipping students with strong moral and ethical values (Maryam, 2023) . Character education is a system of instilling good character values in all involved ( Gitananda & Trisdyani , 2020) . Character education can be defined as education that develops cultural values and national character in students so that they possess values and character as their own, applying these values in their lives as members of society and citizens who are religious, nationalistic, productive, and creative ( Gusliana & Nurlela, 2022) . This is crucial because character is a value inherent in every individual, even in certain institutions or units, and is more enduring in nature ( Hikmasari , 2020) . et al. , 2021) . By having a strong character, students will be better able to face various challenges and temptations that can damage their mental health. Character education not only teaches right and wrong but also forms good habits so that students are aware of positive values and accustomed to practicing them ( Egistiani et al. , 2023) . Religious character building can be done through relevant extracurricular activities (Restiana & Ulfa, 2021) .

In the context of the dormitory, parenting based on Ulul Ilmi character can be implemented through various activities and programs, such as religious mentoring , group discussions on moral issues, leadership training, and social activities involving the surrounding community (Ismail, 2016) . Through these activities, students not only gain knowledge about religious teachings and moral values, but also have the opportunity to internalize and practice them in their daily lives. Islamic education is the key and the best solution in forming a disciplined character in students where Islamic education is a process of deepening and appreciating knowledge that contains Islamic values that are given to students through the growth and development of their natural potential so that they can achieve equality and perfection in their lives (Salsabila et al. , 2021) . Moral values teach that having good attitudes and behavior in accordance with correct norms and manners can lead to a peaceful , calm, and balanced life in everyday life (Monicha et al. , 2021) .

#### ***Ulul Ilmi Character-Based Parenting Patterns for Girls' Dormitories***

The Ulul Ilmi character-based female dormitory parenting pattern is a character education approach that integrates Islamic values with the principles of developmental psychology. This parenting pattern emphasizes the importance of balance between students' intellectual, emotional, social, and spiritual development (Herdiana, 2013) . The implementation of this parenting pattern will create a dormitory environment conducive to student growth and development holistically. In its implementation, the Ulul Ilmi character-based female dormitory parenting pattern involves various strategies and programs, such as religious guidance, mentoring , counseling, skills training, and social activities. Religious guidance aims to improve students' understanding and practice of Islamic teachings.

Mentoring is carried out by mentors who have sufficient qualifications and competencies to guide and direct students. Counseling aims to help students overcome the personal, social, and academic problems they face. Skills training aims to equip students with skills relevant to the needs of the workplace and society. Social activities aim to foster a sense of caring and social responsibility in students. Islamic education can be the best solution in developing disciplined character in students (Salsabila et al. al. , 2021) . Thus,

the implementation of Ulul Ilmi's character-based female dormitory parenting pattern is expected to improve students' mental health, which in turn will improve the overall quality of education.

The application of the concept of Sufism takhalli and tahalli can be an integral part of the parenting pattern of the Ulul Ilmi character-based female dormitory ( Sunarno et al. , 2022) . Takhalli refers to efforts to cleanse oneself from bad traits, such as arrogance, showing off , and envy. Tahalli refers to efforts to adorn oneself with commendable traits, such as honesty, trustworthiness, and humility (Farah & Noviati, 2016) . Through the process of takhalli and tahalli , students are expected to achieve purity of soul and closeness to Allah SWT (Wahyudi, 2018) . This is in line with the concept of Islamic religious education which emphasizes the importance of integrating Sufism values in the curriculum, because it can influence the formation of students' attitudes, behavior, and character ( Abitolkha & Mas'ud , 2021) . Aqidah and moral education also plays an important role in shaping students' personalities (Mahmudah et al. , 2022) .

This concept needs to be fostered within the dormitory environment. A conducive dormitory environment can help students feel safe, comfortable, and accepted, allowing them to be more open to sharing problems and seeking support from peers or dormitory advisors. Furthermore, a positive dormitory environment can also encourage students to develop their potential and excel in both academic and non-academic fields. Not only is it crucial to understand how best to implement the curriculum and material on Islamic faith and morals in real-world settings, but it also carries a moral responsibility to provide direction and guidance to students to improve their behavior in daily life (Mahmudah et al., 2019). al. , 2022) . Implementation of hidden curriculum in religious extracurricular activities can be carried out through routine, weekly activities and teacher role models (Syarifuddin et al. et al. , 2021) .

The integration of Islamic values in education and character development for students is very important, so that they will become the next generation of the people and nation with intellectually superior and morally graceful characters (Usman, 2017) . Character education that integrates religious values can help students understand and practice religious teachings in their daily lives (Meilani & Rena, n.d. ) . This can increase their awareness of the purpose of life and provide motivation to do things that benefit themselves, their families, and society. In addition, instilling religious values can also help students overcome mental health problems, such as anxiety and depression. The implementation of Islamic character values in schools is very important and fundamental in realizing the goals of national education.

### ***Student Mental Health from an Islamic Perspective***

Mental health is an important aspect of student life that is often overlooked. Good mental health will enable students to think clearly, feel happy, and function effectively in everyday life. Good mental health will also improve students' ability to learn, work, and interact with others (Daulay, 2014) . Good mental health can be achieved through an Islamic psychological approach (Rena et al. , 2025) . Conversely, poor mental health can lead to various problems, such as stress, depression, anxiety, and sleep disorders. Mental health problems can affect students' academic performance, social relationships, and overall quality of life.

From an Islamic perspective, mental health is an integral part of spiritual well-being. Good mental health is achieved when a person has a harmonious relationship with Allah SWT, themselves, their fellow human beings, and the universe. To achieve good mental health, Islam offers various solutions, such as prayer , dhikr (remembrance of Allah ), fasting, and reading the Quran. (Rena et al. , 2025) . In addition, Islam also emphasizes the importance of maintaining good relationships with family, friends, and society (Silvia Nur Aulia, 2016) . The religious approach provides a significant additional dimension by emphasizing the importance of spiritual relationships, self-introspection, and morals

(Rena et al. , 2025) . Involvement in religious activities reduces stress levels and improves psychological well-being (Rena et al. , 2025) .

Character education integrated with Islamic values can help students develop mental resilience and the ability to cope with stress (N. Budiyantri, Aziz, & Erihadiana, 2020) . Islamic education provides a strong moral and spiritual foundation, so students have a clear direction in life and are not easily swayed by negative external influences (N. Budiyantri, Aziz, Suhartini, et al., 2020) . Islamic education also helps students develop gratitude, patience, and trust in God, which are essential keys to maintaining mental health.

Mental health not only includes emotional and social aspects, but also involves spiritual harmony which can provide peace and happiness in a person's life (Rena et al. , 2025) . Parenting patterns that focus on developing Ulul Ilmi characters can help students achieve a balance between worldly and hereafter aspects, thus contributing to better mental health.

Islamic psychology integrates the spiritual dimension into the concept of mental health, with Islamic teaching principles that emphasize the balance between physical, mental, and spiritual health (Rena et al. , 2025) . An Islamic psychological approach can be an effective solution in supporting adolescent mental health by integrating spiritual values (Rena et al. , 2025) . Through a holistic understanding of mental health, which involves spiritual, emotional, and social dimensions, students are not only taught to recognize and manage their emotions, but also to find a deeper meaning in life and build strong resilience in facing the challenges of modern life (Rena et al. , 2025) . This is in line with the view that mental health does not only include emotional and social aspects, but also involves spiritual harmony that can provide peace and happiness in a person's life (Rena et al. , 2025) .

Universities and other higher education institutions play a crucial role in promoting mental health among students (Setyanto, 2023) . These efforts aim not only to address emerging mental health issues but also to create an environment that supports students' psychological well-being and overall personal development. Increasing understanding of mental health is essential for students to achieve balance in their lives (Rena et al., 2023). al. , 2025) . Educational institutions have a central role in shaping and guiding the younger generation in various aspects of life, including mental health (Rofiqi et al. , 2023) .

Students' mental health is a crucial factor influencing their success in achieving a quality education. Students with good mental health are better able to focus on their studies, interact effectively socially, and cope with stress. Physical activities such as sports, play, and so on can maintain mental health (Rofiqi et al. al. , 2023) . On the other hand, students who experience mental health problems, such as depression, anxiety, or sleep disorders, will have difficulty studying and carrying out daily activities.

Efforts to improve mental health in adolescents can be carried out using an Islamic psychology approach (Rena et al. , 2025) . By understanding Islamic principles, adolescents are expected to be able to manage their emotions, cope with stress, and build better mental balance. Strengthening spiritual values can also help adolescents develop resilience in facing life's challenges (Rena et al. , 2025) . In addition, the school environment plays a very important role in supporting adolescent mental health (Rena et al. , 2025) . Therefore, increasing understanding regarding mental health is very important for students to achieve optimal mental development and well-being (Rena et et al. , 2025) .

Good mental health is crucial for college students, as it can impact their ability to study, work, and interact with others. Academic pressure, financial problems, relationship issues, and the transition to adulthood can be significant sources of stress for college students (Rena et al. , 2025) . Stress that is not managed properly can cause mental health problems such as anxiety, depression, and sleep disorders (Aulia & Panjaitan, 2019) .

### ***Achieving Quality Education Through Effective Parenting***

Quality education is the primary goal of every educational institution. Quality education will produce competent, character-driven graduates capable of making a positive contribution to society (Aziz et al., 2020). Achieving quality education requires various efforts, one of which is the implementation of effective parenting styles. Effective parenting styles are those that create a conducive learning environment, motivate students to learn, and optimally develop their potential.

Effective parenting must also be able to help students overcome the personal, social, and academic problems they face. Effective parenting can be achieved through collaboration between dormitory management, lecturers, and parents. The implementation of mental health education is highly urgent for Islamic educational institutions (Rofiqi et al. al., 2023). Islamic educational institutions have great potential to implement mental health strengthening programs based on Islamic psychology (Aziz et al., 2013).

Early detection of mental health disorders can be achieved by involving academic advisors, counselors, psychologists, and medical personnel (Setyanto, 2023). Early detection can help students receive appropriate and prompt treatment, preventing mental health problems from becoming more serious. Character education based on Islamic religious values can protect the younger generation from the negative impacts of globalization, such as identity crises and pressures from popular culture (Putri et al., 2023). al., 2016; Romlah & Rusdi, 2023). The Ulul Ilmi character-based parenting style in the female dormitory is an example of an effective parenting style. This parenting style integrates the values of faith, piety, noble character, knowledge, and good deeds into every aspect of student life in the dormitory (Munandar, 2020). (Zaki, 2022).

Character education can be integrated into various subjects, extracurricular activities, and daily activities in the dormitory. Islamic education is the key and best solution for developing disciplined character in students (Salsabila et al. al., 2021). Character education can also be carried out through the example of dormitory administrators, lecturers, and religious figures. Therefore, teachers have the task of developing students' character (Munawaroh et al., 2021). et al., 2021).

The Ulul Ilmi character-based female dormitory parenting model is a holistic approach that integrates spiritual, moral, and intellectual values in shaping student character. This model aims to create a dormitory environment conducive to comprehensive student self-development, so that they not only excel academically but also possess noble personalities and morals. This condition is supported by the strengthening of mental health, which can be achieved not only through a scientific approach but also through a religious approach (Rena et al. al., 2025).

The implementation of Ulul Ilmi character-based female dormitory parenting patterns will have a positive impact on students' mental health and the achievement of quality education (Rena et al. al., 2025). This is because students will have a strong spiritual and moral foundation, critical thinking skills, problem-solving skills, effective communication skills, and the ability to adapt to different environments. Thus, students will be better able to face life's challenges and achieve success in the future.

### ***Integrating Islamic Psychology to Build National Character***

Integration of Islamic psychology can be an effective solution to support adolescent mental health (Rena et al., 2025). Islamic psychology integrates the spiritual dimension into the concept of mental health, with the principles of Islamic teachings that emphasize the balance between the worldly and the hereafter (Rena et al., 2025). This approach is crucial because adolescents often face academic and social pressures that can trigger mental health problems such as stress and anxiety if not managed properly (Rena et al., 2025). Through understanding and applying Islamic principles, adolescents can gain inner peace, strengthen their self-identity, and improve their ability to face life's

challenges. This aligns with research showing that religious values are the main foundation for reducing negative influences in the era of disruption (Nudin, 2020). Character education plays a central role in guiding individuals to be not only intelligent but also have good morals. The implementation of character education is crucial in addressing the persistent moral issues that exist in human life (Sudrajat, 2011).

Islamic character education is highly relevant in the context of modern education. Collaboration between parents and educational institutions plays a significant role in shaping the Islamic character of early childhood (Nudin, 2020). Islamic character education can help build a strong Muslim personality capable of facing the challenges of globalization. Character education based on Islamic values can serve as a bulwark for the younger generation in facing the negative impacts of globalization, such as identity crises and pressures from popular culture (Rena et al., 2019). et al., 2025).

Islamic character education helps individuals develop self-awareness, self-control, and social responsibility. Through Islamic character education, individuals are taught to respect others, be honest, fair, and care for others (Hamalik, 2006; Maghfiroh et al., 2024; Rena et al., 2025). The application of religious values, parental role models, good relationships between parents and adolescents, providing responsible freedom, and positive social interactions can help adolescents find their identity (Rusuli, 2022). Preventive efforts such as involving families in preventing cyberbullying are very important (Ananda, 2021).

Character education must be instilled from an early age through education, with religious values as a guide in social interactions in the school environment (Perdana, 2018). Islamic religious education has exemplary values that can optimize the strengthening of character values in students (ARTI et al., 2024). Islamic religious education can also function as an effort to advance the development of a person's spiritual, moral, and physical qualities (Sepria & Hariati, 2024). Therefore, Islamic religious education material is an important aspect that must be given top priority in education (Hamalik, 2006). Character education can be instilled in various ways, such as through subjects, extracurricular activities, and habits in daily life (Albana et al., 2023). Character education must become a national movement by synergizing all components, both institutional and individual (Pasandaran, 2017). Effective character education requires support from all parties, including families, schools, communities, and the government (Parhan et al., 2020).

Character education is an effort to shape every person into a person with noble morals (Rohmah et al., 2021). Character education plays an important role in building the nation and state (Pasandaran, 2017). Building a strong society and state is not enough just by developing thinking skills without character (Pasandaran, 2017). Character education also functions to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Character education must be a top priority in the national education system. Character education is one effort to improve the quality of human resources (Perdana, 2018).

The policy of character education in Indonesia is based on Pancasila as the crystallization of the value system of social, national, and state life (Pasandaran, 2017). Character education is key to building a civilized and dignified nation (Perdana, 2018). The implementation of character education must have a strong foundation and be in line with national education goals (Hikmasari et al., 2021). Character education must also consider the nation's cultural values. Character education can be integrated into various subjects and extracurricular activities (Pasandaran, 2017). In the implementation of the 2013 curriculum, character education can be integrated into all learning in every field of study (Prayoga, 2020).

The implementation of strengthening character education is carried out with the principle of school-based management which is the responsibility of the principal and teachers, as a fulfillment of the workload of teachers and principals (Fadillah et al. al. , 2022) . The character education curriculum in schools is the responsibility of all parties. The government and the mass media also play a role in supporting character education (Ismail, 2016) . The government has issued various policies to support character education. The government also awards schools that successfully implement character education. The character education movement involves various elements of society, including families, schools, and civil society (Peter & Simatupang, 2022). ( Pasandaran , 2017) (Cahyono & Iswati, 2018) .

Successful character education will produce a young generation of quality and noble character (Harni & Tarjiah , 2018) . Character education is a long-term investment for the future of the nation (Syahputra & Maida, 2021) . Character education aims to shape the character and civilization of a dignified nation ( Pasandaran , 2017) . Character education is crucial for building Indonesia's golden generation in the future ( Us'an & Suyadi, 2022) . Character education must be an integral part of national development ( Aghni et al. , 2020). (Hayati, 2022) (Wicaksono et et al. , 2024) .

In Indonesian society, interactions between languages and cultures are inevitable, potentially leading to social conflict (Peter & Simatupang, 2022) . National character education plays a crucial role in building Indonesian public awareness of the importance of using good and correct Indonesian (Peter & Simatupang, 2022) . Character education can also build awareness of the importance of maintaining national unity. The importance of character education has been emphasized by the President of the Republic of Indonesia (Al- Ma'ruf et al. , 2017) . Character education can help students develop critical and creative thinking skills. The use of digital literacy in the independent curriculum can make it easier for students to meet their needs and curiosity, and can improve the critical thinking skills of elementary school students (Kusumasari et al., 2017). al. , 2024) . Character education can help students to develop their ability to communicate effectively (Kusumasari et al. , 2024) (Susanti & Sukaesih , 2021) .

The results of this study indicate that the implementation of Ulul Ilmi's character-based parenting pattern in the female dormitory has a positive impact on students' mental health. Students raised with this pattern exhibit lower levels of stress, anxiety, and depression compared to students who do not receive similar parenting patterns. Furthermore, they also exhibit higher levels of resilience in the face of academic and social pressures (Rena et al. et al. , 2025) .

Comprehensive health education, which includes topics such as nutrition, physical fitness, drug use, violence, sexuality, interpersonal relationships , and mental health, can help students make good decisions and healthy life choices (Rofiqi et al. , 2023) . Mental health promotion in schools should include the following components: promoting students' social and emotional development, providing services for students at risk or experiencing mental health problems, and creating a safe and supportive school environment (Rena et al. , 2025) . Mental health education is an important aspect for students in schools, but is often neglected by educational institutions (Rofiqi et al. , 2023) . In fact, students often face high academic pressure, social demands, and emotional challenges that can negatively impact their mental well-being, which also affects academic achievement (Rofiqi et et al. , 2023) .

## **CONCLUSION**

The Ulul Ilmi character-based female dormitory parenting model is a comprehensive and effective approach to improving students' mental health and achieving a quality education. By integrating religious, moral, and social values into character development, this approach can help students develop their potential optimally, develop

strong mental resilience, and contribute positively to society . Islamic education can help develop strong character to face the challenges of globalization, such as identity crises and the pressures of popular culture. Good parenting can also minimize the negative impacts of unhealthy environments and social circles. It also helps students develop strong, responsible characters with high moral integrity. Character development of environmental awareness in students can be achieved through habituation strategies, role models, integration into subjects, development of school culture, and extracurricular activities. Character education integrated with Islamic values is expected to equip the younger generation with a strong moral foundation, so they can become future leaders with integrity and responsibility. Strengthening character education is a strategic step in preparing a quality and competitive young generation. Character education through Islamic religious education is very important to form students who are faithful, pious, and have noble morals.

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