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Living the Kitab: Narratives of Moral Learning, Peer Influence, and Behavioral Transformation Among Female Santri in an Islamic Boarding School in Kediri

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ABSTRACT

Background. The behavior of students is the result of the learning process and social interactions that take place during the education period. This behavior not only reflects an understanding of religious values, but also shows their ability to internalize and implement these teachings consistently in everyday life.

Objectives. This study aims to: (1) analyze the extent of the influence of learning the Taisirul Kholaq book on the behavior of students at the Al-Hidayah Tahfidzul Qur'an Islamic Boarding School for Girls in Kediri City; (2) analyze the influence of peer interaction on the behavior of students in the same environment; and (3) analyze the simultaneous influence between learning the Taisirul Kholaq book and peer interaction on the behavior of students at the Islamic boarding school.

Research Methods. This study uses a quantitative approach with an ex-post facto research type. The population in this study amounted to 40 respondents. The sampling technique used was saturated sampling, namely all members of the population were used as research samples. Data were collected through valid instruments and analyzed using statistical techniques to test the proposed hypothesis.

Results and Conclusions. The results of the study revealed that: (1) learning the Taisirul Kholaq book has a significant influence on the behavior of students at the Al-Hidayah Tahfidzul Qur'an Islamic Boarding School for Girls in Kediri City; (2) interaction with peers has a significant influence on the behavior of students; and (3) learning the Taisirul Kholaq book and interaction with peers together (simultaneously) contribute significantly to the behavior of students.

KEYWORDS

Behavior, Learning, Book of Taisirul Kholaq, Peer Interaction

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INTRODUCTION

Education is a systematic process for developing an individual's full potential, including intellectual, emotional, social, and moral aspects. Through education, an individual acquires the knowledge, skills, and values necessary to play an active role in society. For Muslims, this process is crucial for shaping morals and achieving the ideal of human perfection (al-insan al-kamil) (Juwairiyah & Fanani, 2025; Mahfud & Zahriyah, 2025).

Therefore, the development of an Islamic education system must integrate the education of the heart (qolbiyah) and reason (aqliyah) in order to create Muslim individuals who are intellectually intelligent and have noble morals (AlFasi et al., 2026; Udhma et al., 2026).

Education takes various forms, including formal and non-formal education. One form of non-formal education is the Islamic boarding school (pesantren). As independently managed institutions, pesantren complement formal education by guiding students to deepen their Islamic knowledge (tafaqquh fi al-din) for the purpose of worshiping Allah SWT. Furthermore, pesantren play a crucial role in equipping students with broad insights to navigate the dynamics of life (Muhidin et al., 2025). Therefore, Islamic religious education needs to prioritize the instilling of good morals and ethics in order to form commendable thought patterns, attitudes and behavior in students (Fuad et al., 2023; Muhidin et al., 2025). Therefore, Islamic religious education needs to prioritize the instilling of good morals and ethics in order to form commendable thought patterns, attitudes and behavior in students (Fuad & Fanani, 2021; Ni'mah et al., 2024). This is in line with the mandate of the 1945 Constitution, Article 31 Paragraph 3, which states that the government is obliged to organize a national education system to increase faith, piety and noble morals in order to enlighten the life of the nation (Masfufah & Salito, 2025).

The behavioral dynamics of today's Islamic boarding school students are influenced by various factors, such as technological disruption, social dynamics, and the Islamic boarding school education system. In general, the instilling of Islamic values shapes students into religious individuals with noble morals. Although the flow of modern information presents challenges, the majority of students consistently demonstrate respect for their teachers and parents and actively pursue their religious studies. However, for students who still have difficulty adapting to modernity, a more intensive approach and guidance are needed (Naqiyah & Arifah, 2025; Pamungkas, 2025).

The development of students' behavior is influenced by technological advances, the social environment, the educational system, and social relationships, particularly with peers. In a pesantren environment based on religious values, interactions between students occur intensively on a daily basis. This process facilitates the exchange of values, norms, and habits that are crucial for the development of students' character (Insani & Arbarini, 2025; Muallifah et al., 2026).

Peer interactions have a significant impact due to similarities in age, experience, and interests, making communication and influence easier to accept. Students tend to be more open with their peers than with authority figures such as religious teachers or teachers. In this context, peers serve as moral support, motivators, and even role models in worship, adherence to rules, and Islamic etiquette. However, these relationships can also become obstacles if their social environment exerts negative influences (Aulia et al., 2024; Rahmatya et al., 2025).

For example, a student who associates with unruly peers is highly likely to adopt these bad habits. Therefore, creating a positive social environment is crucial for guiding students' behavior in a positive direction. This fact demonstrates the importance of managing social relationships in Islamic boarding schools (pesantren). With proper guidance and the establishment of a healthy friendship culture, Islamic boarding schools can optimize social interactions to shape students with morals, discipline, and readiness to face future challenges.

Integrating the moral and ethical values contained in the Taisirul Kholaq book into the educational curriculum is an appropriate alternative solution. This approach not only strengthens adolescents' moral character but also provides them with practical guidance for navigating the dynamics of today's life. The Taisirul Kholaq book, which means "Facilitating the Formation of Morals," is a classic work compiled by Shaykh Al-Hafidz Hasan Al-Mas'udi. Its contents focus on developing character and noble morals in accordance with Islamic values. Some of the main topics

include: etiquette towards Allah SWT, ethics towards parents and teachers, the value of honesty and trustworthiness, the importance of patience and self-control, the spirit of mutual help and ukhuwah, as well as warnings to stay away from despicable traits such as envy, arrogance and lies (Annisa & Jumari, 2024; Hilman & Ismah, 2026; Rosit & Puspita, 2026).

Studying the Taisirul Kholaq book plays a crucial role in combating deviant behavior among students for several reasons. *First*, in terms of character development, this book teaches commendable moral values that serve as a strong foundation for students in facing various negative influences from their environment. *Second*, this book also instills the importance of patience and self-control, which are very useful for controlling impulsive behavior that often leads to delinquency. *Third*, this book encourages a growing sense of social responsibility, which can foster students' awareness of their roles and obligations within society. Understanding respect for parents, teachers, and the community fosters students' awareness of their roles and obligations in social life. This book also instills noble values such as honesty and responsibility, which play a role in preventing negative behaviors such as stealing or cheating. The instillation of spiritual aspects through teachings about the relationship with Allah SWT provides a strong moral foundation for students (Aisyah & Khoiriyah, 2026; Basri et al., 2025; Farid et al., 2023).

Based on the problems and observations, the researcher considers it important to explore the influence of learning the Taisirul Kholaq book and peer interaction on the behavior of Islamic boarding school students. The Taisirul Kholaq book contains ethical teachings that serve as the foundation for developing Islamic character in Islamic boarding school students. Furthermore, peer interaction acts as an external factor that can support or hinder the process of instilling these values. Amidst the dynamics of the modern era, this research is expected to provide a comprehensive overview of the relationship between these two factors, thus serving as a reference for improving the quality of guidance in Islamic boarding schools.

RESEARCH METHODOLOGY

Research Design

This study used a quantitative approach with an ex post facto approach. A quantitative approach involves the collection, analysis, and presentation of data that focuses on numbers (Annasthasya et al., 2025). Meanwhile, ex post facto research aims to identify, analyze, or test causal relationships between two or more variables without any manipulation or intervention by the researcher (Patriana et al., 2025).

Research Location and Time

This research was conducted at the Al Hidayah Tahfidzul Qur'an Islamic Boarding School for Girls, located in Bandar Kidul, Mojoroto District, Kediri City. The location was selected based on the relevance of the Islamic boarding school to the research focus and the availability of supporting data. The research period lasted four months, from January to April. During this period, various research stages were carried out, including initial observation, data collection, analysis, and the preparation of a final report.

Research Instruments and Procedures

The research instrument used was a questionnaire with a Likert scale to measure respondents' attitudes, opinions, and perceptions of social phenomena. The research variables were broken down into indicators, which then served as the basis for developing statements or questions (Amos, 2025). This questionnaire was designed to measure three things: (1) students' perceptions of learning the

Taisirul Kholaq book, (2) peer interactions, and (3) student behavior. Before being distributed to students at the Islamic boarding school, each questionnaire instrument underwent validity and reliability testing.

Data Analysis

The data analysis technique used was simple linear regression. This statistical method is applied to describe and test the relationship between two variables: one independent variable and one dependent variable (Omer & Ali, 2025; Zakhary & Choi, 2025).

RESULT AND DISCUSSION

Research Findings

This study used data collected through a questionnaire from 40 students at the Al-Hidayah Tahfidzul Qur'an Islamic Boarding School for Girls. The questionnaire results for the Islamic boarding school regulations variable showed a lowest score of 35 and a highest score of 50. The average score obtained was 42.575 with a standard deviation of 3.643. This data was then grouped into three categories: good, moderate, and poor. The following are the results of data processing for the Taisirul Kholaq book learning variable.

Table 1. Categories of Learning the Book of Taisirul Kholaq

No.	Total Score	Amount	Percentage	Category
1	> 46	6	15%	Good
2	39 – 46	28	70%	Currently
3	< 39	6	15%	Not good
	Amount	40	100%	

The results of the questionnaire on the Islamic boarding school regulations variable showed the lowest score was 36 and the highest was 50, with a mean of 43.65 and a standard deviation of 3.158. The researchers grouped this data into good, moderate, and poor categories as follows:

Table 2. Peer Interaction Categories

No.	Total Score	Amount	Percentage	Category
1	>47	4	10%	Good
2	40 – 47	32	80%	Currently
3	<40	4	10%	Not good
	Amount	40	100%	

Based on the questionnaire results for the Islamic boarding school regulations variable, the minimum score was 37, the maximum score was 50, the average score was 43.925, and the standard deviation was 3.007. This data was then categorized into three groups: good, moderate, and poor. The following are the data processing results for the student behavior variable:

Table 3. Student Behavior Categories

No.	Total Score	Amount	Percentage	Category
1	> 47	5	12,5%	Good
2	41 – 47	30	75%	Currently
3	< 41	5	12,5%	Not good
	Amount	40	100%	

Based on the results of the multiple linear regression analysis test, the following equation was obtained: $Y = 6.747 + 0{,}389x_1 + 0{,}488x_2 + e$

With the following explanation: In the equation, the constant value of 6.747 indicates that if the variables X1 and X2 are zero, then the value of the Y variable is 6.747. The X1 regression coefficient of 0.389 indicates that every 1% increase in the Taisirul Kholaq book learning variable will increase the value of the santri's behavior by 0.389 which shows positive and significant (significance value 0.034 < 0.05; t-count 2.200> t-table 1.678). Meanwhile, the X2 regression coefficient of 0.488 indicates that every 1% increase in the peer interaction variable will increase the value of the religious character by 0.488 which shows positive and significant (significance value 0.005 < 0.05; t-count 2.964> t-table 1.678). Based on this decision, it can be concluded that the regression coefficient has a positive value, so that learning the Taisirul Kholaq book (X1) and peer interaction (X2) have a positive influence on the behavior of students (Y).

Table 4. Results of the T-Coefficients Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.747	4.534		1.488	.145
Taisirul Kholaq learning	.389	.177	.367	2.200	.034
peer interaction	.488	.165	.494	2.964	.005

Dependent Variable: student behavior

Based on Table 4, it is known that:

1. Learning the Taisirul Kholaq book (X1) has a significance value of 0.034 < 0.05 and a calculated t value of 2.200 > t table 1.678, so Ha is accepted and Ho is rejected. Thus, learning the Taisirul Kholaq book has a significant effect on student behavior.
2. Peer interaction (X2) shows a significance value of 0.005 (< 0.05) and a calculated t value of 2.964 (> t table 1.678), so Ha is accepted and Ho is rejected. This means that peer interaction has a significant effect on student discipline.

The F-test aims to determine whether the variables of learning the Taisirul Kholaq book (X1) and peer interaction (X2) simultaneously have a significant effect on student behavior (Y). The results of the F-test were obtained through analysis using SPSS version 23.

Table 5. ANOVA F Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	102.609	2	51.304	39.248	.000[b]
Residual	48.366	37	1.307		
Total	150.975	39			

a. Dependent Variable: student behavior

b. Predictors: (Constant), peer interaction, Taisirul Kholaq learning

Based on Table 4.20, the significance value is 0.000 < 0.05 and the calculated F is 39.248 > F table (3.25), so H0 is rejected. Thus, there is a significant influence between learning the Taisirul Kholaq book and peer interaction on student behavior at P3TQ Al-Hidayah, Kediri City.

The Coefficient of Determination (R^2) test aims to determine the percentage influence of the variables learning the Taisirul Kholaq book and peer interaction on variations in student behavior as a whole. The following are the results of the R^2 analysis using SPSS 23.

Table 6. Results of the Coefficient of Determination (R2) Test of Learning the Taisirul Kholaq Book (X1) on Student Behavior (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777[a]	.604	.593	1.255

a. Predictors: (Constant), Taisirul Kholaq learning

b. Dependent Variable: student behavior

Table 6 shows that the correlation coefficient (R) is 0.777. Furthermore, the table also shows the magnitude of the influence of the independent variable on the dependent variable, calculated by the square of the R value, known as the coefficient of determination (R^2). Based on the calculation, the coefficient of determination (R^2) was 0.604. This means that learning the Taisirul Kholaq book (X1) contributed 60.4% to the behavior of students (Y).

Table 7. Results of the Test of the Coefficient of Determination (R2) of Peer Interaction (X2) on Student Behavior (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.799[a]	.638	.628	1.200

a. Predictors: (Constant), peer interaction

b. Dependent Variable: student behavior

Table 7 shows that the correlation coefficient (R) is 0.799. Furthermore, the table also shows the magnitude of the influence of the independent variable on the dependent variable, calculated by the square of the R value, known as the coefficient of determination (R^2). Based on the calculation, the coefficient of determination (R^2) was 0.638. This means that peer interaction (X2) contributed 63.8% to student behavior (Y).

Table 8. Results of the Coefficient of Determination (R2) Test of Learning the Taisirul Kholaq Book (X1) and Peer Interaction (X2) on Student Behavior (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824[a]	.680	.662	1.143

a. Predictors: (Constant), peer interaction, Taisirul Kholaq learning

b. Dependent Variable: student behavior

Based on Table 8, the correlation coefficient (R) value is 0.824, with a determination coefficient (R^2) value of 0.680. This shows that the variables of pondok regulations and learning the Taisirul Kholaq book (X1) and peer interaction (X2) contribute to the behavior of students (Y) by 68.0%.

The Effect of Learning the Taisirul Kholaq Book on Student Behavior

The results of a simple linear regression analysis between the variables of learning the Taisirul Kholaq book and student behavior yielded F-test = 57.581 > F-table = 3.25. Thus, H0 is rejected, indicating that learning the Taisirul Kholaq book has a significant influence on student behavior at the Al-Hidayah Islamic Boarding School for Girls with Quranic Tahfidzul (Quranic Tahfidzul) in Kediri City. The analysis yielded an R^2 value of 0.604, indicating that learning the

Taisirul Kholaq book contributed 60.4% to the development of student behavior at the Al-Hidayah Islamic Boarding School for Girls with Quranic Tahfidzul (Quranic Tahfidzul) in Kediri City. The remaining influence was attributed to other factors not examined in this study.

Referring to the data presented previously, this phenomenon supports the premise of Gage and Berliner's behaviorist theory. This theory states that learning is essentially a concrete behavioral change in an individual, triggered by a causal relationship between the stimulus given and the resulting response (Berliner, 2003; Berliner & Gage, 1976; Gage & Berliner, 1989; Miftahuddin et al., 2024). Success in the learning process of the Taisirul Kholaq Book does not only rely on cognitive aspects, but includes a broader scope such as in-depth understanding of the material, student activity in learning, positive behavioral changes, optimal evaluation results, to the formation of social skills. As a concrete example in the realm of behavioral change, this learning process is considered successful if the students are able to reflect and apply the applicable moral values they learn into real daily actions (Farid et al., 2023).

The findings in this study are also supported by the results of a study by Abdul Farid, Martin Kustati, and Rezki Amelia entitled "The Effect of Learning the Taisirul Khalaq Yellow Book on the Manners of Students". The study concluded that there was a significant influence between learning the Taisirul Khalaq yellow book and the manners of students at MMI Surau Cubadak Bunga Tanjung. The results of the correlation test showed a calculated r value of 0.665, which was greater than the t table, which was 0.2656 probability = 5%, so the relationship was declared significant. This figure also showed a strong correlation based on the interpretation of the Pearson coefficient. Meanwhile, the coefficient of determination obtained showed that the Taisirul Khalaq Book Learning variable (variable X) contributed 44.2% of the influence on the Manners of Students (variable Y), while the remaining 55.8% was influenced by other factors not examined in this study (Farid et al., 2023).

The similarity between this study and previous studies lies in the use of independent variables. Meanwhile, significant differences between this study and previous studies lie in the focus of the dependent variable, location, and timing of implementation. This suggests room for development to make the study more comprehensive and relevant to current conditions.

This idea is further reinforced by research conducted by Muhammad Bahroni (2018) on the values of moral education. In his study, he stated that the process of moral education can shape the character of students who respect the opinions of others, ultimately producing a future generation with noble personalities.

The Influence of Peer Interaction on Student Behavior

The results of a simple linear regression analysis between peer interaction variables and student behavior showed F-calculation = 66.899 > F-table (1; 40) = 3.25. Therefore, F-calculation > F-table, which indicates that H0 is rejected. Therefore, it can be concluded that there is a significant influence between peer interaction and student behavior at the Al-Hidayah Islamic Boarding School (P3TQ) in Bandar Kidul Mojoroto, Kediri City. The analysis yielded an R^2 value of 0.638, indicating that peer interaction contributes 63.8% to the development of student behavior at the Al-Hidayah Tahfidzul Qur'an Islamic Boarding School for Girls in Kediri City. The remainder is due to other factors not examined in this study.

Peer interactions encompass five important dimensions that shape a child's social character. These five indicators include cooperation, competition, conflict, acceptance, and conformity, each of which plays a crucial role in adolescents' emotional and social development (Na'imah & Mirawati, 2026). Peers act as the primary socializing agents in Islamic boarding schools. They

directly influence the formation of character and habits. This occurs because communal living patterns and long-term interactions encourage conformity or behavioral adjustments to be accepted within the group (Hidayat & Riyannor, 2023). This emphasizes the importance of being selective and careful in choosing friends. The social environment has a significant influence on the formation of a person's character. If we form friendships with individuals who exhibit commendable behavior, we will indirectly infect our positive energy and habits. Conversely, associating with individuals who exhibit deviant or negative behavior carries a high risk of dragging us into self-defeating habits (Mayzura et al., 2025; Saputra et al., 2025).

The function of peer groups extends far beyond mere recreation or entertainment. This group plays a crucial role in internalizing new norms and values, making it the second most important factor after family in influencing how a person adapts and socializes in society (Awwaliyah et al., 2025). This idea is further reinforced by a study conducted by Asna Amalia Rojana and Yasin Nurfalah (2023). They stated that emotional support has a very high level of relevance in character formation, particularly that which is channeled through peer interactions. Given that the majority of Islamic boarding school students are in the adolescent phase with a still-vulnerable and unstable emotional state, the presence of an empathetic peer environment is essential. The attention and concern from these peers creates a sense of psychological security. Thus, positive interactions will serve as a strong support system to encourage and perpetuate prosocial behaviors in the Islamic boarding school environment (Rojana & Nurfalah, 2023)

This finding is supported by previous research showing that peer social interactions contribute significantly to students' inappropriate behavior, thus supporting the research hypothesis (Han et al., 2025; Khan et al., 2025; Ruihua et al., 2025). This study shares similarities with previous research in terms of the use of independent and dependent variables. However, the main differences between the two lie in the subjects, location, and timing of the study.

The Effect of Taisirul Kholaq Learning and Peer Interaction on Student Behavior

Based on the results of a multiple linear regression analysis of the Taisirul Kholaq learning and peer interaction variables on student behavior, the calculated F value was 39.248 > F table (3.25), thus rejecting H0. Thus, there is a significant influence between Taisirul Kholaq learning and peer interaction on student behavior at the Al-Hidayah Islamic Boarding School (P3TQ) in Kediri City. The analysis yielded an R^2 value of 0.680, indicating that Taisirul Kholaq learning and peer interaction contributed 68.0% to the development of student behavior at the Al-Hidayah Tahfidzul Qur'an Islamic Boarding School for Girls in Kediri City. These results indicate that Taisirul Kholaq learning and peer interaction influence student behavior.

This view aligns with the fundamental premise formulated by Mastuhu, who asserts that Islamic boarding schools are not merely conventional Islamic educational institutions, but rather a traditional cultural epicenter specifically designed to facilitate the process of spiritual and intellectual transformation. Through this system, students are not only directed to study and understand religious doctrine textually, but are also required to internalize, absorb, and actualize these Islamic teachings in the realities of life. Thus, the main orientation of this educational model rests on the instillation of religious moral values and noble character, which are positioned as the main foundation and ethical guideline in directing all their daily behavior and social interactions (Mastuhu, 1994). The position of philosophy as the basis for character education is further strengthened by its substance concerning the nature of human life. By integrating moral and ethical principles, philosophy provides a clear direction for education to produce individuals with noble character and responsibility (Hadiq et al., 2023).

Furthermore, this idea is reinforced by Maimunatun Habibah and Edi Nurhidin, who argue that education is required to move quickly to respond to various changes in the times, considering its function as the vanguard of knowledge dissemination. The success of an educational system is ultimately measured not only by mastery of theory, but also by the usefulness of that knowledge when applied in real life. This is clearly seen in the tradition of studying the Taisirul Kholaq book, where moral values are combined with the habit of interacting with peers, effectively shaping the character and behavior of students who are resilient and virtuous (Fuad & Mansyur, 2026; Habibah & Nurhidin, 2023).

Education plays a central role in shaping the character and behavior of a dignified nation. This is highly relevant to our national education goals, namely to holistically develop students' potential so that they become individuals with faith, noble character, competence, creativity, and responsibility. In the context of Islamic boarding schools, the internalization of these values is realized through an integrative approach. Studying the Taisirul Kholaq book serves as a theoretical foundation for directly instilling moral, social, and spiritual values. Meanwhile, interactions among peers serve as a strategic social laboratory for students to apply these moral values in their daily lives. Both complement each other and synergize in shaping students' behavior with noble character (Maulana et al., 2025).

This finding is further reinforced by the results of research conducted by Nurul Fadhilah, Andi Muhammad, and Akram Mukhlis in their study entitled "The Influence of Learning Discipline and Peer Interaction on Student Learning Outcomes." This research demonstrates that learning discipline and peer interaction are two closely related variables. Both simultaneously provide real contributions in shaping students' mindsets and habits, which ultimately determine the high or low achievement of their academic learning outcomes. This can be seen from the results of data analysis which shows a correlation value (r) of 0.875 which is in the very strong category, and a significance value of $0.000 < 0.05$ and Fcount > Ftable ($6.587 > 3.41$) which means there is a positive and significant influence between learning discipline and peer interaction with student learning outcomes. Education is a systematic transformative process to shape, direct, and change individual behavior, both in the private sphere and in the broader socio-community context. Through the integration of internalization of moral values and the dynamics of social interaction, this process plays a crucial role in shaping the character of students. Thus, they are prepared to become contributing individuals, not only in social life but also as an integral part of the universe .(Nurhaliza, 2024). This aligns with the focus of this research, which is to analyze the influence of learning the Taisirul Kholaq book and peer interaction on student behavior.

Based on the results of the data analysis, it was found that peer interaction variables had a greater and more significant influence than learning the Taisirul Kholaq book on student behavior. This indicates that in the process of character and behavior formation, the role of the social environment particularly peers is much more dominant. The intensity of interaction that occurs between students in dormitory life 24 hours a day contributes significantly to the formation of their attitudes, habits, and daily behavior patterns. Nevertheless, learning the book still plays an essential role as a moral compass and the foundation of moral values that underlie every action.

CONCLUSION

Based on the results of quantitative research on the influence of learning the Taisirul Kholaq book and peer interaction on the behavior of students at P3TQ Al-Hidayah Bandar Kidul Mojoroto Kediri City, it can be concluded that both variables have a significant influence on student behavior. Learning the Taisirul Kholaq book plays an important role in shaping the character and positive

behavior of students, especially in aspects of discipline, manners, and responsibility. In addition, peer interaction also makes a major contribution in shaping the behavior of students, where a good social environment can encourage students to behave positively and support each other in the learning process. Thus, synergy between book learning and peer interaction is very necessary to create a conducive educational environment and shape student behavior in accordance with Islamic values.

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the first author used ChatGPT (OpenAI) to assist with language refinement, grammar improvement, and paragraph organization. Following its use, all content was thoroughly reviewed, edited, and verified by the author, who assumes full responsibility for the final manuscript.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing; Formal analysis; Methodology; Writing - original draft.
Author 2: Conceptualization; Data curation; Investigation; Supervision; Validation.
Author 3: Data curation; Investigation; Supervision; Validation.

DECLARATION OF COMPETING INTERESTS

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this article.

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