



Psychological Assistance in Enhancing the Emotional Intelligence of Tahfidz Students at Rumah El Imam Ibnu Qoyyim, Yayasan Tarbiyatul Ajjal Darussalam

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Article Info

Article history:

Received May, 2025

Revised May, 2025

Accepted June, 2025

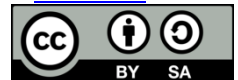
Keywords:

Emotional intelligence,
Islamic boarding school,
Psychological assistance,
Tahfidz students,
Qur'an House,
Islamic boarding school

ABSTRACT

Implementation of psychological mentoring program in improving emotional intelligence of tahfidz students at Rumah Qur'an El-Imam Ibnu Qoyyim, Tarbiyatul Ajjal Darussalam Foundation. Mentoring is carried out through psychoeducation, spiritual guidance, and daily worship habits integrated into students' activities. The results of the internship show that a psychological approach combined with spiritual strengthening is effective in helping students recognize, manage, and express emotions in a healthy way. In addition, this program also plays a role in reducing psychological stress due to the burden of memorization and social dynamics in the Islamic boarding school environment. The involvement of musyirifah who are emotionally and morally ready also supports the adaptation process and character development of students. Overall, psychological mentoring has been proven to improve mental well-being, learning motivation, and shape the character of students who are independent and have noble morals.

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1. INTRODUCTION

Psychological well-being and emotional management are important aspects in supporting the success of the learning process, especially in the environment of tahfidz Islamic boarding schools that require high discipline and perseverance. Tahfidz students often face emotional pressure that can interfere with their concentration and motivation in memorizing the Qur'an. Therefore, psychological assistance aimed at increasing emotional intelligence is important to help students manage their emotions effectively and build mental resilience during the tahfidz process. With emotional intelligence training, the students will not only be able to memorize the Qur'an well but also become individuals who are patient, wise, and capable of interacting harmoniously within society (Nurhillyani, 2022). Appropriate psychological assistance is expected to create a learning environment that supports the mental and spiritual development of the students.

Research by Nurhillyani (2022) shows that developing emotional intelligence through a psychological assistance program can improve students' ability to manage pressure and stress, thus supporting their success in learning and social life in Islamic boarding schools. This program not only strengthens psychological aspects but also integrates spiritual values that are in accordance with the Islamic boarding school environment, such as through dhikr, prayer, and prayer activities.

However, based on initial observations at the Rumah Quran Yayasan Tarbiyatul Ajjal, there are still students who have difficulty managing their emotions, such as getting angry easily, being sad, and lacking motivation to learn. This condition is a concern because it can hinder the process of tahfidz and the development of the character of students holistically. Therefore, it is important to design and implement a psychological assistance program that can overcome these emotional problems effectively.

The use of psychological approaches equipped with Islamic values in Islamic boarding schools has proven effective in increasing mental resilience and motivation of students, and is able to help them face emotional and academic challenges. Thus, this study aims to determine the role of psychological assistance in increasing the emotional intelligence of tahfidz students in the Islamic boarding school environment, so that it can support the success of the tahfidz process and the formation of harmonious character.

2. METHOD

To answer the problems that exist in the scope of the El-Imam Ibnu Qoyyim Qur'an House, the author together with the accompanying staff conducted observations and interviews with tahfidz students regarding emotional management and the success of the psychological assistance program implemented. Therefore, the author conducted observations and interviews with one of the students in the learning activity room on Wednesday, May 15, 2024, at 10.15 WIB.

3. RESULTS AND ANALYSIS

Based on the internship activities that have been carried out at the El-Imam Ibnu Qoyyim Qur'an House, the author participated in the process of observing and interviewing students who experienced challenges in managing emotions and the success of the psychological assistance program that was implemented. The author conducted observations and interviews with one of the students in the learning activity room on Wednesday, May 15, 2024, at 10.15 WIB.

The purpose of this activity is to understand the factors that influence students' emotional management and to determine the psychological impacts experienced by them during the process of participating in the coaching program. According to the theory put forward by experts, individuals who have difficulty managing their emotions tend to show disorders in their social and psychological aspects, which can affect the learning process and social interactions in the Islamic boarding school environment [2], [3].

3.1. The Role of Psychological Assistance in Islamic Education

Psychological guidance in Islamic education plays an important role in helping students manage their emotions and improve their mental health. This approach is carried out through psychoeducational activities and spiritual activities such as dhikr, prayer, and prayer, which help students recognize, understand, and regulate emotions in a healthy way. According to Nurhillyani (2022), organized guidance can help students overcome emotional stress such as anxiety and stress due to heavy memorization demands and addition, research by Prawoto et al. (2024) highlighted the importance of spiritual counseling services that increase motivation and reduce anxiety of students, showing that the integration of spiritual and psychological approaches is effective in supporting the mental well-being of students. With good mentoring relationships and social support, students are able to manage their emotions well, increase their emotional intelligence, and achieve success in the tahfidz process and the development of their Islamic character.

3.2. The Influence of Spiritual and Psychological Approaches on the Emotional Well-being of Students

Spiritual and psychological approaches have a significant positive influence on the emotional well-being of students. Spiritual activities such as praying, dhikr, and performing prayers provide peace, meaning, and mental strength when facing various life challenges. Pargament (2021) stated that these spiritual activities can provide a sense of calm and self-strength when facing pressure. In addition, according to Madaniah (2023), students who routinely perform dhikr and prayer show higher levels of calm and life satisfaction. This approach not only helps in managing stress and negative emotions, but also builds a strong and harmonious character, in accordance with Islamic values. Thus, the integration of spiritual and psychological approaches has been shown to improve the emotional well-being of students as a whole, so that they can learn and interact better in the Islamic boarding school environment.

3.3. Limitations and Challenges in the Implementation of Psychological Assistance

The implementation of psychological assistance in the Islamic boarding school environment is faced with a number of limitations and challenges that need to be considered so that the program runs effectively. One of the main challenges is the readiness and competence of the assistants, especially the musyrifah or female Muslim caregivers who must be cognitively, emotionally, morally, and behaviorally ready. Sa'diah et al. (2025) emphasized that "assistance by musyrifah who are cognitively, emotionally, morally, and behaviorally ready can help new students to adapt to the Islamic boarding school environment better." In addition, limited human resources and lack of special training are also obstacles in implementing psychological and spiritual approaches optimally. However, with training strategies and strengthening the competence of assistants, these challenges can be minimized to support the success of the psychological assistance program in improving the emotional well-being of students.

4. CONCLUSION

Based on the results of the internship and observations conducted by the researcher, it was concluded that the psychological mentoring program implemented at the El-Imam Ibnu Qoyyim Qur'an House has proven effective in increasing the emotional intelligence of tahfidz students. Through psychoeducation activities, spiritual guidance, and the habituation of daily worship, students are able to recognize, manage, and express emotions in a healthier way. This mentoring also helps students overcome psychological pressure due to the burden of



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memorization and social dynamics in the Islamic boarding school environment. The involvement of musyrifah who have emotional and moral readiness also plays an important role in the adaptation process and character development of students. The results of the internship show that an approach that integrates psychological and spiritual aspects can improve mental well-being, learning motivation, and shape the character of students who are more independent, patient, and have noble morals. This program is expected to be a model for developing character education in the Islamic boarding school environment.

ACKNOWLEDGEMENT

Thank you to Rumah Qur'an El-Imam Ibnu Qoyyim and Yayasan Tarbiyatul Ajyal Darussalam for the opportunity, guidance, and valuable experience during the student internship.

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