Parenting Module Development Based on Intelligences Intelektual, Emotional, and Spiritual (IES) for Strengthening Student Character in Boarding Schools

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Abstract
Purpose: This study aimed to describe the level of need, determine the design form, and analyze the level of validation, practicality, and effectiveness of developing IES-based parenting modules in strengthening the character of students in boarding schools.

Methodology: Research using Research and Development (R&D) with the ADDIE model approach (Analysis, Design, Development, Implementation and Evaluation) with data and information collection techniques carried out through documentation studies, literature studies, filling out questionnaires, interviews, and digging primary sources of information relating to the upbringing of students in dormitories, which can be accounted for.

Results: The results of this research were qualitative and quantitative. The results showed that (1) the development of this IES-based parenting module is based on the needs of boarding teachers and students; and (2) the module design follows the structure of the learning model, which consists of a cover page, an introduction containing rationale, aims, benefits, targets, foundations,principles of care, models of care, main duties of boarding teachers, stages of care, daily life of students, and operational standards for boarding teachers. (3) The module developed is proven to be valid based on the validator's assessment, receiving an average score of 4.55, which means Very Good. (4) the assessment of the practicality of the module obtained an average of 4.33 on the effective usefulness of the module in helping the implementation of care, and 4.24 on the ease of the module to understand and carry out, and at 4.29 on the evaluation of questions that are appropriate to the care material being taught. (5) In the effective assessment, it can be concluded that care using the IES-based care module is effective, based on a student completion of 87.09%. This research adds to the scientific knowledge and helps in the form of parenting modules for schools, boarding teachers, and students.

Keywords: *Boarding school education, IES intelligence, and student characteristics*

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1. Introduction

The development of character education for children's development is very interesting to explore and develop continuously and also about their upbringing to adapt to the conditions of current developments, technology, the environment, current needs, self-motivation, and their dreams for the future. In accordance with the Ministry of National Education (2010), character education is conducted to achieve national education goals. Namely, the development of the potential of students to become

human beings who are devoted to God Almighty, have noble character, are knowledgeable, capable, healthy, creative, independent, and become democratic and responsible citizens.

The dynamics of education in the dormitory also reveal many challenges that need to be resolved because bringing together students with diverse backgrounds, ethnicities, regions, families, habits, and previous education is not easy and fast in creating a situation that is uniform and in accordance with the vision and mission. To become a boarding school target requires maximum effort and careful planning and requires continued struggle for development and continuous improvement to obtain the best results that can be achieved. Life in a dormitory consisting of various individuals with different sociocultural backgrounds. "A variety of diverse personality characteristics result in conflicts between individuals or interpersonal conflicts that are motivated by differences of opinion, individual interests, and misunderstandings in interactions' (Rachmawati & Komariah, 2016).

The results of the author's observations as a dormitory teacher found that many student problems stem from students' habitual character, which is still lacking in discipline, independence, awareness of the importance of clean living, awareness of obligations and responsibilities as students, and also as servants of God. Likewise, student problems related to the obligation to follow the rules imposed at school are still low, with the discovery of many violations of school rules committed by students both in the classroom and school environment and outside the classroom and school environment.

Some of the problems found among students in boarding school are very diverse, including: starting from their arrival at the beginning of the meeting with their adjustment to the habits or rules applied at the boarding school, comfort in daily social life mingling with friends who have different ways of life and their daily habits, their independence, which is usually always with their family and must try independently to complete it, getting used to the routine of worship carried out together with friends in the dormitory, participating in student organizations and various forms of trust and responsibility as leadership training, their responsibility for personal hygiene and personal belongings, and working together in one room for harmony and mutual comfort. This has an impact on students who become irritable, angry, and suspicious of one another.

The problems of students in managing themselves in their daily attitudes, managing their emotions so that they do not harm themselves and others, managing the problems that are present in their lives so that they become positive energy, managing their enthusiasm so that they are not lazy in participating in all activities and some problems that originate from mistakes in self-management that are immature, and students' dependence on their parents is still very high, and so on, all of which require a process of being guided and trained with patience and high motivation. According to Abbas (2019), the ability to manage interpersonal conflict is a person's ability to manage conflict between two parties who have basic needs; the desire to be respected and treated as human beings; the desire to be in control; self-esteem; and the desire to be consistent, which can trigger conflict if not met.

Students' problems in terms of discipline, managing time during activities and punctuality still need to be strengthened and constantly reminded, for example, when they wake up from a predetermined sleep, they still find it difficult to get up independently and continue their prayer activities, dhikr, du'a, tahsin and tahfidz Al -Qur'an. Then, to go to school on time, wearing the uniform that has been determined, even though some students' personal awareness still has to be reminded continuously and monitored regularly, even when taking a shower, many of them have to be reminded, and if they are not reminded, some students rarely take a shower.

Students are still low in carrying out responsibility for a task that is entrusted to them; for example, in certain activities they are given responsibility, and the results of fulfilling that responsibility are still low if the teacher's control is not optimal. Likewise, the fulfillment of trust in students remains low; for example, students are entrusted with goods by their parents. certain tasks but are simply overlooked; for example, leaving messages to be conveyed to other friends and certain assignments are also simply missed without being conveyed to the person concerned. Based on the background above, the parenting module for strengthening good character in students is the main target of daily coaching, because we

believe that by strengthening good character in students, it will reduce the number of potential negative things that are likely to arise from good students when this and in future lives. For this reason, we, as researchers, focus on student character. Meanwhile, the solution we offer to the above problem is a parenting module based on three intelligences (Intellectual, Emotional and Spiritual), which will improve students' character in their daily lives. Therefore, in this research, we gave the title "Development of an EIS-based parenting module for strengthening character in boarding schools."

1.1 Formulation of the problem
In this study, we focus on developing an IES-based parenting module in an effort to strengthen the character of students in boarding schools using an R&D development research model with the following problem formulation:
1. What is the level of need for IES-based parenting modules to strengthen students' character in boarding schools?
2. How is the IES parenting module designed to strengthen students' characteristics in boarding schools?
3. What is the level of validity of the IES-based parenting module for strengthening students' character in boarding schools?
4. What is the level of practicality of the IES-based parenting module for strengthening students' character in boarding schools?
5. What is the level of effectiveness of the IES-based parenting module in strengthening the character of students at boarding schools?

1.2 Research Objectives
The aims of this study were as follows:
1. Knowing the level of need for IES-based parenting modules to strengthen student characteristics in boarding schools.
2. Understand the design of IES-based parenting modules to strengthen student characteristics in boarding schools.
3. Knowledge of the level of validity of the IES-based parenting module for strengthening student character in boarding schools.
4. Determine the level of practicality of the IES-based parenting module to strengthen student character in boarding schools.
5. To determine the level of effectiveness of the IES-based parenting module in strengthening the character of students in boarding schools.

2. Literature Review
2.1. Behavioristic Learning Theory
Behavioristic learning theory is also known as behavioral learning theory because the analysis is carried out on behavior that is visible and can be measured, described, and predicted. Learning is a change in human behavior caused by environmental influences. Behaviorism only wants to know how the behavior of individuals who learn is controlled by environmental factors, meaning that it places more emphasis on human behavior. This theory views individuals as reactive creatures who respond to their environment (Khaneghahi, Sefatgol, & Siyasar, 2022). The experience and maintenance of this experience shape the behavior of individuals who learn.

Behaviorists view that learning is a change in behavior as a result of the interaction between stimulus and response (Sarker, Gain, Saha, Mondal, & Ifte, 2024). Thus, we can understand that learning is a form of change experienced by students in terms of their ability to behave in new ways as a result of the interaction between stimuli and responses. Students are considered to have learned if they can show changes in their behavior. For example, students can be said to be able to read if they can demonstrate their reading ability.

According to behavioristic theory, what happens between a stimulus and a response is considered unimportant to pay attention to because it cannot be observed and measured; what can be observed is

only the stimulus and response. Therefore, whatever the teacher gives is a stimulus and whatever the students produce is a response, everything must be observable and measurable. Behaviorists prioritize measurement because measurement is important to see whether changes in behavior occur.

The characteristics of this theory are that it prioritizes small elements and parts, is mechanistic, emphasizes the role of the environment, emphasizes the formation of reactions or responses, emphasizes the importance of training, emphasizes the mechanism of learning outcomes, emphasizes the role of abilities, and the learning outcomes obtained are the emergence of the desired behavior. In this learning theory, it is often called psychological stimulus-response (S-R), meaning that human behavior is controlled by rewards and reinforcement from the environment. Thus, there is a close relationship between behavioral reactions and stimuli in learning behavior. Educators who adhere to this view hold that student behavior is a reaction to the environment and the result of learning.

The implications of behavioristic theory in learning activities depend on several factors such as learning objectives, nature of lesson material, characteristics of students, media, and learning facilities available. The learning that is designed and implemented is based on behavioristic theory, which views knowledge as objective, certain, fixed, and unchanging. Knowledge has been neatly structured so that learning is the acquisition of knowledge, while teaching transfers knowledge to the person learning or students. Students were expected to have the same understanding of the knowledge taught. This means that what educators or teachers understand is what students must understand.

2.2. Cognitive Learning Theory
Cognitive learning theory emphasizes the learning process more than learning outcomes. Cognitive school adherents say that learning does not simply involve a relationship between stimuli and responses. If behavioristic learning theory studies the learning process as a stimulus-response relationship, cognitive learning theory is a form of learning theory that is often referred to as a perceptual model. Cognitive learning theory posits that a person's behavior is determined by their perception and understanding of situations related to their learning goals. Learning is a change in perception and understanding that cannot always be seen as visible behavior. According to the cognitive theory, knowledge is built within a person through a continuous process of interaction with the environment. This process is not separate but a flowing, continuous, and comprehensive process (Pervin & Begum, 2022). According to cognitive psychology, learning is an effort to understand something. This effort is being actively carried out by students.

This activity can take the form of seeking experiences, seeking information, solving problems, observing the environment, and practicing something to achieve certain goals. Cognitive psychologists believe that previous knowledge greatly determines the success of learning new information or knowledge. Cognitive theory also emphasizes that parts of a situation are interconnected with the entire context of the situation. Separating or dividing the situation/subject matter into small components and studying them separately will result in the loss of meaning. This theory posits that learning is an internal process that includes memory, retention, information processing, emotions, and other psychological aspects.

2.3. Parenting style
Parenting or other terms is called parenting styles occur in a family. The family is the first institution in a person's life where children learn and express themselves as social beings. Family provides important social and environmental relationships in the learning process of people, situations, and skills (Wanggai, 2022). The first lesson given by this family is very influential in shaping the child's personality in the future, and the learning process in this family is given both directly and indirectly through interactions that occur between parents and children, which, in other terms, is called parenting style. This is in line with the view of Tanha et al. (2023), who stated that parenting is a process that shows continuous interaction between parents and children, and this process provides a change for both parents and children.

2.4. Intellectual, Emotional and Spiritual Intelligence (IES)

2.4.1. Intellectual intelligence

According to Triyono and Herdiyanto (2017), intellectual intelligence is the ability to learn from experience, think using metacognitive processes, and adapt to the surrounding environment. Intellectual intelligence is a person's ability to analyze logic and reason. This is related to speaking skills, spatial intelligence, awareness of visible things, and mastery of mathematics. IQ measures our speed at learning new things, focusing on various tasks and exercises, storing and recalling objective information, engaging in thought processes, working with numbers, thinking abstractly and analytically, as well as solving problems and applying pre-existing knowledge (Prinhandaka, Rohman, & Wijaya, 2023).

Ibn Manzhur categorizes the term intellectual intelligence with reason, restraining, preventing, distinguishing, binding mine, and interpreted as Aql (literally). `aql is also equated with alhijr (restraining) one's desires. If you look closely at the word `aql, it appears in such a broad way that the meaning of the word `aql also has strong support from the Qur'an. The binding function of aql has been scientifically studied in semiotics (science of signs), which is very useful in all scientific disciplines. The `aql in question is closely related to the verse which can only be understood with the `aql. `aql of this type is what Farabi differentiates from intellectual.

The function of Intellectual Intelligence in the Qur'an according to Wiramarihardja regarding intellectual intelligence, he mentions three indicators of intellectual intelligence which relate to three cognitive domains, including: figure ability (understanding and reasoning in the field of form), verbal ability (understanding and reasoning in the field of language), and numerical abilities (understanding related to numbers.

2.4.2. Emotional Intelligence

Emotional Intelligence The first use of the term "EQ" (Emotional Quotient) or social intelligence in publicly distributed printed works was in 1987 in an article by Keith Beasley in the British Mensa magazine. Even so, the term emotional intelligence was only popularized in 1995 by psychologist and behavioral science journalist Dr. Daniel Goleman in his book Emotional Intelligence – why it can matter more than IQ (Goleman, 2002).

In 1990, psychologists Salovey from Harvard University and Mayer from the University of New Hampshire coined the term emotional intelligence. They use this to explain the causal relationship between empathy, expressing and understanding feelings of anger, controlling anger, the ability to solve problems independently, discussing and solving problems, friendliness, and respect. These two psychologists also explained the meaning of emotional intelligence, which is defined as an ability or intelligence in which there is the ability to understand the feelings of oneself and others.

Furthermore, there are several characteristics of people with emotional intelligence, namely, being able to recognize their own feelings, being able to read other people's feelings, knowing their own strengths and weaknesses, not easily getting irritated (offended), tending to be good listeners, being open-minded and able to accept other people's opinions, and not embarrassed to apologize first.

2.4.3. Spiritual intelligence

Spiritual intelligence is a necessary foundation for effective functioning of IQ and EQ. In fact, SQ is the highest intelligence Suharto and Yuliansyah (2023), stating that spiritual intelligence allows a person to recognize the value of traits in other people, as well as in themselves. Zohar and Marshall define spiritual intelligence as intelligence to face and solve problems of meaning and value, namely intelligence to place behavior and life in the context of a broader and richer meaning, intelligence to judge that one's actions or way of life are more meaningful (Syarif, Rumengan, & Gunawan, 2021).

According to Stephen R. Covey, spiritual intelligence is the most basic center among other intelligences because it is a source of guidance for other intelligences. Spiritual intelligence

represents a longing for meaning and connection with infinity (Li, 2005). Ary Ginanjar Agustian with his book, (Secrets of Success in Building Emotional and Spiritual Intelligence ESQ through the 6 Pillars of Faith and 5 Pillars of Islam) explains that the fundamental aspects of Islam through the pillars of Faith and the pillars of Islam have so far only been memorized, but have not received a deep meaning in them. practical and appreciative forms. With this phenomenon as a background, Ary Ginanjar Agustian made a breakthrough in building spiritual intelligence based on the six Pillars of Faith and five Pillars of Islam. Thus, it requires practical actualization through habituation, training, and continuous learning, thereby enabling humans to achieve spiritual experience and spiritual intelligence (SQ).

Agustian, Zohar and Marshall indicate that the signs of a well-developed SQ include the following: Tawazzun (Ability to be flexible), Kaffah (Search for basic answers in seeing various problems holistically), Having high awareness and istiqomah in life inspired by a vision and values, Tawadhu" (Humble heart), Sincerity and resignation in facing and exceeding trials, and having integrity in conveying vision and values to others.

3. Research Methods
3.1. Types and Models of Research
This research was conducted at the Insan Scholar Madani Serpong High School, specifically for the implementation of research in class X for boys and girls, totaling 63 students (30 boys and 33 girls). This study is a type of Research and Development (R&D) research. Suryadie (2014) explains that R&D is a process or step to develop a new product or improve an existing product, which can be accounted for. According to Budiyono (2017:8), the Research and Development (R&D) method is a research method produces a product in a certain field of expertise, which is followed by certain by-products and is effective.

3.2. Data analysis technique
3.2.1 Quantitative data analysis
The data that has been obtained through collecting questionnaires from respondents is then analyzed, because the data is obtained from questionnaires, to calculate the statistics, the data is transformed into quantitative data. Therefore, to analyze the data, statistical formulas were used. The formulas used are as follows:

$$P = \frac{Ŧ}{N} \times 100$$

Information :
P = Percentage number
Ŧ = The frequency the percentage is being searched for
N = Number of frequencies/number of individuals (Arikunto, 2019)

Table 1. Average Score and Classification

No	Average Score	Classification
1	$4,2 < x \leq 5$	Very Good
2	$3,4 < x \leq 4,2$	Good
3	$2,6 < x \leq 3,4$	Not Good
4	$1,8 < x \leq 2,6$	Not Good
5	$1,0 < x \leq 1,8$	Very Not Good

Data were obtained from the results of validation tests by material experts and parenting experts as well as field tests by students and teachers, calculated or opinionated using a Likert scale with a score range of 1-5. The following conversion guidelines were provided for the five rating categories (Nesri & Kristanto, 2020):

Table 2. Validity Criteria Table Structure

No	Average Score	Criteria
1	$4,2 < x \le 5$	Very Valid
2	$3,4 < x \le 4,2$	Valid
3	$2,6 < x \le 3,4$	Less Valid
4	$1,8 < x \le 2,6$	Invalid
5	$1,0 < x \le 1,8$	Very Invalid

To test the effectiveness of the IES-based parenting module. Analysts use the t-test statistical formula by searching the data obtained from the questionnaire.

4. Research Results and Discussion
4.1. Research Results
The parenting module was implemented in class X for 65 students and was carried out in October and November in the students' daily activities. In this study, the researcher implemented all the activities in the parenting module, both from the IES-based parenting module as well as the Guide for Dormitory Teachers and student worksheet books. The parenting activities started in the morning by carrying out activities from waking up, sunnah prayers, morning prayers, dhikr, tahsin tahfidz, breakfast, cleaning the room, and going to school by motivating students, and letting them know the purpose and importance of these activities that are carried out every day, that is, where good character is built with full discipline and responsibility.

In the afternoon (after Asr prayer), dhikr, sports, and free activities for students (some are used for sports hobbies, studying school material, memorizing, and others), and dormitory teachers are used for coaching students who have been scheduled. In coaching there is apperception, students are taught and directed to "Let's Observe" individual targets who will be trained in attitudes by the boarding school teacher. After carrying out this activity, students create questions, "Let's Ask." In this activity, there is a stage of orientation to the problem, bringing out experiences of students' attitudes, and asking questions. Next discuss the problem "Let's Discuss." To make it easier to solve the problem they want to practice, students look for supporting information regarding the existing problem and record it in "Searching for Information'. During the discussion, the students were allowed to ask questions and respond to anything the dormitory teacher said. In this stage, guidance can approach and deepen the student's personality to help students with their attitudes and characters.

In the evening, it starts with congregational Maghrib prayers, dhikr, dinner, Isha prayers, reading al-Mulk, and religious knowledge learning activities from Hadith, Fiqh, Arabic, Muhadhoroh, and Islamic history, followed by individual study activities and student counseling according to the schedule., which was determined. The following is a presentation of the results of implementing the parenting and counseling module developed.
1. The first meeting
   At the first meeting, the group explained to the students the parenting module techniques (counseling). This first meeting aimed to understand the instructions in the parenting module, and the researcher also explained this to students who were still confused. The obstacle experienced at the first meeting was that the students were still confused about the most recent parenting activities. The activity of observing students' daily activities starts from waking up independently, explaining why they have to do this, and so on.
2. Second meeting
   In the second meeting, individual practice with one student is practiced in the parenting module according to the schedule, and the student already understands the individual parenting instructions contained in the module, but the teacher needs to provide motivation and explain the instructions so that students understand better. The obstacle experienced at the second meeting was 45 min, so that the learning could not be completed that day.

3. Third Meeting

At the third meeting, students already understand the individual care instructions contained in the module and can be carried out according to a predetermined schedule, but the teacher needs to provide motivation and explain the instructions so that students understand better. Obstacles were no longer experienced. Care is good and according to the plan. Next, we prepared a parenting module assessment instrument in the form of an assessment sheet to observe parenting implementation. The care implementation observation sheet was adapted for the care module that was being developed. The table below shows a breakdown of the assessment aspects and number of statement items used in the care implementation observation sheet.

Table 3. Structure of the Assessment Aspect Table Care Implementation Observation Sheet

No	Assessment Aspects	Number of Items
1	Preliminary activities	5
2	Core activities	10
3	Closing Activities	5
	Amount	20

Based on the results of these observations, the following quantitative values were obtained: $4 \times 9 = 36$ and $5 \times 11 = 55$, which means $36 + 55 = 91$ and $91:20 = 4.55$. An average score of 4.55, which means very good implementation of the IES-based parenting module. The following conversion guidelines are shown in five-scale rating categories (Omeri, 2015).

Table 4. Structure of the five scale assessment table

No	Average Score	Classification
1	$4,2 < x \leq 5$	Very Good
2	$3,4 < x \leq 4,2$	Good
3	$2,6 < x \leq 3,4$	Not Good
4	$1,8 < x \leq 2,6$	Not Good
5	$1,0 < x \leq 1,8$	Very Not Good

4.2 Evaluation Results (Assessment)

The fifth stage of the ADDIE development model was the evaluation or assessment stage. After the implementation stage, the next stage was the assessment of the parenting module. At this stage, the module assessment considered the practicality and effectiveness of the learning module. A practical aspect can be seen in the student response questionnaire. Meanwhile, the effectiveness aspect was seen from the results of the post-test scores. Implementation of the post-test and filling out of the student response questionnaire will be carried out on November 15, 2023. The following is a presentation of the evaluation stage results.

4.2.1 Practicality aspect assessment questionnaire

Practicality assessment questionnaires consist of two types: teacher practicality and student practicality assessment questionnaires. A practicality assessment questionnaire was prepared based on the usefulness and ease of use of learning tools by considering theoretical studies based on Firdayani ((Firdayani, 2019). This table shows a breakdown of the assessment aspects and the number of statement items used in the practicality assessment questionnaire. The following are the conversion guidelines for the five rating categories (Suresman, 2011).

Table 5. Structure of the five scale assessment table

No	Average Score	Classification
1	$4,2 < x \leq 5$	Very Good
2	$3,4 < x \leq 4,2$	Good
3	$2,6 < x \leq 3,4$	Not Good
4	$1,8 < x \leq 2,6$	Not Good

5	$1,0 < x \le 1,8$	Very Not Good

Table 6. Table Structure Assessment Aspects

No	Assessment Aspects	Number of Items
1	Usefulness	7
2	Convenience	8
	Amount	15

From the results of this assessment, a mean of 4.33 was obtained for the effective usefulness of the module in helping to implement care, and 4.24 for ease of understanding and carrying out, and 4.29) evaluating questions that were appropriate to the care material being taught. These results indicate that the IES-based parenting module is very effective and practical for use.

Table 7. Structure of the Questionnaire Assessment Aspect Table Practicality Assessment for Students

No	Assessment Aspects	Number of Items
1	Usefulness	7
2	Convenience	8
	Amount	15

From the results of this assessment, a mean of 3.84 was obtained for the effective usefulness of the module in helping the implementation of care, and 3.44 for the ease of the module to understand and carry out, and at 3.95 for evaluating questions that were appropriate to the care material being taught. These results indicate that the IES-based parenting module in the assessment category is good and practical.

4.2.2 Assessment of aspects of the effectiveness of parenting modules
There are two ways to assess the effectiveness of the IES-based parenting module when used in the process of caring for students, namely the first by showing the results of the student's character report in the 1st term before using the IES-based parenting module with the results of the character score report in the 2nd term after using and implementing the module IES-based parenting, and secondly with pre-test and post-test questionnaires.

1. With character report scores before and after using the IES-based module
   From the 10 character scores of 63 male and female students in the 1st term and 2nd term, the average was calculated, and the following results were obtained:

Table 6. Table structure comparing the 1st term and 2nd term

No	Character	1st Term Value	2nd term value
1	Salimah Aqidah	83,52	87,32
2	True worship	83,31	87,08
3	Honest integrity	83,92	87,08
4	Honor	84,06	87,49
5	Responsibility	83,97	87,43
6	Optimistic	83,52	87,19
7	Self-control	83,31	86,70
8	Empathy	83,37	86,32
9	Leadership	82,88	87,30
10	Active learner	83,68	87,30

Table 7. Table Structure Average score for each class 10 student in the 1st term and 2nd term

No	Student Name	Grades in Term 1	Grades in Term 2	Pre Test	Pos Test

1	Ronald Rauf Nurima	89	90	1	2
2	Muhammad Ikhsan Ramadhan	87	89	1	2
3	Kafin Hirzal Haq	86	88	1	2
4	Fahri Ramadhan Sitorus	84	85	1	2
5	Nayaka Rammiro Amasachio Soerja	89	90	1	2
6	Muhammad Ghazwan Hendriawan Santoso	85	88	1	2
7	Fahriz Nabil Hakim	87	86	1	2
8	Muhammad Afif Habib Raviansyah	87	90	1	2
9	Athaullah Al Azzam	86	90	1	2
10	Rico Reyfalino Yacob	87	86	1	2
11	Vierdy Audya Vertadi	86	86	1	2
12	Almeer Fachry Muhammad	85	89	1	2
13	Denise Al Rasyid	86	88	1	2
14	Ikhla Aidin	87	87	1	2
15	Muhammad Abyan Sakha Yuliyanto	85	86	1	2
16	Muhammad Akbar Darmawan	87	90	1	2
17	Pasha Aditya Prijosoesilo	85	88	1	2
18	Anindya Fatah Muhammad	85	89	1	2
19	Mero Munassar Remmu	84	84	1	2
20	Muhammad Nur Faza	85	87	1	2
21	Muhammad Abyyu Zhofir Ramadhan	88	88	1	2
22	Haidar Aly Harun	85	87	1	2
23	Alif Camilo Adiwijaya	85	86	1	2
24	Kiandra Raffi Moeharam	87	88	1	2
25	Muhammad Umar Alfatih	85	87	1	2
26	Muhammad Zikri Mustan	85	87	1	2
27	Syarief Aqil	85	87	1	2
28	Tiffathul Haikal Rabbani	85	87	1	2
29	Zidane Bintang Nissandi	85	88	1	2
30	Muhammad Hanif	88	88	1	2
31	Maura Putri Raharjo	84	85	1	2
32	Salma Salima	85	85	1	2
33	Saskia Lestari Putri	84	86	1	2
34	Elmyra Anindya Sofyan	87	86	1	2
35	Rajwa Khairunisa	86	88	1	2
36	Nada Nasya Mufarricha	84	85	1	2
37	Sadina Athalia Khoir	85	86	1	2
38	Keiysa Puti Ramadhani	85	86	1	2
39	Annisa Mariyanka	87	87	1	2

40	Lady Anggita Raihannah Octapeni	84	85	1	2
41	Elsya Maghfirah Muthmainnah Daraughy	84	84	1	2
42	Mayra Putri Maulida	85	85	1	2
43	Farha Tsabitah Asyhari	84	86	1	2
44	Fildzah Madinah Qurrataain Dasril	84	86	1	2
45	Latifa Maltira	85	86	1	2
46	Latifani Maltira	86	87	1	2
47	Michiko Putri Alifa Maura	89	88	1	2
48	Najwa Maulida Zahara	85	86	1	2
49	Salsabilla Az-Zahra	85	87	1	2
50	Andi Althafia Syarafina Putri	85	86	1	2
51	Josefina Oriel Sidharta	85	86	1	2
52	Alyssa Najla Zahiyah	86	87	1	2
53	Qaysara Asati	87	86	1	2
54	Sofie Nadia Ardiyanti	88	87	1	2
55	Sabina Laiqa Maherunnisa	87	86	1	2
56	Najwa Putri Firmansyah	86	86	1	2
57	Zafira Laitsma	85	85	1	2
58	Amanda Artika Aulia Rizqi	87	86	1	2
59	Amellia Citra Salsabila	83	84	1	2
60	Andi Alfiyyah Inayah Ichsan	88	88	1	2
61	Mahira Husna Nur Jihan	85	86	1	2
62	Malsa Hamida	89	87	1	2
63	Viola Yajna Nareswari	88	87	1	2

Table 8. Structure of the Mean statistical table

Report			
VAR00001			
VAR00002	Mean	N	Std. Deviation
1.00	85.8254	63	1.47604
2.00	86.8254	63	1.50847
Total	86.3254	126	1.56884

From the data above, it can be seen that the average report card in the 1st term is 85.82, and the average in the 2nd term report card is 86.82, which shows an increase in character values. To test the effectiveness of the data, a t-test was conducted. Decision-making was made by looking at the significance value in the coefficient table. Usually, the basis for testing the regression results is a confidence level of 95% or a significance level of 5% ($\alpha = 0.05$). The criteria for the t-test (Mansur, 2018) are as follows:

If the significance value of the t-test is > 0.05, then H₀ is accepted, and Ha is rejected. This means that there was no influence between the independent and dependent variables. If the significance value of the t-test is <0.05, then H₀ is rejected and Ha is accepted. This means that there is an influence between independent and dependent variables.

Table 9. Structure of the Group Statistics T-test effectiveness test table

					Std. Error
Group Statistics					
	VAR00002	N	Mean	Std. Deviation	Mean
VAR00001	1.00	63	85.8254	1.47604	.18596
	2.00	63	86.8254	1.50847	.19005

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference
Independent Samples Test									
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
VAR00001	Equal variances assumes	.075	.784	-3.761	124	.000	-1.00000	.26590	-1.52628
	Equal variances not assumes			-3.761	123.941	.000	-1.00000	.26590	-1.52629

From the statistical data above, it can be shown that the results of hypothesis testing (T test) in the table above show that the significance value of the inventory intensity variable is 0.000, which is less than 0.05. This shows that the variables in the 1st term report card value have an effective influence on the 2nd term report card value.

2. With pre-test and post-test questionnaires
   The results of the responses from the pre-test and post-test questionnaires are attached. From the average results of the answers of class 10 students, a total of 63 pre-test students, namely the questionnaire that students filled out before being taught with IES-based modules, and the post-test, namely after students used the IES-based parenting module, the following data were obtained:

Table 10. Structure of the pre-test and post-test table

No	August 2	December 3	Pre-Test	Pos-Test
1	3,68	3,81	1	2
2	2,49	2,73	1	2
3	1,76	2,32	1	2
4	3,75	3,84	1	2
5	3,63	3,75	1	2

6	4,17	4,38	1	2
7	4,48	4,57	1	2
8	2,35	2,63	1	2
9	1,89	2,43	1	2
10	4,14	4,22	1	2
11	4,19	4,32	1	2
12	3,11	3,11	1	2
13	2,95	3,00	1	2
14	3,62	3,63	1	2
15	4,33	4,37	1	2
16	4,24	4,46	1	2
17	2,24	2,25	1	2
18	3,63	3,67	1	2
19	2,30	2,35	1	2
20	2,24	2,30	1	2
21	4,03	4,08	1	2
22	3,98	4,10	1	2
23	3,70	3,73	1	2
24	3,60	3,79	1	2
25	3,00	3,14	1	2
26	2,22	2,21	1	2
27	3,05	3,05	1	2
28	2,22	2,33	1	2
29	2,46	2,48	1	2
30	3,81	3,90	1	2

From the data above, the t-test was used to determine its effectiveness. Decision-making is performed by looking at the significance value in the coefficient table. Usually, the basis for testing the regression results is a confidence level of 95% or a significance level of 5% ($\alpha = 0.05$). The criteria for the t-test (Yahya & Yani, 2023) are as follows:

If the significance value of the t-test is > 0.05, then H_0 is accepted, and Ha is rejected. This means that there was no influence between the independent and dependent variables.

If the significance value of the t-test is <0.05, then H_0 is rejected and Ha is accepted. This means that there is an influence between independent and dependent variables.

Table 11. Structure of the Case Processing Summary T-test effectiveness test table

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
VAR00001 * VAR00002	60	100.0%	0	0.0%	60	100.0%

Case Processing Summary

Report			
VAR00001			
VAR00002	Mean	N	Std. Deviation

1.00	324.2000	30	83.41438
2.00	336.5000	30	80.03221
Total	330.3500	60	81.28206

Group Statistics					
	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	1.00	30	324.2000	83.41438	15.22931
	2.00	30	336.5000	80.03221	14.61182

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR00001	Equal variances assumed	.061	.806	-.583	58	.562	-12.30000	21.10538	-54.54701	29.94701
	Equal variances not assumed			-.583	57.901	.562	-12.30000	21.10538	-54.54855	29.94855

The results of hypothesis testing (T test) in the table above show that the significance value of the inventory intensity variable is 0.007, which is smaller than 0.05. This shows that student habit variables in Intellectual, Emotional, and spiritual intelligence influence student characteristics.

Finally, the post-test questions aim to ensure that the post-test questions that will be used are declared valid and appropriate for measuring the effectiveness of the parenting module being developed. The following are the results of expert validation of the post-test questions:

Table 12. Table Structure of Post-Test Question Validation Results

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

Based on the above data, it can be seen that the overall average is 4.4 with good criteria. Thus, the parenting module was declared valid and did not need to be revised. Based on the validation results, it can be concluded that the IES-based parenting module is valid, does not require significant overhaul, and is suitable for use in boarding schools.

The data used as the basis for the description of the results of this research were Student Character scores, IES Intelligence, Dormitory Education. From these data, processed using SPSS software to present descriptive statistics, some descriptive data can be obtained, including the number of respondents (N), average price -average (mean), average standard error (Standard Error of Mean), median or middle value, mode or values that often appear,Standard Deviation, Variance, range, minimum score, and maximum score as follows:

Table 13. Structure of descriptive variable table Description Data Descriptive variables

No.	Data Aspect		Y
1.	Number of Respondents *(N)*	Valid	63
		Missing	0
2.	Mean		336.50
3.	Standard Error Of Mean		15.22
4.	Median		116.00
5.	Mode		136
6.	Standard Deviation		14.942
7.	Variance		223.258
8.	Range		57
9.	Minimum Score		91
10.	Maximum Score		148
11.	Sum		6973

5. Conclusion and Suggestion

5.1 Conclusion

Based on the results of previous research and discussions, the following conclusions can be drawn:

1. The development of an IES-based parenting module to strengthen the character of students in boarding schools is based on the needs of boarding teachers and students, which, so far, has not had a specific parenting module as a guide in carrying out daily student care.
2. The form of the IES-based parenting module design for strengthening the character of students in dormitories follows the structure of the learning model consisting of a cover page, an introduction containing rationale, goals, benefits, objectives, foundations, principles of parenting, models of parenting, main tasks of the teacher dormitory, stages of care, daily life of students, operational standards for dormitory teachers, and consists of three books, namely, an IES-based parenting module book, a dormitory teacher's guidebook, and a student worksheet book.
3. The IES-based parenting module developed for caring for students in dormitories to strengthen student character is declared valid and can be implemented for parenting based on the validator's assessment.
4. The IES-based parenting module, which was implemented in Class 10 for the initial implementation test, was declared practical based on the responses of dormitory teachers and students who used this IES parenting module.
5. At the product evaluation stage, the IES-based parenting module was declared effective based on teacher and student responses, as seen from the results of student character reports before and after using the IES-based parenting module and pre-test and post-test.

Using the IES-based parenting module, which is considered new because it does not exist before, will make it easier for students and boarding teachers to achieve the goals and indicators of parenting, which include the formation of student character. It can also carry out promotions and establish communication with the public to attract student interest and build a positive image of society. The strategy also takes advantage of the psychological effects of students, where students will feel happy if they are noticed and specialized, for example, by giving gifts to them and giving surprises to those who are successful in being disciplined in activities, whose rooms are always clean, who are never late for activities, who are leaders for his friends in goodness, who is an example of his friends, who memorizes the most and is enthusiastic about memorizing, and who is the most well-mannered in his words and behavior, and so on.

5.2 Suggestion

In the description of the conclusion above, the author provides suggestions when carrying out student care activities so that they can improve and strengthen their character with fun things and build a positive image of care, the following suggestions we can give:

1. It is recommended that dormitory teachers pay more attention to nurturing students with interesting creativity and developing knowledge of effective and efficient student coaching, so that all students receive maximum benefits from coaching and improve appropriate student communication or counseling services. With the needs of students, they can successfully overcome the problems they face and regularly evaluate their care, so that they continue to be more varied in providing guidance to students.

2. It is recommended that parties who make policies for caring for students provide dormitory teachers with the opportunity to increase and develop their knowledge of caring for students with effective coaching methods, efficient and appropriate basics of consultation, development of the latest knowledge that is popular among students, and also carry out evaluations, because this evaluation will be the key to the success of the strategy implemented. If this strategy works well, it is certainly worth maintaining. However, if the strategy fails, another strategy that is more accurate and effective is required.

3. It is recommended for other research to carry out developmental research on the parenting curriculum, enriching parenting methods by conducting more in-depth interviews, not only with teachers and students, but also with parties related to parenting, as well as the community and specifically parents of students. who entrusts his child.

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