



Psychospiritual development and the formation of students' religious motivation in islamic boarding schools: A literature review and conceptual model

Inayah*

UIN Siber Syekh Nurjati
Cirebon, INDONESIA

Widodo Winarso

UIN Siber Syekh Nurjati
Cirebon, INDONESIA

Muslihudin

UIN Siber Syekh Nurjati
Cirebon, INDONESIA

Article Info

Article history:

Received: Jan 15, 2026

Revised: Feb 12, 2026

Accepted: March 14, 2026

Keywords:

Islamic Boarding School;
Psychospiritual; Religious
Motivation; Students'
Religiosity.

Abstract

This study examines the psychospiritual development of students in Islamic boarding schools (pesantren), focusing on how religious habituation, internalization of spiritual values, and social dynamics influence students' psychological well-being and religious motivation. The literature review synthesizes findings from previous studies on the role of religious practices such as congregational prayers, Qur'an recitation, and dhikr in shaping students' spiritual awareness and identity. Psychospiritual development in pesantren is shown to be an integrative process, affecting both spiritual and psychological dimensions, including concentration, self-regulation, and emotional stability. The study also explores the role of social factors, such as peer attachment and social support, in reinforcing religiosity and promoting psychological resilience. Additionally, it highlights the importance of religiosity in fostering hope, life satisfaction, and resilience, which contribute to students' subjective well-being. This paper proposes a conceptual model of psychospiritual development in pesantren, illustrating the interaction between religious habituation, value internalization, psychological regulation, and social support. The study concludes that psychospiritual development is a gradual and transformative process that evolves from external ritual compliance to intrinsic religious motivation, contributing to a sustainable form of religious consciousness among students.

To cite this article: Inayah, I., Widodo, W., Muslihudin, M., & Hidayat, A. (2025). Psychospiritual development and the formation of students' religious motivation in Islamic boarding schools: A literature review and conceptual model. *Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan*, 24(1), 13–25.

INTRODUCTION

Islamic boarding school education (pesantren) plays a crucial role in shaping the character, morality, and religiosity of Muslim youth. Beyond functioning as institutions for transmitting religious knowledge, pesantren serve as spaces for holistic spiritual formation that integrate religious learning, moral development, and the cultivation of religious experience (Lubis et al., 2018). Students' daily lives within pesantren are structured through continuous religious practices such as congregational prayers, Qur'an recitation, dhikr, and religious study circles, which are designed not only to strengthen religious knowledge but also to foster spiritual awareness and life orientation (Izzah, 2024). In a broader perspective, these structured practices reflect a systematic process of internalizing religious values that contributes to the formation of students' identity, emotional stability, and self-regulation, which are essential components of psychospiritual development (Paloutzian & Park, 2021; Utami et al., 2022). Thus, pesantren education does not merely emphasize ritual compliance but also facilitates the integration of spiritual and psychological dimensions in shaping students' holistic development.

In the context of contemporary social transformation, the formation of religiosity among younger generations faces increasingly complex challenges. The rapid advancement of digital technology, the expansion of global information flows, and shifting social lifestyles influence how individuals interpret and practice religious teachings (Nadhifah & Wahyuni, 2020). In many cases, religious practices are performed merely as formal routines without deep reflection or

* Corresponding author:

Inayah, PJJ Siber Syekh Nurjati Cirebon, INDONESIA
inayah.pjjpai@gmail.com

internalization. This phenomenon indicates that religiosity should not be understood solely as ritual behavior but as a multidimensional psychological and spiritual process involving awareness, emotional engagement, and intrinsic motivation (Cuevas & Dawson, 2021). From a psychological perspective, religiosity is also closely related to coping mechanisms and meaning-making processes that help individuals navigate life challenges (Koenig, 2015). Therefore, understanding religiosity requires a more integrative perspective that connects observable practices with inner psychological processes.

Religiosity is widely recognized as a multidimensional construct encompassing beliefs, practices, experiences, and value orientations in everyday life (Proctor, 2023; Oishi & Westgate, 2022). Within the psychology of religion, religiosity is closely associated with psychological well-being, resilience, and individuals' capacity to cope with life challenges (Graça & Brandão, 2024; Voytenko et al., 2023). In the context of Islamic boarding schools, recent studies demonstrate that religiosity significantly contributes to students' resilience (Amaliyah & Rini, 2024), subjective well-being (Dewi et al., 2024), and life satisfaction (Sufya & Abas, 2024). Other studies also highlight that spiritual practices such as mindful prayer can influence cognitive aspects such as learning concentration (Izzah, 2024), while religiosity combined with social factors such as peer attachment contributes to students' happiness (Sugiyanto et al., 2024). Moreover, structured psychospiritual interventions in pesantren have been shown to enhance student engagement and reduce academic stress, indicating that spiritual approaches can be operationalized in measurable educational outcomes (Musslifah et al., 2025). These findings confirm that religiosity operates within a complex interaction between psychological, social, and spiritual dimensions.

From a theoretical perspective, psychospiritual development provides a comprehensive framework to understand this integration. Psychospiritual development emphasizes the interaction between spiritual experiences and psychological processes, including self-regulation, emotional control, and meaning-making (Howard et al., 2021; Utami et al., 2022). Within pesantren, this development is supported by institutional structures that facilitate the habituation of religious practices and the internalization of core values such as sincerity, independence, and Islamic brotherhood, as reflected in the concept of Panca Jiwa Pondok (Aziz et al., 2025). In addition, the collective life of students within pesantren creates a strong social support system that plays an important role in reinforcing both psychological well-being and spiritual growth (Subhiyah & Nashori, 2021). These conditions position pesantren as a unique environment for studying the dynamic interaction between spirituality and psychological development.

However, despite the growing body of research, several critical gaps remain. First, most existing studies tend to examine religiosity and psychological well-being as separate variables, without sufficiently explaining the underlying psychospiritual processes that connect institutional practices, individual experiences, and social dynamics within pesantren contexts. Second, recent studies (Amaliyah & Rini, 2024; Dewi et al., 2024; Musslifah et al., 2025; Sufya & Abas, 2024; Sugiyanto et al., 2024) have primarily focused on outcomes such as resilience, well-being, and academic engagement, but have not systematically explored how these outcomes emerge through stages of psychospiritual development. Third, there is still limited effort to integrate findings from various empirical studies into a comprehensive conceptual model that explains the transformation of religiosity from external compliance into intrinsic motivation. As a result, the existing literature remains fragmented and lacks a holistic theoretical framework that captures the dynamic interaction between spiritual habituation, value internalization, psychological regulation, and social support in shaping students' religiosity.

In reality, psychospiritual development in pesantren involves a complex and gradual process that integrates institutional structures, habituation of religious practices, internalization of spiritual values, strengthening of psychological regulation, and social support within the student community (Musslifah et al., 2025). These processes contribute not only to psychological outcomes such as resilience and well-being but also to the formation of deeper and more intrinsic religious motivation. Therefore, a comprehensive synthesis of previous studies is necessary to bridge the gap between fragmented empirical findings and the need for an integrative conceptual understanding of psychospiritual development.

Based on these considerations, this study aims to examine previous research on psychospiritual development and students' religiosity through a literature review approach.

Specifically, this study seeks to identify research trends, analyze conceptual patterns, and formulate a conceptual model explaining how psychospiritual development contributes to the formation of students' intrinsic religious motivation within Islamic boarding school education. The contribution of this study lies in providing a synthesized and integrative framework that connects spiritual habituation, value internalization, psychological processes, and social dynamics into a unified model of psychospiritual development. This framework is expected to enrich theoretical discourse in the field of Islamic educational psychology and serve as a foundation for designing more systematic and sustainable psychospiritual development strategies in pesantren.

METHOD

This study employed a literature review approach aimed at examining and synthesizing previous studies related to psychospiritual development and students' religious motivation within the context of Islamic boarding school (pesantren) education (Snyder, 2019). This approach was selected to provide a comprehensive understanding of the development of psychospiritual studies in Islamic education while identifying patterns and trends in existing research findings. The data sources consisted of scientific journal articles retrieved from several academic databases, including SINTA (Science and Technology Index), GARUDA (Garba Rujukan Digital), DOAJ (Directory of Open Access Journals), and Google Scholar. The literature search was conducted using several keywords relevant to the research topic, including psychospiritual, psychospiritual development, students' religiosity, religious motivation, Islamic boarding school, students' psychological well-being, and students' resilience (Lubis et al., 2018), ensuring that the selected studies aligned with the focus of this research.

The unit of analysis in this study consisted of scientific journal articles that met the predetermined inclusion criteria. The initial search process identified 68 articles that matched the selected keywords. These articles were then subjected to a screening process by reviewing their titles and abstracts to determine their relevance to the research focus. At this stage, 37 articles were excluded because they were not directly related to the themes of psychospiritual development, religiosity, or students' experiences within the context of Islamic boarding school education, leaving 31 articles for further analysis. Subsequently, an eligibility assessment was conducted through a full-text review based on several criteria, including that the article must be a scientific journal publication, focus on religiosity or psychospiritual development and students' psychological dynamics, be published in a reputable or indexed journal, and be available in full text. Based on these criteria, 21 articles were excluded, resulting in 10 scientific journal articles selected as the final data sources (Nadhifah & Wahyuni, 2020).

The data in this study were analyzed using a thematic analysis approach to identify and synthesize patterns across the selected articles (Dewi et al., 2024). Thematic analysis was employed to analyze the selected articles, following the guidelines established by Braun and Clarke, (2006), which provide a systematic approach for identifying patterns within qualitative data. As outlined by Christou, (2022), thematic analysis is a flexible method that allows researchers to identify and report patterns within qualitative data, facilitating deeper insight into complex phenomena. This analytical process began with an in-depth reading of each article to understand its research focus and key findings, followed by the identification of themes related to psychospiritual development and students' religiosity. The findings were then categorized based on conceptual similarities, enabling the identification of recurring patterns across studies. Through this process, a synthesis of findings was conducted to construct a comprehensive conceptual understanding of how psychospiritual development contributes to the formation of students' religious motivation. The results of this synthesis were subsequently used to develop a conceptual model that explains the interaction between religious habituation, the internalization of spiritual values, psychological regulation, social support within the pesantren community, and the emergence of intrinsic religious motivation among students.

RESULTS AND DISCUSSION

Results

This study is a literature review aimed at examining and synthesizing various scientific studies that discuss psychospiritual development, spiritual guidance, religiosity, and the psychological dynamics of students (*santri*) within Islamic boarding school (*pesantren*) environments. The literature review was conducted to identify trends in previous research findings, map key conceptual frameworks, and explore research gaps related to psychospiritual development in the formation of students' religious motivation. Through this approach, the study does not involve field data collection but instead focuses on a critical analysis of research findings that have been published in scientific journals.

The literature search was conducted through several academic databases and scholarly search engines commonly used in academic research, namely SINTA (Science and Technology Index) as the primary database to ensure the indexing status of national journals, GARUDA (Garba Rujukan Digital) as a national scientific reference portal, DOAJ (Directory of Open Access Journals) as a directory of open-access journals, and Google Scholar as a cross disciplinary academic search engine. The use of multiple databases was intended to broaden the scope of the literature search while ensuring that the selected articles possessed sufficient academic credibility and were accessible in full-text format.

The search process employed a combination of several keywords related to the focus of the study, including *psychospiritual*, *psychospiritual development*, *spiritual guidance*, *mental-spiritual development*, *students' religiosity*, *religious motivation*, *santri*, *Islamic boarding school*, *students' psychological well-being*, *students' subjective well-being*, and *students' resilience*. These keywords were selected because preliminary searches indicated that studies explicitly using the term psychospiritual development of *santri* remain limited. Therefore, the search was expanded to include conceptually related terms, particularly those discussing spiritual development, religiosity, and the psychological dynamics of students within the context of Islamic education.

The articles included in this review were selected based on several criteria. First, the article had to be a peer reviewed scientific journal article, excluding theses, dissertations, and conference proceedings. Second, articles were prioritized from journals indexed in SINTA to ensure the quality of the literature sources. Third, the article had to demonstrate thematic relevance to the focus of this study, namely discussions on spiritual or psychospiritual development, religiosity, religious motivation, psychological well-being, resilience, or students' adjustment processes. Fourth, the article had to be available in full text format to allow comprehensive analysis. Fifth, articles were selected based on their substantive relevance to explaining the relationship between psychospiritual development and the formation of religious motivation.

Based on the identification, selection, and screening process, ten journal articles were identified as the most relevant to the research theme. This number was obtained after filtering a larger set of articles identified in the initial search. Several articles were excluded because they did not directly address psychospiritual dimensions, did not focus on the context of *santri* or *pesantren*, or discussed religiosity only in a general sense without linking it to the dynamics of spiritual development. Therefore, the ten selected articles represent studies with the strongest conceptual relevance and thematic alignment with the focus of this research.

The ten articles analyzed in this literature review consist of both qualitative and quantitative studies. Qualitative studies provide insights into models of spiritual development, religious habituation practices, and the processes of internalizing religious values in students' daily lives. Meanwhile, quantitative studies explain the relationships between psychological and religious variables, such as the association between religiosity and happiness, resilience, adjustment, and psychological well being. Combining these two approaches allows for a more comprehensive understanding of how psychospiritual development contributes to the formation of students' religious motivation, both in terms of developmental processes and psychological outcomes.

Therefore, this literature review was conducted through a systematic literature search and selection procedure, ensuring that the ten analyzed articles represent the most relevant studies for explaining the relationship between psychospiritual development and students' religious motivation within the context of Islamic boarding school education.

Table 1. Literature Review Article Selection Process

Stage	Process	Criteria / Description	Number of Articles
Stage 1	Literature Identification	The literature search was conducted through several academic databases: SINTA, GARUDA, DOAJ, and Google Scholar , using the following keywords: <i>psychospiritual, psychospiritual development, spiritual development, students' religiosity, religious motivation, Islamic boarding school (pesantren), students' psychological well-being, and students' resilience.</i>	68 articles identified
Stage 2	Initial Screening	Screening was conducted based on the relevance of the title and abstract to the research topic, focusing on religiosity or psychological dynamics within the context of Islamic education or Islamic boarding schools.	37 articles excluded
		Articles considered relevant for further examination.	31 articles remaining
Stage 3	Eligibility Assessment	Articles were further evaluated based on several criteria: (1) published as peer-reviewed journal articles , (2) originating from SINTA-indexed journals or journals with academic credibility , (3) available in full-text format , and (4) having strong thematic relevance to psychospiritual development, religiosity, and students (santri).	21 articles excluded
		Articles that met all eligibility criteria.	10 articles remaining
Stage 4	Final Articles Reviewed	The ten selected articles were used in the literature review. These articles consist of both qualitative and quantitative studies , providing a comprehensive understanding of the relationship between psychospiritual development, religiosity, and the psychological dynamics of students in Islamic boarding schools.	10 articles analyzed

Based on the identification, screening, and eligibility selection processes, ten journal articles were identified as having the strongest relevance to the theme of psychospiritual development and students' religiosity. These articles were then analyzed comparatively to identify patterns in research findings, methodological approaches, and the scientific contributions of each study to the field of psychospiritual studies within the context of Islamic boarding school education.

Table 2. Summary of the Review Results of Ten Articles on Psychospiritual Development

Author	Title	Journal, Year, Vol. No.	Research Results	Main Findings	Scientific Contribution
Khairuddin Lubis, Saiful Akhyar Lubis, Lahmuddin Lubis	Spiritual Mental Development of Students in the Integrated Modern Islamic Boarding School Darul Mursyid, South Tapanuli	Journal Analytica Islamica, 2018, Vol. 7 No. 2	This qualitative study maps the strategies, models, supporting and inhibiting factors, and implications of students' spiritual mental development.	Spiritual development is implemented through a handbook, organizational divisions, worship programs, and religious habituation; its implications are reflected in self-awareness, courage in facing problems, brotherhood, and value-oriented quality of life.	Provides an operational model of spiritual development in Islamic boarding schools, offering concrete guidance rather than merely normative discourse.

Lailatul Izzah	The Influence of Mindful Prayer Practice in Psychospiritual Development Activities on Students' Learning Concentration	Al-Hikmah: Journal of Religion and Science, 2024, Vol. 21 No. 1, pp. 1-13	Among 133 students at Ma'had Suska Riau, mindful prayer practice showed a positive and significant relationship with learning concentration (correlation coefficient = 0.487; contribution = 23.7%).	Psychospiritual development through mindful prayer influences not only spiritual aspects but also cognitive-academic performance.	Provides a conceptual foundation showing that spiritual practices can be operationalized as measurable psychological variables.
Noor Uyun Nadhifah, Zulfa Indira Wahyuni	The Influence of Religious Orientation, Hardiness, and Quality of Friendship on Students' Happiness	TAZKIYA Journal of Psychology, 2020, Vol. 8 No. 1, pp. 9-22	Among 240 Islamic boarding school students in Bandung, religious orientation, hardiness, and quality of friendship significantly influenced students' happiness.	Students' happiness is determined not only by religiosity but also by psychological resilience and the quality of social relationships.	Demonstrates that religious motivation operates within a socio-psychological ecosystem rather than in isolation.
Mutiara Subhiyah, Fuad Nashori	The Role of Self-Adjustment as a Mediator of the Influence of Religiosity on Students' Happiness in Islamic Boarding Schools	Psychosopia: Journal of Psychology, Religion, and Humanity, 2021, Vol. 3 No. 1, pp. 1-12	Among 204 new students in Bekasi, religiosity positively influences self-adjustment and happiness; self-adjustment mediates the effect of religiosity on happiness.	Religiosity does not directly produce happiness but operates through students' ability to adapt to the boarding school environment.	Explains the mechanism linking religiosity, self-adjustment, and happiness, highlighting the process rather than a simple causal assumption.
Estia Sugiyanto, Suwarti, Tri Na'imah, Itsna Nurrahma Mildaeni	Religiosity and Peer Attachment toward Happiness among Students	PSIMPHONI, 2024, Vol. 5 No. 2, pp. 33-43	Among 149 students at Darussalam Islamic Boarding School in Purwokerto, religiosity significantly influenced happiness (R^2	Both religiosity and peer attachment play important roles in students' happiness.	Highlights that students' religiosity develops within a social community, emphasizing the role of interpersonal relationships in

				= 32.9%), peer attachment also showed a significant effect ($R^2 = 18.9\%$), and together both variables explained 47.8% of happiness variance.		psychospiritual development.
Khurun Amaliyah, Afinia Sandhya Rini	In The Influence of Religiosity on the Resilience of Final-Year Students in Islamic Boarding Schools	Happiness: Journal of Psychology and Islamic Science, 2024, Vol. 8 No. 2, pp. 173–190	Among 171 final-year students, religiosity significantly influenced resilience ($F = 57.101$; $p = 0.000$).	Religiosity serves as an important factor in students' ability to cope with academic and social pressures.	Expands the study of religiosity beyond motivation to its protective psychological function, particularly resilience.	
Rizma Kumala Dewi, Erika Setyanti Kusumaputri, Kasmil S. Abdulwahid	Hope and Religiosity as Determinants of Subjective Well-Being among Students at the Islamic Boarding School	International Journal of Islamic Educational Psychology, 2024, Vol. 5 No. 2, pp. 356–374	Among 334 students, hope and religiosity both showed significant positive relationships with subjective well-being; their combined contribution was 40.2%, with hope (33.5%) contributing more than religiosity (17.8%).	Students' subjective well-being is influenced by a combination of spiritual and psychological factors.	Connects spiritual development with subjective well-being and highlights the strengthening role of psychological variables such as hope.	
Dina Haya Sufya, Nurul Ain Hidayah Abas	Exploring Life Satisfaction as a Bridge Between Taqwa and Psychological Well-Being in Muslim Adolescents	International Journal of Islamic Educational Psychology, 2025, Vol. 5 No. 2, pp. 337–355	SEM analysis shows that taqwa positively influences life satisfaction ($\beta = 0.191$; $p < 0.001$) and psychological well-being ($\beta = 0.134$; $p = 0.005$); life satisfaction mediates the relationship.	Devotion and worship toward God are associated with peace and happiness; imbalance between fear and love of God may lead to anxiety.	Provides insights into the affective and inner dimensions of religiosity beyond observable religious behavior.	
Akbar Aziz, Nur Abd.	Integrating Religious and Psychological	International Journal of Islamic	The study developed a measurement	Core pesantren values—sincerity, simplicity,	Provides an important methodological	

Madjid, Raden Partino	Constructs: A New Scale for Measuring Panca Jiwa in Islamic Boarding Schools	International Journal of Islamic Educational Psychology, 2025, Vol. 6 No. 1, pp. 1-29	scale for <i>Panca Jiwa Pondok</i> ; from 100 initial items, 92 were valid with high reliability (Cronbach's alpha = 0.925); exploratory factor analysis confirmed five factors.	independence, Islamic brotherhood, and freedom—can be measured scientifically.	contribution by developing a measurement tool for distinctive religio-psychological constructs in pesantren.
Anniez Rachmawati, Musslifah, Rusnandari, Retno Cahyani, Sri Huning Anwariningsih, Saprolla Rollie C. Deporos	Islamic Psycho-Education for Student Engagement and Academic Stress Reduction: A Quasi-Experimental Study in Indonesian Pesantren	International Journal of Islamic Educational Psychology, 2025, Vol. 6 No. 2, pp. 348-367	An eight-week Islamic psycho-education intervention among 60 pesantren students increased student engagement (+12.4; $p < 0.01$) and reduced academic stress (-9.7; $p < 0.05$); <i>tawakkul</i> and <i>tazkiyah</i> were dominant predictors of anxiety reduction ($\beta = -0.42$; $p = 0.003$).	Integrating Islamic spiritual constructs into psychoeducational interventions proved empirically effective.	Demonstrates that psychospiritual approaches in pesantren can be empirically tested as interventions, not merely explained normatively.

Discussion

The literature review reveals that psychospiritual development within Islamic boarding schools (pesantren) is an integrative and systematic process, shaped by religious habituation, internalization of spiritual values, and social dynamics. Lubis et al. (2018) highlights that this development begins with structured religious practices such as congregational prayers, dhikr, and Qur'an recitation, which play a key role in internalizing religious values and fostering spiritual awareness. These practices gradually form students' religious orientations, which align with Bourdieu's habitus theory, suggesting that repeated religious actions contribute to the internalization of spiritual values over time, shaping students' identity and emotional stability.

Psychospiritual development within pesantren extends beyond religious practices, influencing cognitive functions such as concentration and self-regulation. Izzah (2024) found that mindful prayer (*khusyuk*) is positively correlated with enhanced learning concentration, highlighting the influence of spiritual practices on psychological functions. This finding supports the notion that psychospiritual development in pesantren fosters both spiritual awareness and psychological regulation, helping students achieve emotional stability, self-control, and attentional focus, which are integral components of their overall personal development.

Nadhifah and Wahyuni (2020) further demonstrate that religiosity is closely linked to social factors like peer attachment and the quality of friendships within the pesantren community. Social networks and peer support play a significant role in reinforcing students' religious experiences and

psychological resilience. These findings emphasize that religiosity within pesantren is influenced not only by individual religious practices but also by the social dynamics of the pesantren environment, where social support reinforces religious identity and enhances psychological well-being.

Similarly, Subhiyah and Nashori (2021) underscore the role of self-adjustment as a mediator between religiosity and students' happiness. This suggests that the influence of religiosity on psychological well-being unfolds through adaptation to the pesantren's social and cultural environment. Religious coping mechanisms help students navigate life challenges, enabling them to grow spiritually and psychologically. This relationship underscores the dynamic interaction between religiosity and well-being, where self-adjustment plays a crucial role in facilitating positive psychological outcomes.

Sugiyanto et al (2024) further explored the influence of religiosity and peer attachment on students' happiness, demonstrating the importance of social support in fostering students' religious motivation and psychological well-being. Peer support within the pesantren community provides a foundation for strengthening students' emotional and spiritual development. These findings highlight the dual role of religiosity: connecting students with the divine while simultaneously embedding them within a supportive social network that nurtures their spiritual and psychological growth.

In addition, religiosity has been shown to contribute significantly to resilience, enabling students to cope with academic and social challenges. Amaliyah and Rini, (2024) emphasize that religiosity is a crucial factor in developing resilience, with students demonstrating greater psychological strength in response to adversity. This aligns with the principles of positive psychology, where religiosity offers a framework for meaning-making, helping students cope with stress and navigate life's difficulties. This connection between religiosity and resilience is key to understanding how psychospiritual development in pesantren plays a pivotal role in fostering students' adaptive coping strategies.

Religiosity also contributes to students' life satisfaction and subjective well-being. Dewi et al. (2024) argue that hope, as a psychological resource, plays a central role in well-being, with religiosity strengthening its positive effects. The integration of religiosity and hope forms a psychological foundation that enhances students' overall mental health and well-being, supporting the notion that religiosity and psychological growth are intertwined. These findings suggest that psychospiritual development in pesantren shapes religious practices while fostering emotional and psychological development that aligns with students' personal growth and life aspirations.

Finally, Aziz et al. (2025) introduced a scale to measure the values of Panca Jiwa Pondok, a set of core values in pesantren, which includes sincerity, simplicity, independence, and Islamic brotherhood. These values play an essential role in psychospiritual development and can be scientifically measured, providing insights into how pesantren contributes to students' spiritual and psychological growth. The emphasis on measuring these values underscores the unique role of pesantren in fostering psychospiritual development, where religious values are deeply ingrained through lived experiences, spiritual practices, and communal life.

Hope, as a key psychological factor, has been shown to positively influence prosocial outcomes and contribute to enhanced well-being (Schornick et al., 2023). This aligns with the notion that religiosity and spiritual practices help foster hope and resilience in students. Furthermore, transformative values, such as environmental awareness and collective well-being, are essential in shaping individuals' spiritual and psychological development, particularly in the age of the Anthropocene (Basso & Krpan, 2022). These values play a central role in reinforcing the connection between religiosity, psychological well-being, and spiritual growth, reflecting the broader societal context within which psychospiritual development occurs.

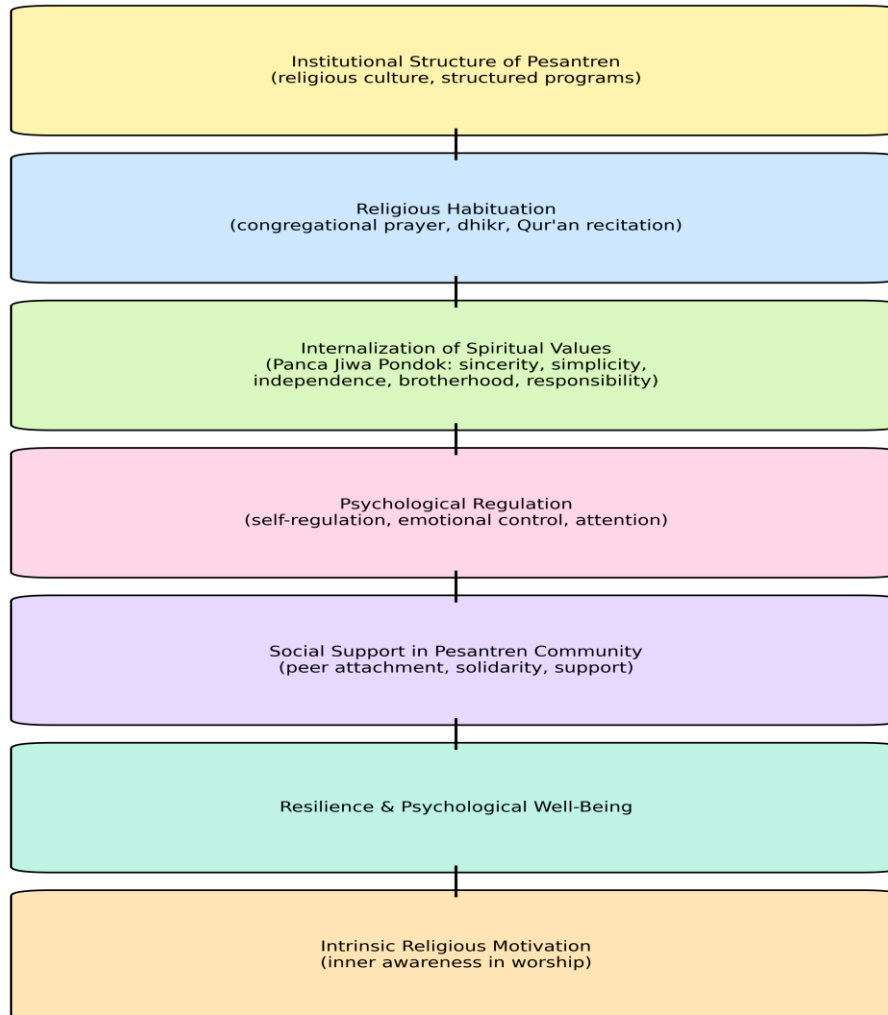


Figure 1. Conceptual Model of Psychospiritual Development in Islamic Boarding Schools

This figure illustrates the process of psychospiritual development in Islamic boarding schools (pesantren), highlighting key stages: the Institutional Structure that shapes religious culture, Religious Habituation through practices like prayers and Qur'an recitation, and the Internalization of Spiritual Values such as sincerity and independence. These stages contribute to Psychological Regulation, supported by Social Support within the Pesantren Community, which enhances resilience and psychological well-being. Ultimately, this process leads to the formation of Intrinsic Religious Motivation, where religious motivation evolves from external rituals to deep, personal spiritual awareness.

CONCLUSION

Based on the review of ten analyzed articles, it can be concluded that psychospiritual development within Islamic boarding school (pesantren) education is an integrative process that shapes students' religious motivation through the interaction of institutional structures, personal spiritual experiences, and both psychological and social dynamics. This process begins with the habituation of religious practices, such as congregational prayer, dhikr, Qur'an recitation, and moral guidance, which form the foundation for developing students' religious habitus. Over time, this foundation evolves through the internalization of core pesantren values, including sincerity (ikhlas), simplicity (kesederhanaan), independence (kemandirian), Islamic brotherhood (ukhuwah Islamiyah), and responsible freedom, which collectively enhance psychological regulation, self-control, spiritual awareness, and emotional stability. Social support within the pesantren community plays a critical role in reinforcing this internalization, promoting resilience and psychological well-

being. Ultimately, the development of religiosity transitions from external ritual compliance to intrinsic religious motivation, grounded in deep spiritual awareness and personal experience. Therefore, psychospiritual development in pesantren can be understood as a gradual transformation that fosters a more reflective, stable, and sustainable form of religious consciousness among students.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to all parties who contributed to the completion of this research. Special appreciation is extended to colleagues, scholars, and academic institutions that provided valuable references, insights, and academic support during the process of conducting this literature review. The authors also acknowledge the contributions of previous researchers whose studies have enriched the development of psychospiritual research within the context of Islamic boarding school (*pesantren*) education. Their work has provided an important foundation for the conceptual synthesis presented in this study. It is hoped that this research will contribute to the advancement of psychospiritual studies and the development of more effective spiritual education strategies in pesantren.

AUTHOR CONTRIBUTIONS STATEMENT

All authors contributed significantly to the completion of this study. The conceptualization of the research topic and the development of the research framework were carried out collaboratively by all authors. The literature search, data collection, and article selection were conducted systematically by the authors based on predetermined criteria. The analysis and synthesis of the reviewed articles were performed jointly to identify key themes, research patterns, and conceptual relationships related to psychospiritual development and students' religiosity in Islamic boarding school (*pesantren*) education. The drafting, revision, and final approval of the manuscript were also conducted collectively by all authors.

REFERENCES

- Amaliyah, K. I., & Rini, A. S. (2024). Religiusitas terhadap Resiliensi Santri Akhir di Pondok Pesantren (Religiosity and Resilience of Final-Year Santri in Islamic Boarding Schools). *Happiness: Journal of Psychology and Islamic Science*, 8(2), 173–190. <https://doi.org/10.30762/happiness.v8i2.2380>
- Aziz, A. N., Madjid, A., & Partino, R. (2025). Integrating Religious and Psychological Constructs: A New Scale for Measuring Panca Jiwa Pondok in Islamic Boarding Schools. *International Journal of Islamic Educational Psychology*, 6(1), 1–29. <https://doi.org/10.18196/ijiep.v6i1.26598>
- Basso, F., & Krpan, D. (2022). Measuring the transformative utopian impulse for planetary health in the age of the Anthropocene: A multi-study scale development and validation. *The Lancet Planetary Health*, 6(3), e230–e242. [https://doi.org/10.1016/S2542-5196\(22\)00004-3](https://doi.org/10.1016/S2542-5196(22)00004-3). [https://doi.org/10.1016/S2542-5196\(22\)00004-3](https://doi.org/10.1016/S2542-5196(22)00004-3)
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Christou, P. A. (2022). *How to use thematic analysis in qualitative research*. <https://doi.org/10.4337/jqrt.2023.0006>
- Cuevas, J. A., & Dawson, B. L. (2021). An Integrated Review of Recent Research on the Relationships Between Religious Belief, Political Ideology, Authoritarianism, and Prejudice. *Psychological Reports*, 124(3), 977–1014. <https://doi.org/10.1177/0033294120925392>
- Dewi, R. K., Kusumaputri, E. S., & Abdulwahid, K. S. (2024). Hope and Religiosity as Determinants of Subjective Well-Being among Students at the Islamic Boarding School. *International Journal of Islamic Educational Psychology*, 5(2), 356–374. <https://doi.org/10.18196/ijiep.v5i2.23422>
- Graça, L., & Brandão, T. (2024). Religious/Spiritual Coping, Emotion Regulation, Psychological Well-Being, and Life Satisfaction among University Students. *Journal of Psychology and Theology*, 52(3), 342–358. <https://doi.org/10.1177/00916471231223920>

- Howard, J. L., Bureau, J., Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). Student Motivation and Associated Outcomes: A Meta-Analysis From Self-Determination Theory. *Perspectives on Psychological Science*, 16(6), 1300–1323. <https://doi.org/10.1177/1745691620966789>
- Izzah, L. (2024). Pengaruh Praktik Sholat Khusyuk Dalam Kegiatan Pembinaan Psikospiritual Terhadap Konsentrasi Belajar Mahasiswa. *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan*, 21(1), 1–13. [https://doi.org/10.25299/al-hikmah:jaip.2024.vol21\(1\).14706](https://doi.org/10.25299/al-hikmah:jaip.2024.vol21(1).14706)
- Koenig, H. G. (2015). Religion, spirituality, and health: A review and update. *Advances in Mind-Body Medicine*, 29(3), 19–26. <https://doi.org/10.1016/B978-0-12-811282-3.00001-X>
- Lubis, K., Lubis, S. A., & Lubis, L. (2018). Pembinaan Mental Spiritual Santri Di Pesantren Modern Unggulan Terpadu Darul Mursyid Kabupaten Tapanuli Selatan. *Jurnal Analytica Islamica*, 7(2), 253–272.
- Musslifah, A. R., Cahyani, R. R., Anwariningsih, S. H., & Deporos, S. R. C. (2025). Islamic Psycho-Education for Student Engagement and Academic Stress Reduction: A Quasi-Experimental Study in Indonesian Pesantren. *International Journal of Islamic Educational Psychology*, 6(2), 348–367. <https://doi.org/10.18196/ijiep.v6i2.29313>
- Nadhifah, N. U., & Wahyuni, Z. I. (2020). Pengaruh Orientasi Religius, Hardiness, dan Quality of Friendship Terhadap Kebahagiaan Santri. *TAZKIYA: Journal of Psychology*, 8(1), 9–22. <https://doi.org/10.15408/tazkiya.v8i1.15270>
- Paloutzian, R. F., & Park, C. L. (2021). The psychology of religion and spirituality: How big the tent? *Psychology of Religion and Spirituality*, 13(1), 3–13. <https://doi.org/10.1037/rel0000218>
- Proctor, C. (2023). Subjective Well-Being (SWB). In *Encyclopedia of Quality of Life and Well-Being Research* (pp. 6952–6956). Springer, Cham. https://doi.org/10.1007/978-3-031-17299-1_2905
- Schornick, Z., Ellis, N., Ray, E., Snyder, B.-J., & Thomas, K. (2023). Hope that Benefits Others: A Systematic Literature Review of Hope Theory and Prosocial Outcomes. *International Journal of Applied Positive Psychology*, 8(1), 37–61. <https://doi.org/10.1007/s41042-022-00084-0>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Subhiyah, M., & Nashori, F. (2021). PERAN PENYESUAIAN DIRI SEBAGAI MEDIATOR DARI PENGARUH RELIGIUSITAS TERHADAP KEBAHAGIAAN SANTRI PONDOK PESANTREN. *Psychosophia: Journal of Psychology, Religion, and Humanity*, 3(1), 1–12. <https://doi.org/10.32923/psc.v3i1.1622>
- Sufya, D. H., & Abas, N. A. H. (2024). Exploring Life Satisfaction as a Bridge Between Taqwa and Psychological Well-Being in Muslim Adolescents. *International Journal of Islamic Educational Psychology*, 5(2), 337–355. <https://doi.org/10.18196/ijiep.v5i2.24976>
- Sugiyanto, E., Suwanti, S., Naâ€™im, T., & Mildaeni, I. N. (2024). Religiusitas dan Peer Attachment Terhadap Kebahagiaan pada Santri. *PSIMPHONI*, 5(2), 33–43. <https://doi.org/10.30595/psimphoni.v5i2.23211>
- Utami, L. H., Mingtio, S. M., & Muhid, A. (2022). The Effect of Spiritual Intelligence and Religious Faith on Self-Regulation. *International Journal of Islamic Educational Psychology*, 3(2), 142–158. <https://doi.org/10.18196/ijiep.v3i2.15296>
- Voytenko, V. L., Pargament, K. I., Cowden, R. G., Lemke, A. W., Kurniati, N. M. T., Bechara, A. O., Joynt, S., Tymchenko, S., Khalanskyi, V. V., Shtanko, L., Kocum, M., Korzhov, H., Mathur, M. B., Ho, M. Y., VanderWeele, T. J., & Worthington Jr., E. L. (2023). Religious coping with interpersonal hurts: Psychosocial correlates of the brief RCOPE in four non-Western countries. *Psychology of Religion and Spirituality*, 15(1), 43–55. <https://doi.org/10.1037/rel0000441>