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## **At-Tarbiyah Furusiyah Al-Islamiyah as a Model for Mental Development in Islamic Boarding School Education**

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### ***Abstract***

*The mental development of santri is a fundamental aspect of pesantren education in responding to the challenges of character building and the resilience of the younger generation in the contemporary era. At-Tarbiyah Furusiyah Al-Islamiyah, as a physical education program based on the Sunnah of the Prophet Muhammad (peace be upon him) such as horseback riding and archery, is considered relevant in integrating physical, mental, and spiritual dimensions. This study aims to analyze the implementation of At-Tarbiyah Furusiyah Al-Islamiyah in the mental development of students, as well as to identify supporting and inhibiting factors in its implementation. The study uses a descriptive qualitative approach with a case study design. Data were collected through participant observation, in-depth interviews, and documentation involving 24 informants, consisting of caregivers, administrators, trainers, and students. Data analysis was conducted interactively through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that At-Tarbiyah Furusiyah Al-Islamiyah is effective in shaping spiritual mentalities (trust in God and sincerity), ideological mentalities (courage and loyalty), as well as disciplined and resilient mentalities (focus and toughness). The success of the program is supported by the strong pesantren culture and the enthusiasm of the students, while limitations in time, facilities, and parents' understanding become the main obstacles. This study contributes to enriching the study of Islamic physical education as a model for holistic and contextual mental development of students.*

**Keywords:** *At-Tarbiyah Furusiyah Al-Islamiyah; Mental Development of Students; Islamic Physical Education; Islamic Boarding School; Horseback Riding and Archery.*

### **Introduction**

In the face of the powerful currents of globalization and digitalization, Islamic education today has significant obstacles in developing students' character, discipline, and mental toughness (Hidayat & Syamsuddin, 2022). Weak mental development has been linked to a decline in self-control, psychological resilience, and religious commitment in the younger generation, according to numerous research (Suyadi & Wibowo, 2020). As a result, Islamic educational establishments must offer a comprehensive development plan based on genuine Islamic principles, especially Islamic boarding schools (pesantren).

*At-Tarbiyah Furusiyah Al-Islamiyah*, a physical education model founded on the Prophet Muhammad's (peace be upon him) Sunnah, is one pertinent strategy. Through activities like

horseback riding and archery, this paradigm highlights the convergence of physical strength, mental toughness, spirituality, and moral discipline (Rohman & Fauzi, 2021). This method helps people internalize the virtues of bravery, patience, responsibility, and focus in addition to being a physical activity (Anwar, 2023). From an Islamic perspective, a Muslim's ability to negotiate life and carry out his mandate as a caliph on earth depends critically on his physical strength, which is based on his religion and values.

Islamic physical education is far more comprehensive than the contemporary notion of sport, which is typically focused only on fitness or achievement. Character development, patience, attention, courage, self-control, and responsibility are all goals of Islamic physical education. Students' assimilation of monotheistic principles is strengthened and a balance between their physical and spiritual well-being is promoted by the merging of physical and spiritual education. As a result, *At-Tarbiyah Furusiyah Al-Islamiyah* has enormous potential as a comprehensive and useful tool for improving students' mental health (Kurniawan et al., 2024).

The development of pupils' character and mental health is greatly aided by Islamic values-based physical education, according to a number of recent research. However, there are still comparatively few empirical studies that specifically look at the application of *At-Tarbiyah Furusiyah Al-Islamiyah* in the context of Islamic boarding schools (pesantren) and its effects on students' mental development, especially in Salaf-modern Islamic boarding schools that use a 24-hour integrated education system (Salahudin & Rusdin, 2020).

One Islamic boarding school that often incorporates *At-Tarbiyah Furusiyah* into its non-academic curriculum to improve students' mental wellness is Temboro Islamic Boarding School. Studying this approach is intriguing since it combines ideological, spiritual, and physical instruction into a unified educational system that aims to build pupils who are both intellectually and religiously resilient.

In light of this context, the purpose of this study is to examine how *At-Tarbiyah Furusiyah Al-Islamiyah* has affected students' mental development at Temboro Islamic Boarding School in Magetan and to pinpoint both enabling and hindering variables. It is anticipated that this study will contribute both theoretically and practically to the creation of an Islamic physical education-based mental development paradigm for Islamic boarding schools.

## Method

In order to fully comprehend the use of *At-Tarbiyah Furusiyah Al-Islamiyah* in the mental growth of Islamic boarding school pupils, this study employs a descriptive qualitative technique with a case study design (Creswell & Poth, 2020). Because it can naturally and comprehensively examine the meaning, processes, and socio-religious dynamics that take place in the setting of Islamic boarding school education, the qualitative approach was selected (Sugiyon, 2021).

The study was carried out at the Temboro Islamic Boarding School, which regularly applies *At-Tarbiyah Furusiyah* through sunnah-based physical education exercises including archery and horseback riding. Caretakers at the boarding school, *Furusiyah* activity managers, coaches, and students who were directly involved in the program were among the study subjects. Purposive selection was used to choose subjects based on their engagement and pertinence to the study's objectives (Miles et al., 2020).

Participant observation, in-depth interviews, and documentation were used to gather data. The application of Furusiyah activities and student interactions during the mental development process were directly observed through observations. To learn more about the objectives, values, and effects of the activities on students' mental growth, in-depth interviews were done. Program instructions, activity images, and archives served as supporting data (Saldaña, 2021).

Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing, as outlined by Miles, Huberman, and Saldaña (2020) (Miles et al., 2020). The analysis process was conducted simultaneously from data collection to the end of the study to ensure consistency and depth of interpretation. Data validity was maintained through triangulation of sources and techniques to increase the credibility and trustworthiness of the research findings (Flick, 2022).

Table 1. Research Participants

No.	Research Participants	Role / Involvement	Triangulation Data Sources	Contribution to Credibility
1	Islamic Boarding School Caretakers (3 persons)	Spiritual leaders and policy makers of the Furusiyah program	In-depth interviews, participant observation	Provide perspectives on institutional vision and supporting factors
2	Furusiyah Program Managers (2 persons)	Coordinators of scheduling and program evaluation	In-depth interviews, documentation (program archives)	Confirm structural implementation and operational challenges
3	Furusiyah Trainers (4 persons)	Technical instructors for horse riding and archery, character educators	Participant observation, in-depth interviews	Validate the direct impact on students' mental dimensions
4	Participating Students (15 persons, aged 15–20 years)	Actively involved in regular Furusiyah training	In-depth interviews, participant observation	Provide subjective data on spiritual–ideological mental development
5	Supporting Documentation	Photo archives, program guidelines, activity reports	Documentation	Provide objective triangulation of processes and outcomes

## Research Results

### *Implementation of At-Tarbiyah Furusiyah Al-Islamiyah in the Mental Development of Islamic Students*

*At-Tarbiyah Furusiyah Al-Islamiyah* is implemented at the Temboro Magetan Islamic Boarding School through physical education activities based on the Sunnah of the Prophet Muhammad (PBUH), specifically horseback riding and archery training, based on participatory observations, in-depth interviews with *Furusiyah* caretakers, managers, and trainers, as well as students, and supported by documentary data. These activities are regularly conducted in accordance with a set timetable and are methodically organized as an essential component of the boarding school's non-academic education curriculum. These activities are positioned as a way to improve students' mental health while including spiritual and ideological beliefs, rather than just as sports.

Observations show that *Furusiyah* activities are positioned as a deliberate way to promote students' mental health, combined with the spiritual, moral, and ideological principles of the boarding school, rather than just as sports. Strict rules are followed at every training session, from making sure students are mentally prepared before participating to requiring them to be on time and have the

proper training gear. During training, pupils must follow all of the trainer's directions and behave politely toward the trainer, other students, and the training animals.

Students are conditioned to align their goals and comprehend the aim of the Furusiyah activity as part of their worship and character-building process prior to the start of the training. The principles of patience, bravery, and responsibility that must be ingrained throughout the training are usually mentioned in the initial briefings. Following the training, an assessment is carried out that evaluates the students' mental attitude, discipline, emotional control, and rule compliance in addition to their technical proficiency in archery or horseback riding.

According to interviews with caregivers and administrators of Islamic boarding schools, the goal of Furusiyah is to help pupils build a stable and robust mindset so they can handle the demands of a busy Islamic boarding school. The success of the Furusiyah program, according to informants, is determined by improvements in students' attitudes, such as improved self-control, discipline, and mental toughness in adhering to Islamic boarding school regimens, rather than only their physical accomplishments. Students that take part in the Furusiyah program are regularly evaluated as being more equipped to deal with obstacles in their academic, social, and spiritual lives.

These results verify that At-Tarbiyah Furusiyah Al-Islamiyah is an integrative physical education curriculum that incorporates mental, spiritual, and physical components. This is consistent with study by Rohman and Fauzi (2021), which claims that when Islamic physical education is connected to religious principles and the model behavior of the Prophet, it can effectively develop character (Rohman & Fauzi, 2021).

Additionally, the practice of Furusiyah in this Islamic boarding school supports the claim that students' mental resilience can be enhanced by spiritually meaningful physical activity. Kurniawan et al. (2024) have highlighted the importance of value-based physical education in helping students develop self-control and emotional stability (Kurniawan et al., 2024).

### ***Dimensions of Mental Development in Furusiyah Activities***

The data analysis reveals that the three primary characteristics of students' mental development through the At-Tarbiyah Furusiyah Al-Islamiyah activities are discipline-struggle, spiritual, and ideological. When it comes to carrying out Furusiyah operations, these three dimensions are entwined and inseparable from one another.

The practice of reciting the intention to pray prior to training and fostering the understanding that physical activity is a component of devotion to Allah SWT are both blatant examples of the spiritual dimension. In order to deal with the challenges of training, students are taught to develop an attitude of trust (relief), patience, and sincerity. In reality, students who encounter failure or technological issues are advised to remain composed and reflective rather than expressing undue emotion. This helps children develop psychological resilience and teach them how to control their emotions in a healthy way.

The instillation of the virtues of bravery, independence, and devotion to Islamic beliefs reflects the mental-ideological aspects. Students must be self-assured, focused, and willing to take chances when participating in archery and horseback riding activities. These principles are reinforced by firsthand experience in the field, as well as by the mentorship and assistance of coaches. As Muslims ready to take on the problems of the modern world, they are taught that physical prowess must be in line with their intellectual devotion.

Students' devotion to the training plan, physical stamina during the activities, and continuous program participation, on the other hand, demonstrate the mental aspect of discipline and struggle. As part of the process of mental development, students are used to dealing with physical depletion, fatigue, and personal constraints. Students' behavior in other Islamic boarding school activities, such as enhanced discipline in study, worship, and social life, is influenced by the discipline developed in Furusiyah activities. These results corroborate research by Anwar (2023), which claims that experiential learning in the context of Islamic education is more successful than simply cognitive methods at developing students' character and mental resilience (Anwar, 2023).

Table 2: At-Tarbiyah Furusiyah Al-Islamiyah activities

No.	Furusiyah Activity	Description	Mental Development Objectives	Frequency & Duration	Data Sources
1	Preparation and Initial Briefing	Explanation of worship intention, discipline rules, and understanding of Sunnah-based values prior to training	Spiritual mentality (trust in God <i>tawakal</i> , sincerity <i>ikhlas</i> )	Every session, 15–20 minutes	Observation and caretaker interviews
2	Horseback Riding Training	Mastery of riding techniques, horse control, and basic maneuvers	Ideological mentality (courage, independence) and discipline	3 times/week, 60 minutes	Participant observation, trainer interviews
3	Archery Training	Bow-drawing techniques, target accuracy, and concentration focus	Discipline–struggle mentality (patience, focus) and emotional control	3 times/week, 45 minutes	Observation and photo/video documentation
4	Evaluation and Reflection	Technical assessment and mental attitude evaluation, followed by reflective discussion	Integration of all mental dimensions and self-reflection	End of each session, 10–15 minutes	Student and manager interviews

### ***Supporting and Inhibiting Factors***

The study's findings point to a number of crucial elements that helped the Temboro Islamic Boarding School execute At-Tarbiyah Furusiyah Al-Islamiyah. The administrators of the boarding school, who have a clear understanding of the significance of fostering their pupils' mental health, are the main source of support. The boarding school's policy of allocating specific time and space for the execution of Furusiyah activities is an example of this assistance.

Another important supporting factor is the availability of qualified instructors who have a thorough understanding of Furusiyah ideals. The trainers provide the students with character and mental education in addition to technical instruction. Another contributing feature is the boarding school's strongly embedded culture of discipline, which makes it easier for students to internalize the principles of mental toughness and discipline through Furusiyah activities. These supporting elements suggest that the institutional environment of the boarding school has a major role in determining the

effectiveness of mental health development. This is consistent with the results of Hidayat and Syamsuddin (2022), who highlighted the strategic role that Islamic educational institutions' cultures play in helping students enhance their mental health (Hidayat & Syamsuddin, 2022).

However, a number of inhibitory factors were also found in this investigation. Due to the demanding academic schedule and other Islamic boarding school activities, one significant challenge is the lack of training time. Since not every student has the same physical capabilities, variations in pupils' physical health and stamina also present a problem. The intensity and efficacy of activities are also impacted by inadequate infrastructure and resources, such as training facilities and equipment.

Some students' guardians' poor comprehension of the need of Sunnah-based physical education is another barrier. Furusiyah activities are still seen by some guardians as extra activities that are not as important as academic learning, necessitating more intense outreach from the Islamic boarding school. These obstacles highlight the necessity of collaboration between the guardians of the kids and the Islamic boarding school. Research on modern Islamic boarding school education has also shown that mental development programs may encounter external resistance in the absence of a common concept (Fauzi & Huda, 2021).

### ***Opportunities and Challenges in Implementing At-Tarbiyah Furusiyah Al-Islamiyah***

The application of At-Tarbiyah Furusiyah Al-Islamiyah at the Temboro Islamic Boarding School shows substantial potential for advancement as a model for students' mental development, according to observations, interviews, and documentation. The strong Islamic boarding school culture, which places a great emphasis on discipline, devotion to religious principles, and the guardians' and administrators' full support of non-academic education based on the Sunnah (Islamic teachings), demonstrates this potential. Additionally, students find Furusiyah to be a popular exercise since it is demanding, real-world, and distinct from typical learning.

However, this study also found a number of difficulties with Furusiyah's implementation. The primary obstacles are a lack of training time because of the Islamic boarding school's rigorous academic schedule, variations in students' physical capabilities, and a lack of infrastructure and supporting resources. Additionally, the program's viability may be impacted by some adolescents' guardians' incomplete understanding of the significance of Sunnah-based physical education as a component of mental growth.

Islamic-value-based physical education has a crucial place in the Islamic boarding school (pesantren) educational system, as evidenced by the possibility of implementing At-Tarbiyah Furusiyah Al-Islamiyah. This is consistent with the findings of Suyadi et al. (2020), who highlighted the importance of the Islamic boarding school's institutional culture in helping students improve their character and mental health. Furusiyah has the potential to evolve into an alternative educational model that is pertinent to the requirements of creating a Muslim generation that is both intellectually and physically tough because it is a physical education practice combined with spiritual values (Suyadi & Wibowo, 2020).

Additionally, this potential is linked to Islamic educational institutions' increasing recognition of the significance of striking a balance between cognitive, emotive, and psychomotor aspects. According to research by Kurniawan et al. (2024), pupils' self-control, concentration, and mental toughness can all be enhanced by contextually planned and spiritually infused physical education. Furusiyah can be positioned as a successful experience learning-based mental development technique in this situation (Kurniawan et al., 2024).

However, the difficulties found point to the necessity of adaptive program management. Islamic boarding schools must modify their non-academic curriculum due to time and resource constraints in order to make Furusiyah sustainable and quantifiable rather than just symbolic. This is consistent with the findings of Hidayat and Syamsuddin (2022), who found that program management and support from the educational ecosystem, including family engagement, have a substantial impact on the achievement of mental development in Islamic educational institutions (Hidayat & Syamsuddin, 2022).

Additionally, the difficulties in conveying and socializing the principles of Islamic physical education are reflected in the limited comprehension of some guardians of kids attending Islamic boarding schools. According to Fauzi and Huda (2021), the institution, family, and community must work together for development programs in Islamic boarding schools to be successful. Sunnah-based physical education runs the risk of being seen as just an extra pastime rather than a tactical tool for character and mental development in the absence of a common understanding (Fauzi & Huda, 2021).

Thus, the chances and difficulties of putting At-Tarbiyah Furusiyah Al-Islamiyah into practice indicate that the concept and practice of physical education, as well as the accompanying structural, cultural, and social support, affect the success of students' mental growth. These results bolster Furusiyah's standing as a pertinent model of mental development; yet, systemic strengthening is necessary for its best and long-term application.

## Discussion

The study's findings demonstrate how the Temboro Islamic Boarding School's At-Tarbiyah Furusiyah Al-Islamiyah operates as an integrated physical education model that integrates mental, spiritual, and physical components into a unified educational system (Rohman & Fauzi, 2021). This research demonstrates that, from an Islamic standpoint, physical education is a strategic tool for developing character, bolstering mental toughness, and internalizing Islamic ideals rather than being reduced to a simple sport or physical fitness (Anwar, 2023). As a result, Furusiyah plays a significant role in comprehensive character education, which aligns with Islamic education's objectives of creating individuals who are in harmony with their bodies, minds, and spirits (Kurniawan et al., 2024).

From a conceptual standpoint, this result supports the assertion made by Rohman and Fauzi (2021) that Islamic physical education has a transcendental dimension when connected to the principles of monotheism and the model behavior of the Prophet Muhammad (peace be upon him). *At-Tarbiyah Furusiyah Al-Islamiyah* views archery and horseback riding as kinds of mental and spiritual training based on the Sunnah, in addition to being physical talents (Siregar, 2023). The primary distinction between Islamic-based physical education and traditional physical education, which emphasizes athletic or physical accomplishments, is this interpretation (Nurul & Hidayat, 2025).

Furusiyah's implementation at Temboro Islamic Boarding School demonstrates how regulated, worthwhile, and consistent physical training may profoundly alter students' mindsets (Susanti & dkk, 2024). Along with learning how to ride horses and shoot arrows, students are also taught self-control, patience, responsibility, and attention. Students are encouraged to integrate these ideals more thoroughly through physical activity, which is seen as worship because it involves repeated practice and firsthand experience. This supports Anwar's (2023) conclusions that, when connected to religious

principles and model behavior, Islamic physical education significantly contributes to students' character development.

The spiritual, ideological, and discipline-struggle aspects of mental development shown in this study show that Furusiyah functions on a deeper level than just physical training (Hidayat & Syamsuddin, 2022). Instilling the principles of trust and self-control, enhancing awareness of worship, and habituating intention are all examples of the mental-spiritual dimension. This approach shows that mental education in Islamic boarding schools is achieved through the development of attitudes and behaviors that are focused on Islamic ideals rather than only being cognitive or normative (Susanti & dkk, 2024).

These results support the assertion made by Suyadi et al. (2020) that students' mental and character development will be more successful if it is accomplished through direct experience (experiential learning) and habituation rather than only lectures or spoken teaching. Furusiyah functions as an experiential learning tool in this setting, enabling students to gain knowledge from the process, difficulties, setbacks, and introspection (Siregar, 2023). Students are exposed to real-life scenarios that need emotional regulation, bravery, and mental toughness through horseback riding and archery instruction.

Furusiyah's development of the mental and intellectual dimension further highlights how important Sunnah-based physical education is in encouraging students' adherence to Islamic principles (Nurul & Hidayat, 2025). The pupils' identity as mentally and ideologically resilient Muslims is shaped by the bravery, independence, and readiness to overcome obstacles fostered in Furusiyah activities, which are not value-neutral. These findings are significant because they show that Islamic boarding school education has a great potential to develop ideological resilience through a contextual and practical approach, especially in light of the challenges posed by globalization and the identity crisis of the younger generation (Kurniawan et al., 2024).

Furusiyah helps pupils build their work ethic and fighting spirit, as seen by the mental dimension of discipline and effort found in this study. Resilience in the face of physical exhaustion, persistence in carrying out the program, and discipline in adhering to the training schedule all contribute to mental learning that has a wider impact on the students' lives. This result is consistent with Salahudin and Rusdin's (2020) assertion that, from an Islamic standpoint, sports promote responsibility, discipline, and resilience.

The institutional setting of Islamic boarding schools is inextricably linked to the success of Furusiyah's mental growth, according to the supportive and inhibiting elements found in this study (Nurul & Hidayat, 2025). The program's successful execution is largely due to the administrators of the Islamic boarding school's full backing, a deeply ingrained culture of discipline, and a 24-hour integrated education system. This supports the findings of Hidayat and Syamsuddin (2022), who highlighted the strategic role institutional culture plays in promoting students' mental health in an Islamic educational setting.

However, implementation of Furusiyah necessitates flexible and practical program management due to obstacles including time constraints, inadequate infrastructure, and the diverse physical conditions of the pupils (Fauzi & Huda, 2021). These restrictions provide valuable information for Furusiyah's future development rather than necessarily undermining the program's efficacy. Additionally, there is a perceptual gap between Islamic boarding schools and families, as seen by the guardians of some students' insufficient comprehension of the significance of Sunnah-

based physical education. According to Fauzi and Huda (2021), the community, families, and Islamic boarding schools must work together in order for kids to successfully develop sustainable character.

The results of this study show that At-Tarbiyah Furusiyah Al-Islamiyah has a great deal of potential to be developed as a model for students' mental growth that is pertinent to the requirements of modern Islamic boarding schools (Kurniawan et al., 2024). This methodology addresses the difficulties of character education in the contemporary era by providing an integrative, practical approach based on genuine Islamic ideals. In addition to adding to the wealth of Islamic physical education, furusiyah offers Islamic boarding schools a different, contextual model of mental growth (Susanti & dkk, 2024).

However, there are certain disadvantages to this study, especially with regard to the research location's narrow focus on a single Islamic boarding school (pesantren) and the study's very short duration. As a result, it is not possible to extrapolate the results of this study to all Islamic boarding schools. It is advised that future studies look at how At-Tarbiyah Furusiyah Al-Islamiyah is implemented in other Islamic boarding schools with distinct features or employ more varied methodological approaches, including comparative or mixed methods research. Furusiyah research can therefore contribute to the conversation on Islamic education, especially when it comes to creating a comprehensive and long-lasting model for promoting students' mental health (Nurul & Hidayat, 2025).

Table 3. Summary of Research Findings

No.	Key Aspect	Main Findings	Data Support	Implications
1	Program Implementation	Furusiyah activities through horseback riding and archery are systematically implemented as an integrative non-academic education program	Observation, interviews with caretakers and trainers	Effective in shaping students' holistic mental development
2	Spiritual Mental Dimension	Habituation of worship intentions, trust in God (tawakal), and emotional self-control	Student interviews, observation	Enhances psychological resilience and sincerity
3	Ideological Mental Dimension	Development of courage, independence, and loyalty to Islamic values	Training observations, trainer interviews	Strengthens resilient Muslim identity
4	Discipline Struggle Mental Dimension	Adherence to schedules, physical endurance, and emotional resilience	Documentation, manager interviews	Expands work ethic into broader pesantren routines
5	Supporting Factors	Support from caretakers, strong discipline culture, high student motivation	Interviews with all participants	High potential for further program development
6	Inhibiting Factors	Limited time and facilities, insufficient parental understanding	Interviews and observation	Requires institutional-family synergy and managerial adaptation

## Conclusion

According to the study's findings, the Temboro Islamic Boarding School in Magetan's implementation of At-Tarbiyah Furusiyah Al-Islamiyah, a physical education program based on Islamic principles and the model behavior of the Prophet Muhammad (peace be upon him),

significantly contributes to students' mental health. In addition to being physical exercises, furusiyah activities especially horseback riding and archery help pupils internalize the virtues of self-control, bravery, patience, responsibility, and attention, all of which are interwoven with their spiritual and ideological aspects.

The findings show that three primary aspects of mental development through Furusiyah are discipline-struggle mentality, spiritual mentality, and ideological mentality. Through direct experience, habituation, and the reinforcement of religious ideals in every physical education activity, these three aspects are established. These results demonstrate that, in an Islamic boarding school setting, contextually planned and spiritually infused physical education can successfully support students' development of mental resilience.

Additionally, because of the strong Islamic boarding school culture, teacher support, and students' interest in Sunnah-based physical education activities, this study found significant potential for At-Tarbiyah Furusiyah to be developed as a model for fostering mental health in Islamic boarding schools (santri). However, there are a number of obstacles to its execution, including time and infrastructure constraints, disparities in students' physical capabilities, and some guardians' inadequate comprehension of the significance of Islamic physical education. These results demonstrate that the effectiveness of promoting mental health in Islamic boarding schools (santri) through.

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