



DEVELOPING AN ISLAMIC VALUES-BASED HABIT TRACKER FOR FEMALE STUDENTS IN INDONESIAN PESANTREN: ADDIE MODEL STUDY

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Abstract

This research is motivated by the problem of female Islamic boarding school students who often experience obstacles in consistently carrying out productive activities, both related to sunnah worship, learning discipline, literacy, and daily moral habits. To answer these problems, a printed media Habit Tracker based on Islamic values was developed as an effort to cultivate productive behaviour integrated with spiritual aspects. This research uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model, although the focus of the research is limited to the development stage. The Habit Tracker product consists of 12 main components, including a cover, self-identity, foreword, user guide, list of habit targets, motivational verses or hadiths, self-reflection, weekly evaluation, motivational pages, personal notes, closing, and bibliography. The media design was created using the Canva application with a simple, attractive appearance, and in accordance with the characteristics of young women. The results of the feasibility test conducted by media experts and material experts indicate that Habit Tracker is in the very feasible category. A limited trial with female students also received a positive response, as the media was deemed practical, applicable, and motivating. Therefore, the Islamic-based Habit Tracker can be an innovative learning medium character-building tool in Islamic boarding schools, as it integrates psychological, pedagogical, and spiritual aspects to build consistent, productive habits.

Keywords: Habit Tracker, Islamic Values, Female Students, Productive Activities, Islamic Boarding Schools

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INTRODUCTION | مقدمة

Education in Islamic boarding schools (pesantren) emphasises not only the mastery of religious knowledge but also the development of the students' character and personality. Furthermore, one of the goals of establishing Islamic boarding schools is to realise an integrated educational philosophy. This philosophy not only produces huffadz (religious scholars) but also equips them with skills in all fields (Fatimah, 2020). Islamic boarding schools have long been known as Islamic educational institutions that emphasise a balance between cognitive, affective, and psychomotor aspects, so that learning is not merely the transfer of knowledge but also the internalisation of life values. In this context, accustoming students, especially female students, to engage in productive activities is a crucial aspect of character education. Female students, as part of the Islamic boarding school community, have a dual responsibility: maintaining religious discipline while simultaneously engaging in productive activities such as studying, organising, and developing their potential.

Education is essentially a conscious process and effort carried out systematically to encourage, nurture, support, and guide individuals to achieve their potential (Amin et al., 2024). The educational process is expected to produce holistic individuals, both physically and spiritually, who are useful to themselves and others. Thus, students are expected to be able to think critically, be aware of their surroundings, possess effective communication skills, and act responsibly and conscientiously (Buton et al., 2021). From an Islamic perspective, productivity is not only defined as busyness or success in producing something physically, but also encompasses aspects of blessed time, righteous intentions, and contributions to the well-being of oneself and society. This aligns with the message of the Quran in Surah Al-'Asr, verses 1–3, which emphasises the importance of faith, righteous deeds, and mutual advice on truth and patience as prerequisites for avoiding harm. This concept provides the foundation that a Muslim's productivity should be considered an act of worship and bring social benefits, not merely a worldly activity.

However, in daily practice at Islamic boarding schools, many female students struggle to maintain consistency and balance between their religious routines and daily activities. This phenomenon often arises from weak self-awareness, a lack of a personal monitoring system, and limited media that can support the formation of positive habits in a structured manner. Yet, the success of character education in Islamic boarding schools is largely determined by the extent to which students are able to establish sustainable, productive routines. One alternative solution is the development of a Habit Tracker. According to Lally & Gardner (2013), a Habit Tracker is a reminder and trigger tool that can help individuals form positive habits. This tool works by providing visualisations of progress, triggering motivation, and reinforcing repeated behaviours. Thus, the Habit Tracker serves not only as a record but also as a means of reflection and strengthening self-commitment.

From an Islamic educational perspective, habituation is an effective method for instilling religious values. Through habituation, female students are trained to internalise positive daily activities, ultimately forming a strong character. Consistent and repeated habituation will become ingrained in the memory, allowing these activities to be carried out without external coercion. In other words, Habit Tracker can be a tool that supports habituation methods in the context of Islamic boarding school education. Furthermore, the Islamic values that are at the core of Islamic boarding school education are also relevant for integration into Habit Tracker. Mediawati (2023) explains that Islamic values include monotheism, noble morals, justice, social concern, and perseverance in worship. These values align with the vision of Islamic boarding school education, which is to produce students who are not only religiously literate but also possess character, are productive, and contribute positively to society.

Based on this review, a research gap was identified: the limited number of studies on the use of Habit Tracker in the context of Islamic boarding school education. Previous research has focused more on the effectiveness of Habit Tracker on general habits, such as exercise, diet, or time management, while the integration of Habit Tracker with Islamic values to support the independence of female students in worship and productive activities has not been widely developed. Therefore, this research is important to conduct to present a printed media Habit Tracker that functions not only as a habit monitoring tool, but also as a means of character building, discipline, and self-management based on Islamic values. Thus, this research is expected to make a real contribution to the development of learning media that is innovative, relevant, and appropriate to the needs of female students in today's Islamic boarding schools.

Learning Materials Development

The development of teaching materials is a crucial aspect of the learning process, as they serve as a bridge between teachers and students in achieving learning objectives. Teaching materials are not merely a collection of materials; they are also systematically designed, engaging, and tailored to students' needs, enabling them to learn independently or with teacher guidance. Therefore, educators are responsible for compiling and creating teaching materials based on student characteristics and the surrounding environment, ensuring that learning activities achieve their intended objectives (Meliana et al., 2022). According to Prastowo (2014), teaching materials are all forms of materials, both written and unwritten, systematically arranged to assist teachers in implementing the learning process and facilitate student understanding. Similarly, the Ministry of National Education (2008) emphasises that teaching materials are a systematically arranged set of materials used by teachers and students in the learning process to achieve basic competencies.

In the development process, teaching materials must pay attention to basic principles. Majid (2011) mentions several important principles, namely relevance, consistency, and adequacy. Relevance means that teaching materials must be in accordance with basic competencies and learning objectives; consistency indicates the integration between indicators, materials, and evaluations; while adequacy means that the material presented is not too little or too much, but sufficient to help students achieve the expected competencies. In addition, the principle of readability must also be considered, namely, the language used in teaching materials must be appropriate to the level of development of students. Furthermore, Muslich (2010) emphasizes that good teaching materials must have several characteristics, including: self-instructional (encouraging students to learn independently), self-contained (complete and complete material in one unit), stand-alone (can be used without relying on other teaching materials), adaptive (can adapt to developments in science and technology), and user-friendly (easy to use and understand for students).

In terms of development models, there are several approaches that can be used. The ADDIE (Analysis, Design, Development, Implementation, Evaluation) model introduced by Branch (2009) is the most widely used model because it is systematic and flexible. This model helps learning material developers to design, develop, and evaluate products in stages. In addition, there is also the Dick and Carey (2009) model, which is oriented towards instructional systems by emphasising the relationship between objectives, strategies, and evaluation. Another frequently used model is the 4-D (Define, Design, Develop, Disseminate) model developed by Thiagarajan, Semmel, & Semmel (1974), in which learning material development is carried out through four core stages, starting from needs analysis to product dissemination.

The urgency of developing teaching materials cannot be underestimated. According to Pribadi (2017), teaching materials development plays a crucial role in creating meaningful, engaging, and tailored learning experiences tailored to students' needs. This aligns with Sanjaya's (2016) assertion that teaching materials development is not simply about compiling material, but also a strategic effort to help students acquire competencies, build character, and develop critical thinking skills.

Based on the description above, it can be concluded that the theory of teaching materials development emphasises the process of compiling materials that are systematic, relevant, consistent, and contextual, while taking into account the characteristics of students. The teaching materials developed must have pedagogical, didactic, and practical functions, and follow an appropriate development model so that they can be used effectively in learning. Thus, the development of teaching materials not only functions as a medium for delivering material but

also as a means of character formation, strengthening motivation, and improving the quality of the process and learning outcomes of students.

Habit Tracker Based on Islamic Values

In the modern era, Habit Trackers have emerged as an effective tool for helping individuals form new habits and reinforce positive behaviour. Simply put, a habit is defined by James Clear (2014:66) as a behaviour repeated frequently enough to become automatic. This habit tracker serves to monitor the progress of daily activities, maintain consistency, and predict future behavioural changes. Thus, a Habit Tracker is not simply a record, but also a means of self-reflection that encourages behavioural change toward a better direction. The Habit Tracker concept aligns with the laws of habit formation proposed by Clear (2014:111). There are four underlying principles: making habits visible, engaging, easy, and satisfying. In this study, the concept is operationalized through measurable indicators. The visible principle is implemented by clearly specifying daily habit targets, such as performing prayers on time or reading the Qur'an. The engaging measured through the inclusion of motivational elements, such as relevant Qur'anic verses or hadiths. Easy principle is reflected in the simplicity of the tracker design and its ease of use for students and the satisfying principle is operationalized through the provision of achievement markers or checklist, daily scores, or simple rewards to reinforce behavioral consistency. First, habits need to be made visible, for example, by explicitly writing down behavioural targets in the Habit Tracker. Second, habits are designed to be engaging by adding motivational elements such as inspirational words or reminder verses. Third, habits are made easy with a tracker design that is simple and practical to use. Fourth, habits are made satisfying by providing rewards or recognition for successful implementation. These four principles strengthen the Habit Tracker's function as a trigger and reminder for new habits.

Functionally, a Habit Tracker has several important purposes. First, it serves as a reminder and trigger for events that can form habits, as habits are formed through repeated behaviour in a consistent context (Lally, Wadde, & Gardner, 2013). Second, a Habit Tracker acts as a behavioural motivator. Motivation is closely related to intention, attitude, social norms, and perceived control, which influence a person's ability to maintain a habit. Third, a Habit Tracker helps individuals manage prospective memory, namely the ability to recall future behavioural plans, so that new habits can be integrated into daily routines.

In addition to goals, the steps for using a Habit Tracker are also important to consider. According to Redy (2020), habit trackers make it easy for users to set specific parameters to study, such as religious habits, charitable activities, or other productive activities. Next, users determine the tracking duration, generally 15, 30, or 60 days. A longer duration is recommended to obtain accurate data and allow for more in-depth self-analysis. Once the parameters and duration are determined, the user then makes a commitment, keeps regular records, and accumulates data to analyse the habit change process. Through these steps, the Habit Tracker functions not only as a recording tool but also as an educational tool for fostering discipline and character building. Through consistent monitoring, individuals are helped to internalise positive habits into their daily lives. Thus, the Habit Tracker can be a simple yet highly impactful tool for self-development and character building in students.

Islamic values are a set of beliefs and principles that guide the thinking, attitudes, and actions of every Muslim individual. These values serve to distinguish between good and bad, fair and unfair, and the worthiness of an action in life (Maisaroh et al., 2024). In the context of religiosity, these values stem from Islamic teachings, which emphasise human connection with

Allah SWT through obedience and worship. The value of worship is at the core of spiritual character formation, as worship is a tangible manifestation of faith that must be cultivated from an early age to become ingrained in a person (Imran & Iswantir, 2021). Meanwhile, the social value of muamalah emphasises harmonious relationships between fellow humans and with nature, as a form of implementing Islamic social morals (Parhan et al., 2024; Taqiyudin, 2019). Through the Habit Tracker, female students are guided to consistently practice these two values in their daily lives at the Islamic boarding school.

Behaviourism Theory and the Productive Activities of Female Islamic Students

Behaviourist learning theory defines learning as a observable change in behaviour resulting from stimulus-response relationships, reinforced through repetition and habituation (Rahmah & Aly, 2023; Andi Mustika, 2022; Fadhoil, 2015). In the context of female Islamic students in Islamic boarding schools, this theory supports fostering productive activities and positive character—such as honesty, discipline, responsibility, and religiosity—through structured daily routines, consistent reinforcement, and supervision..

The characteristics of female Islamic boarding school students reflect religious values, such as social awareness, respect for elders, responsibility, and perseverance in worship (Muttaqin, 2021; Ainurrofiq, 2021). Rmania Qurhana, Salman A., et al. (2022) added that female Islamic boarding school students possess dominant characteristics of gratitude, kindness, justice, and citizenship. Therefore, the use of Habit Tracker media based on Islamic values can be a means to strengthen the productive behaviour of female Islamic boarding school students. This media helps them conduct independent self-evaluations and strengthens the habituation process that was previously only carried out verbally by Islamic boarding school supervisors. Thus, the application of the behaviourism theory in the Islamic boarding school context can increase the consistency of positive behaviour of female Islamic boarding school students through planned and measurable habituation.

METHOD

منهج

Research and Development (R&D) is a crucial methodological approach for generating innovation, particularly in education (Rahayu 2025). This research method utilises the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model developed by Reiser and Mollenda in the 1990s. This model serves as a guideline for developing effective, dynamic, and performance-supporting learning tools (Pribadi, 2009). In this study, ADDIE was used to develop a printed media Habit Tracker based on Islamic values for female students at an Islamic boarding school. The ADDIE model is known as a systems approach, dividing the planning process into several steps and organising each step into a logical sequence. The output from the previous step is then used as input for the next step (Rachma et al., 2023). However, it is important to clarify that this reaserch is limited to the development stage, focusing on product design, expert validation, and initial revision. The implementation and large scale evaluation stages were not fully coducted. Therefore, this study does not claim product effectivnes but rather feasibility and initial acceptability.

The first stage is analysis, which involves identifying needs through preliminary studies, developing instruments, and reviewing theories. The results are used to inform development. The second stage is design, namely designing a product draft in the form of a Habit Tracker that includes 12 sections, starting from the cover, guide, habit targets, reflections, to weekly evaluations. Next, the development stage is carried out by revising and completing features,

including women's tips and evaluation sheets for feasibility testing. The validation process involved three experts in the fields of educational media, Islamic education, and language. They were selected based on their academic qualifications and professional experience. A validation instrument in the form of a likert scale rubric (1-5) was used, covering aspects of content relevance, language clarity, design quality, and integration of Islamic values.

A limited trial was conducted involving a small group of female students (n=15) and two female teachers at Islamic Boarding School. Participants were selected using purposive sampling, with criteria including active enrollment, basic literacy skills, and willingness to participate. Demographically, the students were age between 10-12 years and prior exposure to basic religious practices. The trial aimed to gather initial responses regarding usability and clarity of the habit tracker, rather than to measure effectiveness. Data analysis combined quantitative and qualitative approach. Quantitative data from validation scores were analyzed using descriptive statistics, while qualitative data from expert comments and students' responses were categorized and interpreted to enrich the findings. These two types of data were integrated to produce comprehensive revisions of the product.

RESULT | نتائج

This research resulted in a printed Habit Tracker media-based on Islamic values aimed at assisting female students (santriwati) in cultivating productive activities within the Islamic boarding school environment. The product was developed through the ADDIE model, which consists of analysis, design, development, implementation, and evaluation. However, it is important to emphasize that the findings of this study indicate feasibility and promising potential, rather than confirmed effectiveness, as no experimental pre-post behavioral measurement was conducted.

Analysis Stage: The results of the needs analysis indicate that female students in Islamic boarding schools face serious challenges in maintaining consistency in carrying out daily productive activities. These activities include voluntary worship, study discipline, literacy, and cultivating noble morals in social interactions. Through questionnaires and interviews, it was revealed that most female students often experience decreased motivation and difficulty in managing their time effectively. This condition results in irregularities in implementing productive habits, such as diligent reading, recording daily goals, or consistently performing voluntary worship. Therefore, simple, practical, and applicable media are needed that not only motivate but also function as a tool for monitoring daily habits (Rahmawati, 2021).

These findings align with habit formation theory, which states that routines are formed through consistent repetition of behaviour, thus requiring a strategy of visualising targets to increase the chances of success (Lally et al., 2010). Habit trackers, as a form of habit tracking media, have proven effective in supporting this process because they provide visual reinforcement of past achievements (Lally & Gardner, 2013). Through recording and tracking, individuals can become more aware of the development of their habits and become motivated to maintain positive behaviours. However, in the context of Islamic boarding schools, the spiritual aspect is a crucial element that cannot be ignored. Analysis of Islamic education literature shows that internalising Islamic values in learning and self-development media can have a more profound impact, as it connects productive activities with a devotional orientation (Tilaar, 2012). For example, daily literacy practice can be integrated with the value of *iqra'* (reading), while learning discipline can be linked to the command to seek knowledge as part of religious obligations. The integration of these values serves not only as psychological motivation but also

as a spiritual reinforcement, encouraging female students to view productive activities as a form of worship.

Furthermore, the analysis also indicates a need for media that is contextual, easy to use, and suited to the characteristics of female students in Islamic boarding schools. Print media is considered more appropriate because it is relatively easy to access, does not depend on the availability of devices, and allows for direct interaction through self-reflective writing. This is in line with Pribadi's (2009) view that emphasises the importance of media suitability to the needs and conditions of students in developing a learning system. So that the analysis stage emphasises the urgency of developing a printed media Habit Tracker based on Islamic values. This media is expected to answer the needs of female students for a means of reminders and controlling habits, as well as being a means of internalising spiritual values that strengthen their motivation and consistency in carrying out their daily productive activities.

Design Stage: In the design stage, researchers drafted a Habit Tracker consisting of 12 main components: cover; identity; foreword; user guide; list of habit targets (obligatory and recommended worship, discipline, learning, literacy, morals, interaction); motivational verses or hadith; self-reflection; weekly evaluation; motivational page; personal notes; conclusion; and bibliography. This structure was designed to meet the needs of users in Islamic boarding schools while maintaining the integrity of Islamic values.

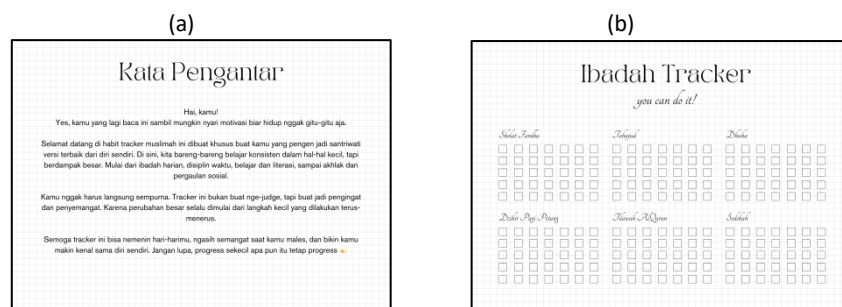


Figure 1. (a),(b) LooksHabit Tracker Media Design

This draft design was created using the Canva application to ensure an attractive, clean, lightweight visual appearance that aligns with the characteristics of female Islamic students. Canva is a website and online graphic design application that makes it easy to create engaging graphics or visuals (Kharissidqi & Firmansyah, 2022). According to Junaidi (2021), the Canva application also offers a variety of attractive designs, enhances teacher and student creativity in designing learning media due to its numerous features, and saves time in practical learning media development. Designing doesn't require a laptop; it can be done via mobile devices. The decision to use Canva as a design tool is also pragmatic due to the flexibility of its templates, ease of non-technical use, and its ability to produce consistent and aesthetically pleasing visual elements. In educational media design, aesthetic aspects can increase user motivation and engagement (Clark & Mayer, 2016; Davis, 2013) while reducing cognitive barriers to understanding.

The arrangement of these sections follows the instructional design principle that learning media should be tailored to the characteristics of the audience and learning objectives (Pribadi, 2009). This principle aligns with modern instructional design literature, which emphasises learner-centred design, which considers user needs, context, and preferences (The Essentials of Instructional Design for E-Learning, 2025). In the context of a Habit Tracker, it's crucial that components like self-reflection and weekly evaluations serve more than just recording functions, but also trigger metacognitive processes for users to reflect on their progress and obstacles in

implementing their habits (Zimmerman, 2002). Canva is an online design program that provides various tools such as presentations, resumes, posters, brochures, banners, pamphlets, bulletins, infographics, Instagram posts, and much more (Susant & Mudinillah, 2023). Therefore, choosing this application to create a Habit Tracker is highly reliable.

Furthermore, the use of motivational verses and hadiths in each section of the media serves as spiritual cues that connect daily activities and habits with a devotional orientation. This approach is based on the concept that integrating religious values into learning media enhances the depth of character internalisation (Tilaar, 2012). With religious reminders, daily activities such as reading the Quran or being patient in interactions become not merely tasks, but personal devotional practices.

The design of the habit target list component reflects the principle that learning activities (daily habits) and evaluation (weekly evaluations) must align with the desired habit development goals (broadness of worship, discipline). With this alignment, users can see a direct connection between what is recorded and the desired spiritual/practical goals. Recent literature on behaviour change interventions suggests that effective habit tracker media design should incorporate cue, reward, and feedback loop elements to encourage users to repeat positive behaviours (Zhu et al., 2024). In this Habit Tracker, the weekly evaluation component and motivational pages serve to provide psychological feedback and rewards, such as a sense of accomplishment or visual motivation that reinforces habit repetition. A simple and flexible design is also crucial to avoid overwhelm and maintain consistency (Ness Labs, 2023). Therefore, the media design phase of this Habit Tracker involves not only composing visual elements and content, but also designing a user experience that combines pedagogical, psychological, aesthetic, and spiritual aspects to ensure users (female students) feel relevant, motivated, and consistent in their use.

Table 1. Habit Tracker Media Design

Habit Tracker Component	Description
Cover	Displays the initial appearance of the Habit Tracker, designed to be attractive and reflect Islamic values.
User Identity	Contains columns for writing the user’s personal information, such as name and class.
Table of Contents	Lists all the subheadings or sections in the Habit Tracker to help users easily find the desired page.
Preface	Provides a brief introduction explaining the purpose and importance of using the Habit Tracker.
User Guide	Explains the objectives, descriptions of each section, and the step-by-step flow for using the Habit Tracker effectively.
Habit target List	Contains categorised columns of habits based on aspects such as worship, discipline, literacy learning, morality, and social interaction.
Motivational Verses and Hadiths	Includes selected verses from the Qur’an and hadiths that serve as spiritual reminders and motivation for users.
Self-Reflection	Provides space for users to write personal reflections after completing daily activities.
Weekly Evaluation	Provides a page to evaluate the achievement of targeted habits over the course of a week.
Motivational Page	Contains short inspirational stories about female companions (Shohabiyah) as role models for users.
Personal notes	Offers blank pages that can be used to write personal notes or experiences.
References	Lists the sources and references used in the development of the Habit Tracker.

Based on the description in the table above, each component of the Habit Tracker is

systematically designed to help female students develop productive habits based on Islamic values. Each section has a specific pedagogical and spiritual function, from motivational verses and hadith that foster self-awareness, to reflection and evaluation pages that encourage self-assessment and continuous improvement. The addition of features such as feminine tips, inspirational stories from the Shohabiyah (Islamic sisters), and personal note pages provides a personal and contextual dimension, making this tool more relevant to the daily lives of female students in the Islamic boarding school environment. Overall, the Habit Tracker functions not only as a behaviour monitoring tool but also as an integrated tool for character development, self-discipline, and spiritual growth in accordance with Islamic principles.

Development Stage: The initial prototype of the Habit Tracker was developed with several additional features, including women’s tips and a self-evaluation sheet. The product then underwent a validation process by three experts: a material expert, a language expert, and a design expert. The material expert assessed the content feasibility of the Habit Tracker and rated it as very good, particularly in terms of its integration with Islamic values and its relevance to the daily activities of female students. The language expert gave a good rating, focusing on aspects of readability, clarity of language, and systematic presentation. Meanwhile, the design expert evaluated the visual appearance, layout, and aesthetics of the Habit Tracker, providing a very good rating. The results of the validation indicated that the media was feasible for use with only minor revisions required, mainly related to language refinement and the addition of a reflective note section. The prototype was validated by three experts in material, language, and design. A Likert-scale rubric (1–4) was used to assess feasibility across these aspects. The average validation score was 3.62 out of 4, which falls into the “very feasible” category, based on the following conversion criteria:

Table 2. A Likert scale

No	Description	Information
1	3.25-4.00	Very Feasible
2	2.50-3.24	Feasible
3	1.75-2.49	Less Feasible
4	1.00-1.74	Not Feasible

Implementation Phase: A limited trial was conducted on a small group of female students and female teachers at an Islamic boarding school. The implementation results showed that 85% of respondents found the Habit Tracker helpful because it encouraged them to be more disciplined in recording their religious and learning activities. Furthermore, the female students felt motivated by the verses and hadith presented in each section. This implementation also aligns with experiential learning theory, which emphasises the importance of direct student involvement in the learning process and behavioural change (Kolb, 1984).

Evaluation Stage: The evaluation was conducted through expert assessment and user feedback. The results indicated that the printed Habit Tracker had high suitability in terms of content, language, and design. Several minor revisions were made to improve the clarity of the instructions and add a personal reflection section. Overall, the Habit Tracker was deemed suitable for supporting the development of productive habits among female Islamic boarding school students. The results of this study demonstrate that the Islamic-based Habit Tracker is an effective tool for developing productive habits among female students. The primary strength of this tool lies in its integration of psychological and religious approaches. From an educational psychology perspective, habits are formed through the repetition of behaviour within a supportive environment (Lally & Gardner, 2013). Through daily and weekly recording, female students are encouraged to consistently engage in worship, study, and discipline. This aligns with

habit formation theory, which emphasises the importance of self-monitoring as a tool to reinforce positive behaviour (Wood & Neal, 2016).

From an Islamic education perspective, the Habit Tracker is equipped with Qur'anic verses and motivational hadiths that serve as spiritual reminders. This integration supports the formation of Islamic character as emphasised by Tilaar (2012) that values-based education has an important role in shaping the morals and personalities of students. Thus, the Habit Tracker is not only an administrative instrument, but also a means of internalising Islamic values. In addition, development with the ADDIE model has proven relevant. This model provides a systematic framework for producing effective learning media, from needs analysis to product evaluation (Pribadi, 2009). The trial and validation process showed that this printed media meets the criteria for appropriateness of content, language, and design, so it can be implemented in the context of Islamic boarding schools. The findings of this study also support previous studies that found that the use of a values-based habit tracker can improve consistency in worship and learning discipline among Muslim adolescents (Rahmawati, 2021). This demonstrates that Islamic values-based media innovations significantly contribute to fostering productive behaviour in Islamic educational institutions.

DISCUSSION

مناقشة

The research results show that the printed Habit Tracker based on Islamic values is effective in helping female students at Islamic boarding schools (*santriwati*) build and maintain productive habits. Its effectiveness comes not only from its practical function as a tool for tracking daily activities but also from the integration of spiritual aspects that strengthen users' intrinsic motivation. This finding aligns with the theory of habit formation, which states that new behaviors can be sustained when individuals receive positive reinforcement and find meaningful purpose in their actions (Lally & Gardner, 2013). In the context of Islamic boarding schools, this meaning is realized through Islamic values that position productive activities as a form of worship (Tilaar, 2012).

To strengthen the discussion, these findings are also consistent with global studies on habit tracking and character education. Research in educational psychology shows that habit-tracking tools improve self-regulation and discipline among students by providing structured routines and feedback mechanisms (Zimmerman, 2002; Wood & Neal, 2016). Furthermore, studies on Islamic educational technology in several Muslim contexts highlight that integrating religious values into learning media increases engagement and moral awareness, as learners perceive activities as spiritually meaningful (Al-Attas, 2018; Rahman et al., 2022). This suggests that the integration of Islamic values in the Habit Tracker is not only contextually relevant but also theoretically supported across disciplines.

The use of this Habit Tracker also demonstrates the relevance of the ADDIE development model, which provides a systematic framework from analysis to evaluation. This process ensures that the media is developed according to users' needs and is empirically tested for content, language, and design feasibility (Pribadi, 2009). These findings strengthen the idea that the success of learning media is not only determined by the quality of its content but also by how well it aligns with learners' characteristics and learning contexts (Clark & Mayer, 2016).

From an educational psychology perspective, regular recording in the Habit Tracker functions as a form of self-monitoring that reinforces positive behavior. Wood and Neal (2016) explain that self-observation through habit tracking can increase behavioral awareness and

accelerate the formation of new habits. This is reflected in the implementation results, where most santriwati (female students) reported feeling more disciplined and motivated in carrying out their daily activities after using the media. The visualization of progress through habit tables and weekly reflections also provides positive feedback that fosters a sense of accomplishment (Zhu et al., 2024).

From the perspective of Islamic education, the inclusion of motivational Quranic verses and Hadiths in each section of the Habit Tracker serves as a key distinction from conventional habit trackers. The inclusion of Qur'anic verses and Hadiths acts as a reinforcement of religious identity, which strengthens internal motivation. According to identity-based motivation theory, individuals are more likely to perform behaviors that align with their core identity. The integration of spiritual values not only deepens the meaning of activities but also strengthens the worship-oriented mindset in daily life. This aligns with the views of Tilaar (2012) who assert that education based on Islamic values cultivates awareness that learning, discipline, and good character are forms of devotion to Allah SWT. Therefore, the Habit Tracker functions not only as a behavioral aid but also as a medium for internalizing religious values that support the development of Islamic character. In addition, expert validation results indicate that the use of the Canva application in the design of this media is effective in increasing user engagement. An attractive, simple, and aesthetic design helps reduce cognitive load and enhances visual motivation (Davis, 2013). This emphasizes the importance of aesthetics in educational media so that users feel comfortable and encouraged to use it consistently.

Overall, the findings of this study reveal a synergy between psychological and religious approaches in developing productive habits within the Islamic boarding school environment. The use of an Islamic values-based Habit Tracker not only helps santriwati manage their time and activities but also strengthens the spiritual and moral dimensions of their daily actions. Thus, this media has the potential to become a strategic innovation in character education for santriwati, aligning with the holistic and contextual direction of Islamic education development.

This study has several limitations. First, the research is limited to the development stage, without full-scale implementation and experimental testing of effectiveness. Second, the sample size in the limited trial is relatively small and context-specific, which restricts the generalizability of the findings. Third, the study relies primarily on descriptive and initial response data, without long-term measurement of behavioral change. Therefore, future research is recommended to conduct experimental studies with larger and more diverse samples, include longitudinal tracking to measure sustained habit formation, and explore digital adaptations of the Habit Tracker to enhance scalability and accessibility.

CONCLUSION

خاتمة

This study concludes that the development of the Habit Tracker print media based on Islamic values in helping female Islamic boarding school students develop productive habits. The media, developed through the ADDIE model, was systematically structured, combining psychological aspects of habit tracking with Islamic spiritual values as the underlying motivation. However, this study has several limitations. First, it is limited to the development stage and a small scale trial, and therefore has not yet been able to comprehensively measure effectiveness through an experimental design. Validation test results showed that Habit Tracker received a very good rating from both material experts and media experts. Positive responses were also received by female students as users, who felt it helped them manage consistent sunnah worship, maintain study discipline, improve literacy, and strengthen their daily morals. The

presence of self-reflection features, weekly evaluations, and motivational verses and hadiths further strengthens the product's relevance to the needs of Islamic boarding school life. The integration of Islamic values in this media not only makes Habit Tracker a behavioural control tool but also a means of internalising spiritual values that serve to strengthen character. Thus, the Islamic values-based Habit Tracker can be used as an innovative learning medium and as a means of character development for female students that is applicable, practical, and contextual to Islamic boarding school culture.

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