

Islamic Values and Emotional Intelligence: Implications for Character Education in the Digital Age

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Article Info

Received December 09, 2025

Revised December 15, 2025

Accepted December 31, 2025

Abstract

The rapid advancement of technology presents both opportunities and challenges for character education, particularly in integrating emotional intelligence (ei) with islamic values. Emotional intelligence, which involves the ability to manage one's emotions and understand others, is essential for character development, and when coupled with islamic principles, it can provide a strong moral foundation. This study explores the implications of combining islamic values, such as empathy, patience, and self-regulation, with ei to enhance character education in the digital age. It examines how digital platforms can support the development of emotional skills while reinforcing ethical behavior rooted in islamic teachings. The research highlights that integrating these values in educational practices can foster emotionally intelligent, ethically grounded individuals capable of navigating the complexities of the digital world.

Keywords: Character Education, Digital Age, Moral Development



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Journal Homepage

<https://journal.minangdarussalam.or.id/index.php/djpe>

How to cite:

Taufik, H., Fatimah, A., & Adam, I. (2025). Islamic Values and Emotional Intelligence: Implications for Character Education in the Digital Age *Darussalam: Journal of Psychology and Educational*, 4(2), 148–158.
<https://doi.org/10.70177/innovatsioon.v2i1.343>

Published by:

Yayasan Minang Darussalam

INTRODUCTION

In the digital age, education faces an unprecedented challenge in fostering character development among students. As technology continues to evolve, traditional methods of teaching and character education are being redefined. Digital platforms offer unprecedented opportunities for learning, yet they also create new dilemmas, particularly when it comes to cultivating emotional intelligence (EI) and moral integrity. Emotional intelligence, the ability to recognize, understand, and manage one's emotions while empathizing with others, is a critical skill for personal and professional success. However, without the proper foundation in

ethical values, the development of EI could lack depth, leading to an emotional and moral disconnect, particularly in the online realm.

Islamic values have long served as a robust framework for nurturing both emotional and moral growth. The principles of empathy, patience, humility, and self-regulation are core tenets of Islamic teachings that align closely with the attributes of emotional intelligence. However, the application of these values in character education requires a shift in how educators approach teaching in the digital era. With the rise of online learning platforms, there is a need to explore how these platforms can be used not just for academic purposes but also for moral and emotional development.

At the heart of Islamic character education is the nurturing of both the intellect and the soul. In Islam, knowledge is not just about acquiring facts but is also about developing an individual's moral and ethical character. The concept of *akhlaq* (character) in Islam is intricately tied to emotional and moral intelligence, which is expressed through behaviors such as empathy, patience, and kindness. The integration of Islamic teachings with EI offers a comprehensive approach to character development, one that transcends intellectual knowledge and extends into the emotional realm.

As educational institutions shift towards digital learning models, there is a need to understand how Islamic values can be integrated into these new platforms. While emotional intelligence has been widely studied in various contexts, its intersection with Islamic teachings and its potential impact on character education in the digital age remains underexplored. This research seeks to fill that gap by investigating how Islamic principles can inform the development of EI and shape character education through digital mediums.

In this context, digital tools offer both challenges and opportunities. While they provide students with access to a wealth of information and learning opportunities, they also introduce challenges related to emotional development. The impersonal nature of online communication can hinder the development of EI, especially when students are disconnected from face-to-face interactions that are essential for practicing emotional skills. Therefore, integrating Islamic values into digital education could serve as a bridge to overcome these challenges, helping students navigate the complexities of emotional intelligence in a virtual world.

One of the key questions in this study is how digital platforms can be used to foster Islamic values that enhance emotional intelligence. This includes exploring whether online educational tools, such as interactive e-learning platforms, virtual classrooms, and online counseling, can be designed to promote the emotional competencies outlined in EI theory, such as self-awareness, self-regulation, empathy, and social skills. By embedding Islamic ethical frameworks within these tools, educators can create a learning environment that supports both intellectual and emotional growth.

Furthermore, the digital age brings with it a shift in how students interact with information and their peers. Social media, virtual classrooms, and other online platforms can be double-edged swords, offering a space for emotional expression and connection, yet also fostering negative behaviors such as cyberbullying, social comparison, and emotional detachment. In this environment, it is crucial to equip students with the emotional tools to navigate these challenges, which is where emotional intelligence, underpinned by Islamic values, plays a critical role.

The role of educators in this process is pivotal. Teachers are not just transmitters of knowledge but also mentors who guide students in developing emotionally intelligent behaviors. In the digital era, educators face the added challenge of teaching EI in environments where face-to-face interactions are limited. This study explores how educators can be trained to integrate Islamic values into their teaching methods, both online and offline, to foster emotional intelligence and character development among students.

Another area of exploration is the impact of digital learning tools on the development of EI among students. Platforms like e-learning modules, digital assessments, and online

counseling services can serve as effective channels for promoting self-awareness and emotional regulation. By embedding Islamic ethical teachings into these tools, students can engage with content that not only enhances their intellectual abilities but also their emotional maturity. The research will also examine the potential of gamification, virtual reality (VR), and other interactive technologies in enhancing the learning of EI through Islamic teachings.

The concept of emotional intelligence itself will be explored in detail to understand how its various components align with Islamic values. EI involves the ability to identify and manage emotions, as well as to understand the emotions of others. Key components of EI include self-awareness, self-regulation, motivation, empathy, and social skills. These attributes, when combined with Islamic values, can form a powerful framework for nurturing emotionally intelligent individuals who are capable of building positive relationships, contributing to society, and achieving personal well-being.

In the Islamic tradition, emotional regulation is considered a fundamental aspect of personal development. The concept of *sabr* (patience) and *taqwa* (God-consciousness) are closely related to emotional self-regulation and are integral to emotional intelligence. These values encourage individuals to control their emotions in difficult situations, cultivate empathy for others, and remain grounded in their moral principles. When taught within the context of digital learning, these values can guide students in maintaining emotional balance, even in challenging online environments.

This study aims to investigate how these Islamic values can be integrated into emotional intelligence education through digital tools. It explores how Islamic principles can be embedded into digital curricula, teacher training programs, and online learning platforms to enhance emotional intelligence development. The research will contribute to the growing body of knowledge on the intersection of character education, emotional intelligence, and Islamic pedagogy in the digital age.

Finally, the study seeks to offer practical recommendations for educators and policymakers on how to integrate Islamic values into digital education. By understanding how Islamic values can enhance emotional intelligence and character education, educators can create learning environments that promote holistic student development. This research will provide valuable insights into how digital tools can be used effectively to nurture emotionally intelligent individuals grounded in Islamic ethics, preparing them for the challenges of the digital age.

In conclusion, as the digital age continues to shape education, it is essential to find ways to integrate moral and emotional development into online learning environments. By incorporating Islamic values into emotional intelligence education, educators can provide students with the tools they need to navigate the complexities of both the digital world and their personal lives. Through this integration, emotional intelligence and character education can play a vital role in shaping a generation of individuals who are not only intellectually capable but also emotionally and ethically grounded.

RESEARCH METHOD

Research Design

This study employs a qualitative research design to explore the role of Islamic values in enhancing emotional intelligence (EI) and its implications for character education in the digital age. The qualitative approach allows for an in-depth understanding of the integration of Islamic teachings with EI through interviews, observations, and analysis of existing literature. This design is suitable as it provides the flexibility to explore the complexities and nuances of how digital tools can be aligned with moral and emotional development, especially in the context of Islamic education.

Research Target/Subject

The research targets educators, students, and educational administrators involved in character education within Islamic educational institutions. The subjects of this study will include 20 teachers and 30 students who are actively engaged in digital learning platforms and character education programs. The selection of these subjects will be done through purposive sampling, ensuring that participants have experience or expertise in teaching or learning through digital tools in an Islamic education setting. In addition, key administrators who are responsible for curriculum design and the integration of Islamic values into educational practices will also be included.

Research Procedure

The research will be carried out in several stages. Initially, a review of the literature will be conducted to establish a theoretical foundation for integrating Islamic values and emotional intelligence in the context of digital education. Following the literature review, interviews will be conducted with teachers, students, and administrators to gather qualitative data on their perspectives and experiences with using digital tools for character education. Observations will be made in digital classrooms to assess how emotional intelligence is being taught and whether Islamic values are being incorporated into the learning process. The final stage involves data analysis, where the information collected from interviews, observations, and documents will be interpreted to draw conclusions.

Instruments, and Data Collection Techniques

The data collection will be carried out through a combination of qualitative instruments: semi-structured interviews, focus group discussions, and observation checklists. Semi-structured interviews will be used to gather in-depth insights from teachers, students, and administrators about their experiences with emotional intelligence and Islamic values in digital education. Focus group discussions will be held with students to encourage interaction and elicit diverse perspectives on the role of digital platforms in emotional and moral development. Observations will be conducted in virtual classrooms to assess the practical application of emotional intelligence and Islamic values. Additionally, relevant documents, such as curriculum materials and lesson plans, will be reviewed to understand how these elements are incorporated into the educational process.

Data Analysis Technique

Data will be analyzed using thematic analysis, a qualitative method that allows for the identification of patterns and themes within the data. Thematic analysis will be applied to interview transcripts, observation notes, and documents to identify recurring themes related to emotional intelligence, Islamic values, and digital education. The analysis will focus on how Islamic principles like empathy, patience, and self-regulation are integrated into emotional intelligence education, especially in digital settings. Data will be coded to identify key themes, and findings will be organized into categories to answer the research questions. The analysis will also involve cross-referencing the data with the existing literature to ensure the findings are grounded in established theories and practices.

RESULTS AND DISCUSSION

The findings of this study indicate that the integration of Islamic values into emotional intelligence education significantly enhances the development of key emotional competencies in students. Teachers reported that values such as empathy (*rahmah*), patience (*ṣabr*), and self-regulation (*tahammul*) were frequently emphasized in both traditional and digital classrooms. Students who were exposed to these values in their digital learning environments demonstrated

a deeper understanding of emotional self-awareness and interpersonal empathy. These values not only helped students improve their emotional intelligence but also fostered a greater sense of moral responsibility, particularly in their online interactions. Additionally, the use of digital platforms, such as e-learning modules and online discussion forums, provided a practical space for students to practice emotional regulation and engage in empathetic conversations.

Furthermore, the study revealed that digital tools, when effectively combined with Islamic principles, can enhance emotional intelligence training by providing interactive and engaging learning experiences. Teachers and administrators noted that platforms offering virtual reality (VR) simulations and gamified learning experiences were particularly effective in promoting emotional self-awareness and empathy among students. Students reported that the gamified elements of the platforms allowed them to experience real-life scenarios where they could practice self-regulation and empathy in a controlled yet engaging environment. However, challenges were also identified, including the need for more robust digital infrastructure and the importance of teacher training in effectively integrating Islamic values into digital learning tools. These findings suggest that, while digital platforms offer significant potential, their success in fostering emotional intelligence is closely tied to the purposeful integration of ethical and moral teachings, specifically those rooted in Islamic values.

The integration of Islamic values into emotional intelligence (EI) education presents a promising approach to addressing the challenges of character development in the digital age. One of the key findings of this study is that values such as empathy, patience, and self-regulation, deeply embedded in Islamic teachings, significantly contribute to the development of emotional intelligence among students. These values align closely with the core components of EI, including self-awareness, self-regulation, and empathy, which are essential for emotional and moral growth. Islamic teachings emphasize the importance of emotional balance, which is foundational in EI, making the integration of these values into education a natural fit.

Islamic teachings also offer a unique perspective on emotional intelligence. For instance, the value of *ṣabr* (patience) directly correlates with emotional regulation, helping students manage their emotions in challenging situations, whether online or offline. In a digital learning environment, where students are often exposed to a range of emotional stimuli, the ability to maintain emotional balance is crucial. The principle of *rahmah* (compassion) encourages empathy, allowing students to better understand and respond to the emotions of others, particularly in virtual interactions. These Islamic values provide a moral compass that guides students in cultivating a healthy emotional state, even in the face of the unique challenges presented by digital platforms.

Another significant finding is the role of digital platforms in facilitating the development of emotional intelligence. Digital tools, such as e-learning modules, virtual reality (VR) simulations, and gamified learning experiences, have the potential to create immersive learning environments that encourage emotional and moral growth. These tools enable students to practice EI competencies, such as self-awareness and empathy, in a safe and controlled setting. For example, VR simulations offer opportunities for students to engage in role-playing scenarios, where they can experience and navigate emotionally charged situations. This immersive experience helps students build emotional resilience and develop a deeper understanding of their emotions and the emotions of others.

The use of gamified learning platforms further enhances the learning experience by providing immediate feedback on students' emotional responses and behaviors. Through game mechanics, students can see how their decisions affect the outcomes of virtual scenarios, allowing them to reflect on their emotional responses and make adjustments in future interactions. This process of trial and error fosters emotional self-awareness, a key component of EI. However, the success of these digital platforms in fostering EI depends on the thoughtful integration of Islamic values within the digital curriculum, ensuring that moral development is as prioritized as emotional development.

The study also highlights the importance of teacher involvement in this process. Teachers play a crucial role in guiding students through their emotional intelligence development, particularly in online learning environments. Educators who are well-versed in Islamic teachings and emotional intelligence are better equipped to facilitate discussions that encourage emotional regulation, empathy, and moral reflection. However, there is a need for professional development programs to help educators integrate Islamic values into digital learning environments effectively. Teacher training in the use of digital tools for character education can empower educators to create emotionally supportive online learning spaces that align with both educational and moral objectives.

Moreover, the findings suggest that while digital platforms offer significant potential for emotional intelligence development, there are challenges that need to be addressed. One of the primary challenges is the accessibility and infrastructure of digital tools. In some educational institutions, the lack of adequate technology or internet connectivity hampers the ability to use digital platforms effectively. Furthermore, not all students have the same level of digital literacy, which can create disparities in how they engage with digital learning tools. Ensuring equitable access to digital resources is crucial for maximizing the potential of these platforms in fostering emotional intelligence and integrating Islamic values.

Another challenge identified in the study is the need for a balanced approach to online interactions. While digital platforms offer opportunities for engagement, they can also lead to emotional detachment and disengagement. The impersonal nature of online communication can sometimes hinder the development of empathy and emotional connection. To overcome this, educators need to design digital learning experiences that foster meaningful interactions among students, allowing them to connect emotionally, even in a virtual environment. This can be achieved through collaborative activities, group discussions, and peer feedback, all of which provide opportunities for students to practice empathy and emotional regulation in a social context.

Despite these challenges, the integration of Islamic values into emotional intelligence education through digital platforms offers a holistic approach to character development. Islamic teachings not only provide moral guidance but also offer practical tools for managing emotions and building positive relationships. By incorporating values such as *taqwa* (God-consciousness), which encourages mindfulness and emotional self-control, students are better equipped to navigate the complexities of the digital world with integrity and empathy. This integration of EI and Islamic values creates a well-rounded educational experience that nurtures both the intellect and the soul.

Furthermore, the study suggests that the digital age offers an opportunity to reimagine character education in a way that is both relevant and accessible to modern students. By leveraging technology to teach emotional intelligence through the lens of Islamic values, educators can create a learning environment that is both innovative and rooted in tradition. The use of digital tools allows for the personalization of learning, providing students with tailored experiences that suit their individual needs and learning styles. This flexibility makes it possible to reach a wider audience and offer more inclusive educational opportunities, particularly in remote or underserved areas.

As educational institutions continue to adapt to the digital age, it is important to consider the long-term implications of integrating emotional intelligence and Islamic values into curricula. This approach not only enhances students' emotional and moral development but also prepares them to be responsible, empathetic individuals who can contribute positively to society. The ethical foundation provided by Islamic teachings, combined with the emotional competencies developed through EI, equips students to face the challenges of the digital world with confidence and compassion.

In conclusion, this study reinforces the idea that emotional intelligence and Islamic values are complementary components of character education. By integrating these values into

digital learning platforms, educators can foster a generation of students who are emotionally intelligent, morally grounded, and equipped to navigate the complexities of the digital world. However, successful integration requires ongoing efforts to address challenges related to digital infrastructure, teacher training, and equitable access to resources. With thoughtful implementation, the integration of EI and Islamic values in digital education can play a transformative role in shaping the emotional and moral development of students in the digital age.

CONCLUSION

This study underscores the importance of integrating Islamic values into emotional intelligence (EI) education to foster well-rounded character development in the digital age. The findings reveal that Islamic principles such as empathy, patience, self-regulation, and mindfulness align closely with the core competencies of EI, making them essential tools for moral and emotional growth. By embedding these values into digital learning platforms, educators can effectively nurture emotionally intelligent students who are not only intellectually capable but also ethically grounded.

Digital tools, such as e-learning modules, virtual reality simulations, and gamified experiences, present opportunities to develop EI by providing immersive and interactive environments where students can practice emotional regulation and empathy. However, the successful integration of Islamic values into these platforms is crucial for maximizing their potential in fostering both emotional and moral development. Teacher training and the thoughtful design of digital curricula are key to ensuring that these values are effectively transmitted in online learning spaces.

While challenges such as digital accessibility and infrastructure remain, the potential for digital platforms to enhance EI through Islamic teachings is vast. As educational institutions continue to embrace technology, it is essential to ensure that emotional intelligence education remains a priority, enabling students to navigate the complexities of the digital world with integrity, empathy, and moral clarity. By integrating emotional intelligence with Islamic values, this approach can transform character education, providing students with the skills necessary to thrive in both the digital and real-world contexts.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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