

The Influence of Motivation, Personality, and Social Environment on Students' Religious Awareness in the Madrasah Aliyah Dormitory

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ABSTRACT

This study aims to analyze the influence of motivation, personality, and social environment on the religious awareness of students residing in the dormitory of Madrasah Aliyah Negeri 1 Lahat Regency. This study employed a quantitative approach using a correlational research design with a cross-sectional survey. The population consisted of 220 dormitory students, and 110 respondents were selected through simple random sampling. Data were collected using structured Likert-scale questionnaires and supported by documentation. The data were analyzed using descriptive statistics, partial hypothesis testing (t-test), and simultaneous hypothesis testing (F-test) at a 5% significance level. The findings reveal that motivation has a positive and significant effect on students' religious awareness ($t = 3.25$; $p = 0.002$), indicating that stronger learning and spiritual motivation contributes to higher religious awareness. Personality also has a significant effect ($t = 2.80$; $p = 0.007$), suggesting that disciplined and responsible students demonstrate better religious awareness. Likewise, the social environment significantly influences religious awareness ($t = 2.10$; $p = 0.040$), highlighting the importance of a supportive dormitory climate, peer interaction, and teacher supervision. Simultaneously, motivation, personality, and social environment significantly affect religious awareness ($F = 15.30$; $p = 0.000$), explaining 62% of the variance, while the remaining 38% is attributed to factors beyond the scope of this study. These findings provide practical implications for dormitory supervisors, Islamic education teachers, and school leaders in strengthening students' religious awareness through integrated motivational, character-building, and supportive environmental programs.

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1. INTRODUCTION

Religious awareness among adolescents has become an important concern in Islamic education, particularly in dormitory-based madrasah where students are expected to internalize Islamic values through structured learning, worship, and character development (Mangestuti & Aziz, 2023; Inayah et al., 2026). Although dormitory systems provide continuous religious guidance, participation in

religious activities does not always reflect genuine religious awareness. In many cases, students perform religious practices because of institutional regulations rather than personal conviction (Vaknin & Schachter, 2025; Sheh et al., 2023). This condition indicates that religious awareness is influenced not only by religious instruction but also by various psychological and environmental factors that shape students' attitudes and behaviours. Therefore, understanding the determinants of religious awareness is essential for improving the effectiveness of Islamic education in dormitory settings.

Religious awareness refers to an individual's conscious understanding and appreciation of religious teachings that are reflected in attitudes and daily behaviour. According to Syafitri and Izzah (2022), religious awareness is rooted in Islamic teachings, while Surawan and Mazrur (2020) argue that it is influenced by worship experiences, social relationships, knowledge, and personal experiences. In educational settings, religious awareness is strengthened through religious behaviour manifested in routine practices such as congregational prayers, Qur'an recitation, and other religious activities. Nazariskina and Selian (2025) explain that religious behaviour represents the practical expression of internalized religious values, whereas Purwasih (2023) emphasizes that continuous habituation enables these values to become part of students' everyday lives. Consequently, Islamic schools have a strategic role in fostering students' religious awareness through both formal learning and school culture (Daradjat, 1990). In the present study, religious behavior is not conceptualized as an independent or mediating variable. Rather, it is regarded as the observable manifestation of students' religious awareness, reflecting the extent to which internalized Islamic values are translated into daily religious practices. Accordingly, religious awareness remains the sole dependent variable, while religious behavior serves only as its behavioral expression within the theoretical framework.

Among the factors influencing religious awareness, motivation plays a fundamental role because it encourages students to engage actively in religious learning and worship. Muallifin (2017) explains that motivation consists of internal and external forces directing individuals toward desired goals, while Kholid (2017) argues that motivation determines individuals' persistence in performing complex tasks. Djamarah (2011) distinguishes motivation into intrinsic and extrinsic dimensions, both of which are highly relevant within dormitory education where institutional rules and personal commitment interact continuously. Students with stronger motivation are expected to internalize religious values more effectively and demonstrate higher levels of religious awareness.

Personality also contributes significantly to the formation of religious awareness because it influences how individuals internalize and consistently practice religious values. Annur (2020) defines personality as a complex psychophysical organization shaped by internal and external factors, whereas Karim (2020) describes personality as psychological characteristics reflected in behaviour. Students who possess discipline, responsibility, emotional stability, and self-control tend to respond more positively to religious guidance and consistently implement Islamic teachings. In addition, the social environment functions as an external factor shaping students' behaviour through interactions with teachers, peers, and dormitory supervisors. According to Subagio (2019) and Annur (2021), a supportive social environment strengthens positive behaviour by providing role models, supervision, and opportunities for continuous religious habituation.

The present study was conducted at the dormitory of Madrasah Aliyah Negeri 1 Lahat Regency, which integrates formal education with a dormitory system emphasizing Qur'an memorization, Arabic and English language development, congregational worship, and character education. According to the head of the dormitory and the vice principal for curriculum, the institution combines the national curriculum with Islamic boarding school traditions through teacher role modelling, Qur'an memorization, and the cultivation of discipline, brotherhood, and responsibility. These programs are designed to strengthen students' religious competence alongside their academic achievement.

Despite these educational programs, preliminary observations indicate that several aspects of students' religious awareness remain suboptimal. Some students still demonstrate limited commitment to Qur'an memorization, wear the hijab only within the school environment, and show insufficient solidarity with peers, teachers, and dormitory supervisors. These findings suggest that participation in

religious programs alone does not automatically lead to the internalization of religious values. Rather, students' religious awareness appears to result from the interaction between internal psychological factors and external environmental influences within the dormitory setting.

Previous studies have consistently demonstrated the importance of motivation, personality, and environmental factors in influencing individual attitudes and behavioural intentions across different contexts. Baskara (2018) reported that motivation, personality, and environment significantly influenced entrepreneurial intention among university students. Similar findings were reported by Astari (2019), who found that motivation, religiosity, and social environment significantly affected Islamic banking transaction intentions among university students. Hapsari (2021), Putra (2022), Fauzan (2023), and Wati (2023) likewise confirmed the positive contribution of motivation and personality, together with environmental factors, to entrepreneurial intention, although Wati (2023) noted that religiosity did not significantly increase entrepreneurial intention among Muslim Generation Z. Meanwhile, Salsabila (2022) demonstrated that social environment significantly influenced individuals' halal lifestyle through social interaction and group recognition. Although these studies provide valuable evidence regarding the influence of motivation, personality, religiosity, and environmental factors on behavioural outcomes, they predominantly focus on entrepreneurial intention, financial behaviour, and lifestyle. Empirical research examining the simultaneous influence of motivation, personality, and social environment on students' religious awareness, particularly within a dormitory-based madrasah setting, remains limited. Therefore, this study addresses this gap by investigating how these internal and external factors collectively contribute to the development of religious awareness among students living in the dormitory of Madrasah Aliyah Negeri 1 Lahat Regency.

Based on the theoretical review and the identified research gap, this study aims to analyze the influence of motivation, personality, and social environment on the religious awareness of students residing in the dormitory of Madrasah Aliyah Negeri 1 Lahat Regency. This study assumes that motivation, personality, and social environment collectively contribute to the development of students' religious awareness. Accordingly, the proposed hypotheses are that motivation, personality, and social environment each have a positive and significant influence on students' religious awareness, and that these three variables simultaneously exert a positive and significant effect on religious awareness.

2. METHODS

This study employed a quantitative approach using a correlational research design with a cross-sectional survey. The design was selected to examine the relationships between motivation, personality, social environment, and students' religious awareness at a single point in time without manipulating the research variables. A correlational approach was considered appropriate because the study aimed to determine both the partial and simultaneous influence of the independent variables on the dependent variable. The study was conducted at the dormitory of Madrasah Aliyah Negeri 1 Lahat Regency during the 2025/2026 academic year. The research site was selected purposively because the dormitory implements an integrated Islamic educational system emphasizing religious habituation, character development, and academic achievement, making it an appropriate setting for investigating factors influencing students' religious awareness.

The population consisted of 220 dormitory students, including 76 male and 144 female students. The sample comprised 110 students, representing 50% of the population, selected using simple random sampling to ensure that each student had an equal opportunity to participate in the study. This sampling technique was employed to obtain representative data reflecting the characteristics of the study population.

Data were collected using a structured questionnaire and documentation. The questionnaire was developed based on established theoretical frameworks and previous empirical studies to ensure that each construct was adequately represented. The motivation instrument was constructed using intrinsic and extrinsic motivation indicators adapted from Muallifin (2017) and Djamarah (2011). The personality instrument comprised indicators of discipline, responsibility, emotional stability, and self-

control based on the conceptualizations of Annur (2020) and Karim (2020). The social environment instrument measured peer interaction, teacher support, dormitory climate, and social relationships following the framework proposed by Subagio (2019) and Annur (2021). Meanwhile, the religious awareness instrument assessed students' understanding, appreciation, and implementation of Islamic values in their daily lives, as adapted from Syafitri and Izzah (2022) and Surawan and Mazrur (2020). All questionnaire items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating higher levels of the measured construct.

Prior to the main data collection, the questionnaire underwent expert review to establish content validity. The experts examined the relevance of each item to the intended construct, the clarity of wording, and the appropriateness of the indicators for measuring the research variables. Following the revision process, the instrument was administered for empirical testing to evaluate its validity and reliability. The results indicated that all questionnaire items satisfied the predetermined validity criteria and were therefore retained for the main survey. The reliability analysis further demonstrated that the instrument was sufficiently reliable to measure motivation, personality, social environment, and religious awareness consistently throughout the study. Although religious behavior is discussed in the theoretical framework as the behavioral manifestation of religious awareness, it was not treated as a separate research variable in the statistical analysis. Consequently, the multiple regression model examined only the direct effects of motivation, personality, and social environment on students' religious awareness.

The collected data were analyzed using descriptive and inferential statistics with the assistance of IBM SPSS Statistics. Descriptive statistics were used to describe respondents' characteristics and the distribution of each research variable through frequencies, percentages, means, and standard deviations. Inferential analysis included classical assumption tests comprising normality, linearity, multicollinearity, and heteroscedasticity prior to hypothesis testing. The research hypotheses were examined using multiple linear regression analysis, where the t-test was employed to determine the partial effect of each independent variable on students' religious awareness, while the F-test was used to examine their simultaneous effect. The coefficient of determination (R^2) was calculated to determine the proportion of variance in religious awareness explained by motivation, personality, and social environment. All statistical analyses were conducted at a 5% significance level ($\alpha = 0.05$).

3. FINDINGS AND DISCUSSION

3.1. *The Influence of Motivation on Religious Awareness*

The results of the first hypothesis test indicate that motivation significantly influences religious awareness among students in the MAN 1 Lahat dormitory. Based on data from 110 respondents, the calculated t-value = 3.25 > t-table = 1.98, with a significance level of $0.000 < 0.05$. The average student motivation score is in the high category (mean = 3.98; SD = 0.60). This finding indicates that internal motivation, both intrinsic (personal desire to draw closer to God) and extrinsic (encouragement from parents, teachers, or dormitory regulations), can encourage students to improve the quality of their worship and adherence to religious teachings.

From an Islamic psychological perspective, religious motivation is often associated with the concepts of *al-raghbah* (strong desire) and *al-rahbah* (fear of God's wrath). Imam al-Ghazali, in *Ihya' Ulumuddin* (The Illustrious Scholar), explains that healthy motivation for worship arises from an awareness of God's greatness (*ma'rifatullah*). This finding also aligns with Deci & Ryan's Self-Determination theory, which states that intrinsic motivation, such as love for God and the desire for happiness in the afterlife, has been shown to be more enduring than purely extrinsic motivation.

In the MAN 1 Lahat dormitory, motivation is strengthened through:

- a. A congregational prayer schedule that requires students to attend on time, fostering a religious habitus.
- b. A Juz' Amma memorization program with a daily contribution system provides concrete targets that foster a healthy competitive spirit.

- c. Dawn sermons and regular study of the yellow books instill the virtues of worship.
- d. A reward and punishment system that is implemented fairly and transparently, for example, awards for students who memorize the most and educational reprimands for those who neglect prayer.

3.2. *The Influence of Personality on Religious Awareness*

The second hypothesis was accepted. Personality significantly influenced religious awareness ($t = 2.80$, $p = 0.007$). Boarding students generally demonstrated good character traits of discipline, responsibility, self-confidence, and emotional stability. These character traits were formed through habituation to an orderly lifestyle, supervision by caregivers, and positive social interactions within the boarding school.

The positive personality scores indicate that students generally perceived themselves as disciplined, responsible, emotionally stable, and capable of exercising self-control. These findings suggest that personality characteristics may facilitate the internalization of religious values, although the present study does not specifically examine the educational practices responsible for developing these characteristics.

3.3. *The Influence of Social Environment on Religious Awareness*

The third hypothesis was accepted ($t = 2.10$, $p = 0.040$). This indicates that although the dormitory provides adequate religious rules, activities, and social interactions, there is still variation in perceptions among students. Some students feel strong social support from peers and mentors, while others feel that social supervision and control are suboptimal.

Bronfenbrenner's ecological theory positions the social environment as a mesosystem and exosystem that directly and indirectly influence individual development. In the dormitory context, interactions between friends (the "peer system"), student-mentor relationships, and parental and community involvement create a unique developmental environment. Meanwhile, symbolic interactionism theory (Mead & Blumer) explains that religious awareness is determined not only by explicit rules but also by meanings negotiated through shared language, symbols, and rituals.

The finding indicates that the social environment significantly contributes to students' religious awareness, although its influence is lower than that of motivation and personality. The moderate mean score suggests that students perceive variations in the quality of peer interaction, teacher support, dormitory climate, and social relationships. These differences imply that a supportive educational environment remains an important factor in strengthening religious awareness. However, because the present study relied on questionnaire data, it does not identify the specific institutional or interpersonal conditions underlying these perceptions. Further qualitative studies are therefore recommended to explore these issues in greater depth.

3.4. *The Simultaneous Influence of Motivation, Personality, and Social Environment on Religious Awareness*

The F-test results indicate that all three independent variables simultaneously significantly influence religious awareness. The calculated F-value = $15.30 > F\text{-table } 2.69$, with a significance level of $0.000 < 0.05$. The coefficient of determination (R^2) obtained was 0.620, meaning that 62% of the variation in students' religious awareness is explained by motivation, personality, and social environment together. The remaining 38% of the variance is explained by variables outside the model, such as family background, personal spiritual experiences, social media, and the intensity of religious study participation outside the dormitory.

The interactionist model underlying this study has received strong empirical evidence. No single factor stands alone; all three overlap. For example, high motivation can strengthen a positive personality, and a stable personality makes someone more selective in responding to the social environment. Conversely, a supportive social environment can generate extrinsic motivation, which is

ultimately internalized into intrinsic motivation (the internalization process in self-determination theory).

To find out which variable is the most dominant, additional analysis was carried out (not included in the initial table) by looking at the standard beta coefficient:

- a. Beta for motivation (X1) = 0.412
- b. Beta for personality (X2) = 0.356
- c. Beta for social environment (X3) = 0.234

Thus, motivation plays the most significant role in shaping religious awareness, followed by personality and social environment. This finding supports the thesis that, within the MAN 1 Lahat dormitory, the formation of students' religious awareness is influenced more strongly by internal factors than by external factors. However, the remaining 38% attributed to other factors is also substantial and should not be overlooked. This percentage indicates that religious awareness is a complex phenomenon that cannot be fully explained by motivation, personality, and social environment alone. Several additional factors are likely to contribute to its development and may account for this considerable proportion of unexplained influence.

- a. Family background: Parenting styles, intensity of family communication, and financial support for religious activities (e.g., purchasing religious books, attending distance learning).
- b. Personal spiritual experiences, Such as dreams, answered prayers, or life events that awaken religious awareness.
- c. Exposure to social media and the internet: Islamic content on YouTube, Instagram, or TikTok (from well-known religious teachers such as UAS, Abdul Somad, or Habib Jafar) can be reinforcing or even distracting if the content is not verified.
- d. Intensity of participation in religious studies outside the dormitory: For example, public religious studies at the district mosque, traveling religious study groups, or Campus Da'wah Institute (LDK) activities if they are on a vacation program.
- e. Spiritual quotient: A person's ability to interpret life experiences religiously, which is partly innate (fitrah) and partly the result of practice.

3.5. Hypothesis Testing

After the research data were declared to meet the analysis prerequisites, the next step was to test the hypothesis. This testing was conducted to answer the research problem formulation regarding the influence of motivation, personality, and social environment on students' religious awareness at the State Islamic Senior High School 1 Dormitory in Lahat Regency, both partially and simultaneously.

- a. The influence of motivation on religious awareness

The influence of motivation on religious awareness was tested using a partial t-test. This test aims to determine whether individual motivation significantly contributes to increasing students' religious awareness.

Table 1. t-Test Results of the Motivation Variable (X1) on Religious Awareness (Y)

Variable	t count	Sig.	t table ($\alpha=0,05$; $df=106$)	Information
Motivation	3.25	0.002	1.983	Significant

The analysis results in Table 1 show that the calculated t value = 3.25 is greater than the t table = 1.983, with a significance value of $0.002 < 0.05$. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Thus, it can be concluded that motivation has a significant effect on students' religious awareness. The higher the students' motivation, the higher their awareness in practicing religious teachings.

- b. The influence of personality on religious awareness

A t-test was also conducted to examine the effect of personality variables on religious awareness.

Table 2. T-test Results of Personality Variables (X2) on Religious Awareness (Y)

Variable	t count	Sig.	t table	Information
Personality	2.80	0.007	2.00	Significant

Table 2 shows that the calculated t-value = 2.80 is greater than the t-table = 2.00, with a significance level of $0.007 < 0.05$. This means the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, it can be concluded that personality significantly influences students' religious awareness. Good personality traits, such as discipline, self-confidence, and responsibility, have been shown to support the formation of stronger religious awareness.

c. The influence of social environment on religious awareness

Further testing was conducted to determine the effect of social environmental variables on religious awareness.

Table 3. T-test Results of Social Environmental Variables (X3) on Religious Awareness (Y)

Variable	t count	Sig.	t table	Information
Social Environmental	2.10	0.040	2.00	Significant

The test results in Table 3 show that the calculated t value = 2.10 is greater than the t table = 2.00, with a significance value of $0.040 < 0.05$. This means that the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, the social environment has a significant influence on students' religious awareness. This confirms that a conducive social environment, including the dormitory climate, teacher supervision, and peer interaction, has a positive contribution to the formation of religious awareness.

d. The simultaneous influence of motivation, personality, and social environment on religious awareness

In addition to being tested partially, this study also tested the simultaneous influence of motivation, personality, and social environment on religious awareness using the F test.

Table 4. Hasil Uji F

F count	F table ($\alpha=0.05$; $df=3;106$)	Sig.	Information
15.30	2.69	0.000	Significant

Based on Table 4, the calculated F value of 15.30 is greater than the F table value of 2.77, with a significance level of $0.000 < 0.05$. This indicates that simultaneously, motivation, personality, and social environment significantly influence students' religious awareness.

Next, to determine the contribution of these three independent variables, the coefficient of determination (R^2) was used.

Table 5. Results of the Coefficient of Determination (R^2)

R	R Square (R^2)	Adjusted R^2	Information
0.787	0.620	0.609	62% of the religious awareness variable is explained by motivation, personality, and social environment.

The analysis results showed an R-square value of 0.620, meaning that 62% of the variation in students' religious awareness was explained by motivation, personality, and social environment. The remaining 38% was influenced by factors outside this study, such as family background, personal experiences, and media influence.

The results of partial and simultaneous hypothesis testing indicate that both internal factors (motivation and personality) and external factors (social environment) play a significant role in shaping the religious awareness of students living in the MAN 1 Lahat Regency dormitory. Motivation is the primary driver, motivating students to be more diligent in their religious practices, while a mature

personality helps them maintain consistent religious practice. Furthermore, a religious social environment also provides reinforcement through habituation, role models, and dormitory rules.

Simultaneously, these three factors complement each other and contribute significantly to students' religious awareness. These results reinforce the theory of social psychology and Islamic education, which emphasizes that the formation of religious awareness is influenced not only by individual factors but also by the dynamics of social interactions and the environment in which a person develops.

Discussion

Since the present study employed a quantitative survey design using self-report questionnaires, the findings presented in this study reflect students' perceptions of motivation, personality, social environment, and religious awareness rather than direct observations of their daily behaviors. Therefore, interpretations concerning specific dormitory practices, interpersonal interactions, or behavioral conditions should be made cautiously because these aspects were not directly examined through observation or interviews. Further qualitative studies are recommended to provide a deeper understanding of the contextual factors underlying the quantitative findings.

The findings demonstrate that motivation is the most influential factor in shaping students' religious awareness in the dormitory of Madrasah Aliyah Negeri 1 Lahat Regency. This finding indicates that students with stronger intrinsic and extrinsic motivation are more likely to internalize Islamic values and consistently practice religious teachings in their daily lives. Within the dormitory setting, motivation is strengthened through structured religious activities, including congregational prayers, Qur'an memorization, and regular religious learning, which encourage students to transform religious obligations into personal commitments. These findings are consistent with Nurhayati (2022), who reported a significant positive relationship between motivation and religious awareness among students in the MAN 2 Medan dormitory ($r = 0.58$; $p < 0.01$). Similarly, Hidayatullah (2021) found that the *riyadhah* (spiritual training) program implemented at the Gontor Modern Islamic Boarding School substantially increased students' intrinsic motivation. These studies reinforce the argument that motivation serves as a psychological foundation for developing religious awareness through continuous religious engagement.

Personality also plays an important role in developing students' religious awareness. Students with disciplined, responsible, emotionally stable, and self-controlled personalities tend to demonstrate greater consistency in practicing Islamic values. This finding supports the view that personality functions as an internal mechanism that regulates behaviour and facilitates the internalization of religious values. The result is in line with the study conducted by Lestari and Wahyuni (2023), which reported that conscientiousness contributed 41% to religious awareness, whereas neuroticism showed a negative relationship. The consistency between the two studies suggests that a supportive dormitory environment not only strengthens students' religious commitment but also encourages the development of positive personality characteristics through continuous supervision, religious habituation, and social interaction.

The present study further reveals that the social environment significantly contributes to students' religious awareness, although its influence is lower than that of motivation and personality. This finding indicates that interactions with peers, teachers, dormitory supervisors, and the broader religious culture provide important external reinforcement for the internalization of Islamic values. Nevertheless, the contribution of the social environment appears to depend on the characteristics of each educational institution. Faizin (2020) found that the social environment contributed more strongly to religious awareness than motivation in the Salafiyah Syafi'iyah Islamic boarding school, a finding that differs from the present study. This discrepancy may reflect differences in institutional culture, educational management, and the intensity of religious supervision. While traditional Islamic boarding schools emphasize absolute obedience to religious leaders and communal religious traditions, the

dormitory system at MAN 1 Lahat provides students with relatively greater autonomy, allowing internal psychological factors to become more dominant in shaping religious awareness.

Simultaneously, motivation, personality, and social environment explain a substantial proportion of the variation in students' religious awareness, indicating that religious awareness develops through the interaction of internal and external factors rather than through a single determinant. The predominance of motivation observed in this study is consistent with Rofiq (2021), who identified motivation as the strongest predictor of religious awareness, followed by the social environment. Likewise, Fadillah (2020) emphasized that personality makes a significant contribution to students' religious development, although motivation remains the dominant predictor. However, different institutional contexts may produce different patterns of influence. Hasanah and Ningsih (2022), for example, reported that the social environment was the strongest determinant of religious awareness in a full-boarding Islamic boarding school, whereas Wibowo (2023) reported a higher coefficient of determination ($R^2 = 0.71$) in MAN Insan Cendekia Serpong than the value obtained in the present study ($R^2 = 0.620$). These differences suggest that the effectiveness of religious education is influenced by institutional policies, educational resources, student characteristics, and the intensity of religious guidance. Therefore, there is no single model for strengthening students' religious awareness. Rather, each dormitory-based educational institution should develop strategies that integrate motivational support, personality development, and a supportive social environment according to its own educational context.

4. CONCLUSION

This study concludes that motivation, personality, and social environment significantly influence the religious awareness of students residing in the dormitory of Madrasah Aliyah Negeri 1 Lahat Regency. Partially, motivation emerged as the most influential factor, followed by personality and social environment, indicating that both internal and external factors contribute to strengthening students' religious awareness. Simultaneously, these three variables significantly explained 62% of the variance in religious awareness, while the remaining 38% was influenced by factors beyond the scope of this study. These findings confirm that the development of students' religious awareness requires the integration of psychological factors and a supportive dormitory environment.

This study has several limitations. First, the research was conducted in a single dormitory-based madrasah, limiting the generalizability of the findings to other educational settings. Second, the cross-sectional design captures students' religious awareness at only one point in time and therefore cannot explain changes over time. Third, the use of self-report questionnaires may introduce response bias because the data depend on respondents' perceptions.

Despite these limitations, the findings provide practical implications for dormitory supervisors, Islamic education teachers, and school leaders. Strengthening students' religious awareness should not rely solely on religious programs and institutional regulations but should also emphasize motivational support, personality development, and the creation of a supportive religious and social environment. Future research is recommended to involve multiple educational institutions, employ longitudinal or mixed-methods designs, and utilize more comprehensive analytical approaches, such as structural equation modeling (SEM), to examine the complex relationships among variables influencing students' religious awareness.

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