



# Community Service Journal of Indonesia

Division of Research and Community Service  
Kerta Cendekia Nursing Academy

<https://ejournal-kertacendekia.id/index.php/csji/index>

Community Service Journal of Indonesia 8 (1) (2026):

Doi: <https://doi.org/10.36720/csji.v8i1.855>

## PROMOTING PHYSICAL AND SPIRITUAL WELL-BEING AMONG ISLAMIC BOARDING SCHOOL STUDENTS THROUGH OPTIMIZED REPRODUCTIVE HEALTH EDUCATION AND WATER CONSERVATION INITIATIVES

Wiwik Afridah<sup>1\*</sup>, Prihartini Widiyanti<sup>2</sup>, Achmad Syafiuddin<sup>3</sup>, Gerry Antolin Nesta<sup>4</sup>,  
Rachmania Devi Wulandari<sup>5</sup>

<sup>1</sup> Department Public Health, Faculty of Health, Universitas Nahdlatul Ulama Surabaya,  
Surabaya, Indonesia

<sup>2</sup> Faculty of Bioscience and Technology, Universitas Airlangga, Indonesia

<sup>3</sup> Student of Department of Public Health, Faculty of Health, Universitas Nahdlatul Ulama  
Surabaya, Surabaya, Indonesia

\* Correspondence

Wiwik Afridah

Department Public Health, Faculty of Health, Universitas Nahdlatul Ulama Surabaya

Jl. Raya Jemursari No. 51-57 Surabaya, Jawa Timur, Indonesia

Email: [wiwik@unusa.ac.id](mailto:wiwik@unusa.ac.id)

Received: January 5, 2026 ; Reviewed: June 18, 2026 ; Accepted: June 25, 2026

### ABSTRACT

**Background:** The well-being of Islamic boarding school students (*santri*) is particularly important during puberty, a period characterized by significant hormonal, emotional, and psychological changes. Adequate understanding of reproductive health is therefore essential. This activity aimed to identify reproductive health from multiple perspectives, including psychological and spiritual dimensions, in order to prepare *santri* to independently maintain their reproductive health. In addition, a demonstration of water-saving faucet installation was conducted to promote water conservation practices.

**Methods:** The participants were 22 *santri* serving as health cadres (*kader husada*). Data were collected through focus group discussions (FGDs), guided by key questions regarding the students' experiences and perceptions of well-being (psychological and spiritual) in relation to reproductive health, as well as their efforts to conserve water within the Islamic boarding school environment.

**Results and Discussion:** Overall, the participants demonstrated readiness and potential to become independent individuals who are physically and mentally healthy, while also showing concern for responsible water use. The

well-being of the *santri* was reflected in their initiative, discipline, and problem-solving abilities. They also played an active role in providing reproductive health education to their peers, supported by adequate facilities and appropriate mentoring. These findings suggest that strengthening reproductive health education alongside environmental awareness programs can contribute to the holistic development and well-being of *santri*.

Keywords: Health; Islamic Boarding School Students (*Santri*); Reproductive Health; Water Conservation; Well-Being.

---

© 2026 The Authors. Community Service Journal of Indonesia Published by Institute for Research and Community Service, Health Polytechnic of Kerta Cendekia, Sidoarjo  
This is an Open Access Article distributed under the terms of the [Creative Commons Attribution-NonCommercial 4.0 \(CC BY-NC 4.0\)](https://creativecommons.org/licenses/by-nc/4.0/), which allows others to remix, tweak, and build upon the work non-commercially as long as the original work is properly cited. The new creations are not necessarily licensed under the identical terms.

---

**E-ISSN**  
2684-7884  
**P-ISSN**  
2774-4027

## INTRODUCTION

According to the World Health Organization (WHO) and the Law of the Republic of Indonesia Number 17 of 2023 on Health, health is defined as a state of physical, mental, and social well-being that enables individuals to live productive lives and achieve overall well-being. Well-being is a general term used to describe a positive psychological condition. Adolescents who experience well-being are more likely to become well-functioning and prosperous adults in the future, a concept referred to as *well-becoming* (Ben-Arieh, Casas, Fronès, & Korbin, 2014, as cited in Abidin et al., 2020).

Physical health is reflected by the absence of complaints and can be objectively verified through health examinations, whereas psychological health is achieved when individuals experience inner peace and emotional tranquility. These conditions are essential for all individuals in navigating life, including *santri* (adolescents) living in Islamic boarding schools (*pesantren*). Well-being among *santri* contributes to their development into adults who can function optimally in society. Maintaining health begins with adopting healthy lifestyles, including balanced nutrition, adequate rest, and religious commitment. Although *santri* reside in boarding schools

and live apart from their parents, their education does not depend solely on the institution. It is also strongly influenced by the support provided by parents (Damayanti, 2023). One important form of support involves education and access to information regarding reproductive health.

Numerous studies and expert opinions have emphasized the crucial role of parents in supporting the education of *santri* in Islamic boarding schools. Despite the evolution of *pesantren* and the challenges posed by modern education, parents continue to bear significant responsibility in guiding, supporting, and motivating adolescents. Such support encompasses emotional support, financial assistance, and help in addressing challenges that *santri* may encounter during their educational journey. However, limited attention has been given to these aspects. Therefore, it is necessary to explore strategies for fostering the well-being of *santri*, particularly in maintaining reproductive health and promoting efficient use of clean water, which is a fundamental resource for maintaining health within the boarding school environment.

Psychological well-being during adolescence is a critical component of development, influenced by family interactions, peer relationships, and the surrounding environment (Danyalin &

Tantiani, 2022; Fatimah & Laeli, 2024). In addition, exposure to negative media influences within society may adversely affect adolescents (Scull et al., 2022). Reproductive health is defined as a state of complete physical, social, and mental well-being in all matters relating to the reproductive system, its functions, and processes among adolescents (Muharrina et al., 2023).

Several issues have been identified among *santri*, including: (1) limited understanding of reproductive organ health, indicating that adolescents still require substantial information regarding reproductive health; (2) insufficient awareness of reproductive rights appropriate to their age; and (3) inadequate concern for maintaining personal hygiene and collective well-being, particularly regarding the responsible use of clean water. Therefore, it is essential to implement programs that enhance awareness and foster collaboration among relevant stakeholders. One such initiative involves cooperation between higher education institutions, particularly Public Health study programs, and Islamic boarding school stakeholders, including parents and *santri*, to strengthen awareness of reproductive health through the *Pesantren Development Program (Program Bina Pesantren)*, which is conducted throughout the year.

## OBJECTIVES

### *General Purpose*

This program aims to implement holistic reproductive health education encompassing psychological and spiritual perspectives in order to enhance the independent reproductive well-being of *santri* and promote sustainable clean water conservation practices.

### *Special Purpose*

1. To assess the availability and utilization of health-supporting facilities for *santri* through a collaborative approach involving the Islamic boarding school (*pesantren*) as a community institution
2. To examine the water conservation practices adopted by *santri* within the boarding school environment
3. To explore the psychological and spiritual well-being of *santri* as an initial assessment of factors supporting reproductive health and overall well-being

## PLAN OF ACTION

### *Strategy Plan*

Prior to the implementation of the program, the partner institution (Islamic boarding school) had established a group of student health cadres known as “Bersahaja” (Bersih, Sehat, Sejahtera), consisting of 22 *santri* (13 male students and 9 female students) who served as the target participants. These cadres were divided into four groups, comprising two groups of male *santri* and two groups of female *santri*.

The primary method employed was a Focus Group Discussion (FGD). Each discussion session lasted approximately 30 minutes, during which all participants were given equal opportunities to express their opinions. A respectful and supportive discussion environment was maintained, where every viewpoint was valued and criticism or disparagement of others' opinions was not permitted.

The discussions were conducted in the meeting hall of Pondok Pesantren Burhanul Hidayah through two site visits. The first visit was conducted on 16 July 2025, from 08:00 to 12:30 WIB, focusing on the implementation of holistic reproductive health education from psychological and spiritual perspectives.

The second visit was conducted on 9 August 2025, during which participants received hands-on training in the use of sensor-activated water faucets as part of an initiative to promote a culture of clean water conservation. This session also included an assessment of changes in participants' skills and behaviors related to reproductive health promotion and healthy living practices.

### Implementation

Details of all FGD activities are provided in Table 1.

Table 1. Program Activities

Activities	Duration (minutes)	Description
Registration and Icebreaker Session	20	Group Discussion (5–6 Santri per Group)
Introduction and Opening Remarks	10	Didactic
Experience Sharing on Health Services in the Islamic Boarding School	15	Sistem pelayanan kesehatan yang ada di pondok pesantren
Diskusi kelompok kecil	40	Group Work and Discussion
Interaction and Identification of Reproductive Health Service Needs	15	Moderator's Comments
Evaluation	10	Finalizing the Discussion Outcomes
Closing Session	10	Presentation of Group Discussion Results

The discussion was guided by the following trigger questions:

1. What does “independence” mean to you as a *santri* living in an Islamic boarding

school?

(Does independence only mean being able to live on your own, or does it encompass broader aspects of personal responsibility and self-management?)

2. Why is it important for *santri* to understand and maintain reproductive health during adolescence?

(Consider issues related to puberty, personal hygiene, and appropriate social boundaries)

3. How can you achieve psychological well-being as a *santri* within the boarding school environment?

(For example, through emotional regulation, choosing supportive friendships, and coping with social pressures)

4. Whom would you approach if you experienced a reproductive health concern, and why?

(Discuss issues of trust, safety, and the importance of seeking support rather than keeping problems to yourself)

5. Clean water is essential for maintaining personal hygiene. How can *santri* conserve water without compromising cleanliness?

(For example, by limiting shower time, turning off the tap while performing ablution (*wudu*), and adopting other water-saving practices)

### Setting

This program was conducted in partnership with an Islamic boarding school attended primarily by adolescents who have limited access to health information and healthcare services. Adolescent-friendly health services through the Youth Care Health Services Program (PKPR) remain insufficient, as interventions are largely restricted to school-based education, while

students' academic commitments limit their access to community health centers (*Puskesmas*). Moreover, cross-sectoral collaboration has not been fully implemented (Friskarini & Manalu, 2016, as cited in Afridah et al., 2024). This initiative also contributes to the promotion of gender equality through improved access to reproductive health education and support services (Sumaryani & Purwaningsih, 2024).

### *Target*

The anticipated outcomes of this program are: (1) enhanced openness and confidence among *santri* in discussing reproductive health-related matters; and (2) the cultivation of independent behaviors in maintaining personal hygiene and health, alongside a sustained commitment to responsible water conservation practices within the boarding school setting.

## **RESULTS AND DISCUSSION**

The health facilities available at Pondok Pesantren Burhanul Hidayah include a School Health Unit (UKS) that functions as a clinic in collaboration with a midwife, the Bersahaja Pesantren Health Post under the supervision of the East Java Provincial Health Office, and mentoring provided over the past two years by the Public Health Study Program, Faculty of Health Sciences, Universitas Nahdlatul Ulama Surabaya (UNUSA) as part of a formal partnership agreement (MoU).

The boarding school has established student health cadres (*Kader Husada Santri*) who assist their peers in understanding health-related issues by providing information and conducting health promotion activities. Through these initiatives, students have developed a

strong awareness of the importance of maintaining health alongside their religious commitments. Psychological and spiritual well-being among *santri* is reflected in a life that functions positively, characterized by satisfaction in academic performance, life skills, social support, spiritual fulfillment, and physical health. Adolescent well-being is a crucial developmental stage that lays the foundation for future personality formation, as it represents a critical period during which values, life goals, and personal direction are established.

The discussions revealed that *santri* perceive independence as the ability to perform daily activities without relying excessively on others. Independence was reflected in activities such as washing clothes, managing personal schedules, and solving problems independently. Participants emphasized responsibility, initiative, discipline, and environmental awareness as important aspects of independence. They also viewed independence as the courage to seek clarification when facing difficulties and the ability to uphold personal principles while living in the boarding school environment.

Although *santri* reside in boarding schools away from their parents, their educational success is not determined solely by the institution. Parental support remains highly influential (Damayanti, 2023). Such support includes emotional assistance, financial support, and guidance in addressing educational and personal challenges encountered during the learning process. Parents are encouraged to actively participate in their children's education and maintain open communication with boarding school caregivers in order to

provide comprehensive support. Emotional support, active monitoring of children's development, and involvement in educational problem-solving are important factors in achieving optimal educational outcomes (Utama & Jauhari, 2024).

Participants considered reproductive health knowledge to be highly important because it affects their future well-being, including the prevention of sexually transmitted infections such as HIV/AIDS and the avoidance of risky sexual behaviors. Reproductive health education was perceived as an investment for the future that could also be shared with others. Most *santri* reported feeling more comfortable discussing reproductive health concerns with peers. However, some preferred consulting parents, older sisters, boarding school midwives, or teachers. Common barriers included limited reproductive health education, social taboos surrounding discussions of reproductive issues, feelings of embarrassment, and insufficient engagement from health personnel within the boarding school. Despite these challenges, participants recognized the importance of seeking advice from knowledgeable individuals, such as healthcare providers or members of the school health committee.

The presence of *Kader Husada Santri* is expected to help reduce these barriers. As noted by Layzer et al. (2014), peer education programs are effective because adolescents often learn more comfortably from their peers, thereby improving reproductive health literacy among adolescent populations. Such programs also foster mutually beneficial community relationships (Son et al., 2017, as cited in Afridah et al., 2024). Furthermore, active

student involvement in health-related activities, such as health clubs, can improve adherence to healthy practices among peers (Kwon et al., 2021, as cited in Safarina et al., 2025). Integrating reproductive health education into the Islamic boarding school curriculum is therefore essential. Consistent with the Health Promoting Schools (HPS) framework, educational institutions can create environments that support students' health and well-being (Kwon et al., 2021; Moynihan et al., 2016).

The participants reported that psychological well-being can be achieved by understanding the boarding school environment, building positive relationships, and maintaining a positive mood through activities such as resting, socializing with friends, or engaging in enjoyable activities. Intentional activities also contribute to psychological well-being (Widyawati et al., 2022). Stress management strategies mentioned by participants included *dhikr* (remembrance of God), Qur'anic memorization, and spending time alone in a comfortable environment. They emphasized the importance of understanding school regulations, increasing self-awareness and social awareness, and preventing bullying as essential components of mental well-being.

To maintain psychological health, participants suggested: (1) identifying and developing personal potential; (2) obtaining sufficient rest to prevent stress; (3) consulting trusted individuals when facing difficulties; and (4) strengthening religious values (Rima Qoriah, Susanti, & Indah Nur Haliza, 2020).

Students who adopt healthy lifestyles are more likely to achieve overall well-being. Well-being encompasses cognitive

and emotional dimensions that influence life satisfaction, happiness, peace, and fulfillment. According to Ryff's model, psychological well-being consists of six dimensions: self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth (Widyawati et al., 2022). These dimensions provide a useful framework for understanding and promoting adolescent well-being within the boarding school context.

Regarding water conservation, participants reported several practices, including turning off taps when not in use, using water only as needed, and bathing during non-peak hours to reduce excessive consumption. They also regularly cleaned water storage tanks and drained water containers to prevent mosquito breeding. Although water scarcity was not perceived as a major issue in some boarding schools, participants demonstrated awareness of the importance of avoiding water wastage and maintaining water quality. Such practices support more equitable and locally responsive approaches to health and environmental sustainability (Wolff, 2024).

## CONCLUSION

The findings indicate that *santri* have developed an understanding of the importance of independence as a fundamental aspect of life in an Islamic boarding school. Independence is perceived not only as the ability to perform tasks without relying on others but also as the capacity to take initiative, maintain discipline, and solve problems autonomously.

Participants recognized the importance of reproductive health knowledge and practices as essential for their future well-

being, disease prevention, and the avoidance of risky or inappropriate behaviors. Although discussions surrounding reproductive health are often considered sensitive and may evoke feelings of embarrassment, the *santri* demonstrated increasing awareness of the importance of early education and the availability of safe and trusted sources of support, including peers, healthcare providers, and boarding school caregivers.

The well-being of *santri* was associated with effective emotional regulation, supportive social relationships, and engagement in positive activities such as *dhikr* (remembrance of God), personal reflection, and informal conversations with peers. Water conservation practices were also implemented effectively through behaviors such as turning off taps when not in use, using water responsibly, and maintaining the cleanliness of water sources. These practices reflect students' awareness of the importance of maintaining clean and healthy lifestyles within the boarding school environment.

Overall, the participants demonstrated readiness and strong potential to become independent individuals who are physically healthy, psychologically resilient, and environmentally responsible, particularly in relation to the sustainable use of clean water. These outcomes can be further strengthened through continuous support, guidance, and collaboration among boarding schools, families, healthcare providers, and educational institutions.

## REFERENCES

- Abidin, F. A., Koesma, R. E., Joefiani, P., & Siregar, J. R. (2020). Pengembangan Alat Ukur Kesejahteraan Psikologis Remaja

- Usia 12-15 Tahun. *Jurnal Psikologi Sains Dan Profesi*, 4(1), 1–11. <https://jurnal.unpad.ac.id/jpsp/article/view/24840/13227>
- Afridah, W., Martiana, T., Widiyanti, P., & Qomaruddin, M. B. (2024). Multi-Dimensional Investigation of Factors Affecting Peer Educator Self-Assurance in Teaching Adolescent Sexual and Reproductive Health. *South Eastern European Journal of Public Health.*, XXIII, 404–411.
- Damayanti, D. P. (2023). Model Dukungan Holistik terhadap Pendidikan Anak di Pondok Pesantren. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4, 2121–2128.
- Danyalin, A. M., & Tantiani, F. F. (2022). Kesesakan dan Kesejahteraan Psikologis pada Remaja di Pondok Pesantren. <https://doi.org/10.20527/ecopsy.2022.03.003> Progressive of Cognitive <https://doi.org/10.56855/jpr.v3i4.1071> *Jurnal Ecopsy*, 9(April), 29–40.
- Fatimah, S., & Laeli, S. (2024). Pengaruh Konflik terhadap Kesejahteraan Psikologis Remaja. *and Ability*, 3(4 SE-Articles), 269–273.
- Muharrina, C. R., Yustendi, D., Sarah, S., Herika, L., Fitriadi, & Ramadhan. (2023). Kesehatan Reproduksi. *Pengabdian Masyarakat Kebidanan*, 5(1), 26–29. <https://jurnal.unimus.ac.id/index.php/JPMK/article/view/11507/6812>
- Rima Qoriah, Susanti, Indah Nur Haliza, A. F. H. (2020). Pola Perilaku Hidup Sehat Terhadap Kesejahteraan Santri Ma'had UIN Walisongo Semarang. *Jurnal Kesehatan Masyarakat*, 6(1), 13-22 <https://journal.lppm.unasman.ac.id/index.php/jikm/article/view/649/527>
- Safarina, L., Rudyana, H., Mulyati, R., & Roswendi, A. S. (2025). Upaya Promotif dan Preventif Peningkatan Kesehatan Santri Dengan Pendekatan Edukasi Pada Guru dan Pengelola Asrama serta Deteksi Kesehatan Pada Santri di Sekolah Fitrah Insani Cimaung Bandung. <https://Journalhadhe.Com/Index.Php/Jppki/Article/View/99/73>, 1(1), 36–42. <https://journalhadhe.com/index.php/jppki/article/view/99/73>
- Scull, T. M., Dodson, C. V, Evans-Paulson, R., Reeder, L. C., Geller, J., Stump, K. N., & Kupersmidt, J. B. (2022). Evaluating the mechanisms and long-term effects of a web based comprehensive sexual health and media literacy education program for young adults attending community college: study protocol for a three-arm randomized controlled trial. *Trials*, 23(1), 521. <https://doi.org/10.1186/s13063-022-06414-6>
- Sumaryani, S., & Purwaningsih, H. (2024). Adolescents and reproductive health : Promoting healthy habits for reproductive well-being. *Journal of Community Service and Empowerment*, 5(1), <https://ejournal.umm.ac.id/index.php/jcse/article/view/27646/14265>
- Utama, R. J., & Jauhari, T. (2024). Pemberdayaan Remaja Melalui Pelatihan Keterampilan Sebagai Upaya Meningkatkan Kesejahteraan. *Syarikat: Jurnal Rumpun Ekonomi of Adolescents*. <https://doi.org/10.30813/psibernetika>

.v1i5.3298 199–204. Syariah, 7, 435–446.

Widyawati, S., Kurnia, M., & Ristiasih, R. (2022). Study Descriptive : Psychological well being Jurnal Psibernetika, 15(1), 59–65.

Wolff, G. (2024). Promoting gender equality through localized development strategies : leveraging identification. Journal of International Humanitarian Action, 7(9), 2–17. <https://doi.org/10.1186/s41018-024-00156-7>