



# **The Relationship between Islamic Religious Coping and the Mental Health of Madrasah Aliyah Students in Coping with Academic Stress**

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## **Abstract**

Academic stress has become a psychological phenomenon experienced by many students, especially at the high school level, as a consequence of increasing academic demands and continuous evaluative pressure. Islamic religious coping, as a form of integration between religious practice and psychological function, has the potential to be an internal resource in maintaining students' mental health. This study aims to analyze the relationship between Islamic religious coping and students' mental health in dealing with academic stress from the perspective of Islamic Counseling Guidance. The study used a quantitative approach with a correlational design. The research subjects were 52 students of Madrasah Aliyah Alhuda Pameungpeuk who were selected using purposive sampling. The research instruments were an Islamic religious coping scale compiled based on Pargament's concept of religious coping and integrated with Islamic values, as well as a mental health scale covering aspects of emotional regulation and psychological well-being. The data were analyzed using Pearson's correlation test and simple linear regression. The findings of this study show that Islamic religious coping is positively correlated with students' mental health levels in coping with academic stress. Islamic religious coping has also been proven to contribute significantly to students' mental health in coping with academic stress. These findings indicate that Islamic religious coping not only functions as a ritualistic religious practice, but also as a psychological-spiritual mechanism that supports students' emotional regulation and mental resilience.

**Keywords:** Islamic Religious Coping; Mental Health; Academic Stress; Islamic Counseling Guidance; Madrasah Aliyah.

## **Abstrak**

Stres akademik telah menjadi fenomena psikologis yang dialami oleh banyak siswa, terutama di tingkat sekolah menengah atas, sebagai akibat dari meningkatnya tuntutan akademik dan tekanan evaluasi yang terus-menerus. Penanganan stres berbasis agama Islam, sebagai bentuk integrasi antara praktik keagamaan dan fungsi psikologis, memiliki potensi sebagai sumber daya internal dalam menjaga kesehatan mental siswa. Penelitian ini bertujuan untuk menganalisis hubungan antara penanganan stres berbasis agama Islam dan kesehatan mental siswa dalam menghadapi stres akademik dari perspektif Bimbingan Konseling Islam. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasi. Subjek penelitian adalah 52 siswa Madrasah Aliyah Alhuda Pameungpeuk yang dipilih menggunakan sampling

purposif. Alat penelitian meliputi skala penanggulangan agama Islam yang disusun berdasarkan konsep penanggulangan agama Pargament dan diintegrasikan dengan nilai-nilai Islam, serta skala kesehatan mental yang mencakup aspek regulasi emosi dan kesejahteraan psikologis. Data dianalisis menggunakan uji korelasi Pearson dan regresi linier sederhana. Temuan penelitian ini menunjukkan bahwa coping keagamaan Islam berkorelasi positif dengan tingkat kesehatan mental siswa dalam menghadapi stres akademik. Koping keagamaan Islam juga terbukti berkontribusi secara signifikan terhadap kesehatan mental siswa dalam menghadapi stres akademik. Temuan ini menunjukkan bahwa coping keagamaan Islam tidak hanya berfungsi sebagai praktik keagamaan ritualistik, tetapi juga sebagai mekanisme psikologis-spiritual yang mendukung regulasi emosi dan ketahanan mental siswa.

**Kata Kunci:** Coping Religius Islami; Kesehatan Mental; Stres Akademik; Bimbingan Konseling Islam; Madrasah Aliyah.

## INTRODUCTION

Academic stress is one of the mental health problems commonly experienced by students, especially at the senior high school level, such as Madrasah Aliyah. Intense and continuous academic pressure often triggers psychological stress, which leads to increased anxiety, emotional exhaustion, and decreased self-regulation capacity in students (Lazarus & Folkman, 1984; Misra & McKean, 2000). Various studies show that academic stress that is not managed adaptively can hinder students' learning and psychosocial development (Pascoe et al., 2020).

In the context of Islamic education, particularly in Madrasah Aliyah, students face not only formal academic demands, but also religious and moral demands that accompany the educational process. This situation has the potential to create double pressure if students do not have sufficient internal resources to manage academic stress. Therefore, efforts to maintain students' mental health in Islamic educational environments need to pay attention not only to psychological aspects but also to spiritual dimensions that are an integral part of students' lives.

In the contemporary perspective of mental health, spirituality is viewed as an important dimension that contributes to an individual's psychological well-being. Gold (2014) asserts that spirituality is a fundamental component of mental health and the counseling process, as it relates to the search for meaning, values, and purpose in life. Spirituality functions as an internal resource that helps individuals understand and respond to stressful experiences in a more constructive manner. This view is reinforced by Lines (2006), who explains that neglecting the spiritual dimension in counseling practice has the potential to eliminate understanding of an individual's deepest existential experiences, especially when dealing with stress and psychological distress.

One form of integration between spirituality and psychological mechanisms in coping with stress is religious coping. Pargament (1997) defines religious coping as an individual's attempt to use religious beliefs, practices, and values to understand and overcome situations that cause psychological distress. Empirical research shows that positive religious coping correlates with reduced stress levels, improved emotional regulation, and better psychological well-being (Ano & Vasconcelles, 2005; Pargament et al., 2011).

Islamic religious coping includes religious practices such as prayer, salat, dhikr, tawakal, and spiritual interpretation of life's trials. These practices serve not only as ritual obligations but also as psychological-spiritual strategies for managing emotions and academic pressure. However, religious coping is not always adaptive. Passive, fatalistic, or spiritually conflicted religious coping can actually worsen an individual's psychological condition (Pargament et al., 2013; Exline et al., 2014). This shows that the effectiveness of religious coping greatly depends on how individuals interpret and integrate religious teachings into their lives.

The development of adaptive Islamic religious coping is part of efforts to maintain students' mental and spiritual health holistically. Yusuf and Nurihsan (2018) emphasize that Islamic Counseling aims to help individuals achieve psychological and spiritual balance through the integration of Islamic values with a scientific approach to counseling. Therefore, Islamic Counseling services play a strategic role in helping students utilize religion as a psychological resource in coping with academic stress.

Although various studies have examined the relationship between religious coping and mental health, research that specifically examines Islamic religious coping among Madrasah Aliyah students from the perspective of Islamic Counseling Guidance is still limited, especially in the context of madrasahs in Indonesia. Furthermore, there have not been many studies that explicitly position Islamic religious coping as part of an integrative mental-spiritual health framework. Therefore, this study aims to analyze the relationship between Islamic religious coping and the mental health of students in dealing with academic stress at MA Alhuda Pameungpeuk, as well as to emphasize the strategic role of Islamic Counseling in the development of adaptive Islamic religious coping.

## METHODS

This study uses a quantitative approach with a correlational design to analyze the relationship between Islamic religious coping and students' mental health in dealing with academic stress. The study was conducted at Madrasah Aliyah Alhuda Pameungpeuk, Bandung Regency, with 52 students selected using *purposive sampling* based on the criteria of active students who were willing to be respondents. The independent variable in this study was Islamic religious coping, while the dependent variable was student mental health.

Islamic religious coping was measured using a Likert scale based on Pargament's concept of religious coping, adapted to the context of Islam and Madrasah, while mental health was measured using a scale covering aspects of emotional regulation and psychological well-being. Data were collected through questionnaires and analyzed using descriptive statistics, Pearson's correlation test, and simple linear regression with the help of statistical software to determine the relationship and contribution of Islamic religious coping to students' mental health.

## RESULTS

This study involved 52 students from Madrasah Aliyah Alhuda Pameungpeuk as respondents. Data were obtained through the distribution of questionnaires measuring two main variables, namely Islamic religious coping and students' mental health in dealing with academic stress. All items in the instrument used a five-point Likert scale. Items that were negative in nature were reverse scored before the data were further analyzed.

### Instrument Validity Test

Instrument validity testing was conducted using Pearson Product Moment correlation between each item score and the total score. The validity testing criteria were determined based on a calculated  $r$  value  $>$  table  $r$  at a significance level of 0.05 with 52 respondents (table  $r = 0.273$ ).

**Table 1**  
**Instrument Validity Test Results**

Variable	Calculated $r$ range	Criteria	Description
<b>Islamic Religious Coping</b>	0.24 – 0.47	$r > r$ table	Valid
<b>Mental Health</b>	0.26 – 0.45	$r > r$ table	Valid

Based on the validity test results, all items in the Islamic religious coping and mental health instruments were declared valid and suitable for use in measuring the research construct. Instrument Reliability Test and Reliability testing was conducted to determine the internal consistency of the instrument using Cronbach's Alpha.

**Table 2**  
**Instrument Reliability Test Results**

Variable	Cronbach's Alpha	Criteria	Description
<b>Islamic Religious Coping</b>	0.72	$\geq 0.70$	Reliable
<b>Mental Health</b>	0.74	$\geq 0.70$	Reliable

The reliability test results show that both instruments have good reliability levels, making them consistent in measuring the research variables. Correlation Test of Islamic Religious Coping and Mental Health and Correlation tests were conducted using Pearson Correlation to determine the relationship between Islamic religious coping and students' mental health.

**Table 3**  
**Pearson Correlation Test Results**

Variable	r	Sig. (p)	Description
<b>Islamic Religious Coping – Mental Health</b>	0.309	0.026	Significant

The analysis results show a correlation coefficient value of  $r = 0.309$  with a significance value of  $p = 0.026$  ( $p < 0.05$ ). These results indicate a positive and significant relationship between Islamic religious coping and students' mental health. Simple Linear Regression Test and Simple linear

regression was performed to determine the contribution of Islamic religious coping to students' mental health.

**Table 4**  
**Simple Linear Regression Test Results**

<b>Independent Variables</b>	<b>Direction Coefficient</b>	<b>Sig</b>	<b>Description</b>
<b>Islamic Religious Coping</b>	Positive	< 0.05	Significantly influential

The regression test results show that Islamic religious coping has a positive and significant effect on students' mental health. These findings indicate that an increase in Islamic religious coping is followed by an increase in students' mental health in coping with academic stress.

The results of the study indicate a positive relationship between Islamic religious coping and the mental health of students at Madrasah Aliyah Alhuda Pameungpeuk in dealing with academic stress. These findings indicate that the higher the students' ability to apply Islamic religious coping, the better their mental health, particularly in terms of emotional management and psychological well-being. Empirically, these results reinforce the view that the religious-spiritual dimension has a real contribution in helping students respond adaptively to academic pressure.

According to Gold (2014), spirituality cannot be separated from the concept of mental health because it plays a role in shaping the meaning of life, personal values, and individual orientation in dealing with psychological pressure. Spirituality serves as a source of meaning and value that helps individuals understand stressful experiences not merely as a burden, but as part of the dynamics of life that can be interpreted constructively. In the

context of Madrasah Aliyah students, Islamic religious coping serves as a means of interpreting academic stress through the framework of faith, so that academic pressure does not directly have a negative impact on students' mental health.

In addition, Lines (2006) emphasizes that spirituality in counseling and psychotherapy is closely related to the search for meaning, purpose in life, and transcendental relationships. A counseling approach that integrates spiritual dimensions allows individuals to access deeper inner resources when facing psychological stress. The results of this study indicate that students who are able to integrate religious practices such as prayer, tawakal, and spiritual reflection into their academic life tend to have better mental resilience. This reinforces the view that Islamic religious coping is not merely a ritual activity, but a psychological-spiritual mechanism that functions to maintain students' mental balance.

The results of this study are also in line with Lazarus and Folkman's (1984) theory of stress coping, which states that the effectiveness of coping is greatly influenced by an individual's cognitive appraisal of a stressful situation. Islamic religious coping helps students make a more positive appraisal of academic stress by interpreting it as a test, a learning process, or a form of self-development. This process of interpretation contributes to more adaptive emotional regulation, so that students do not easily experience excessive anxiety or emotional exhaustion.

These findings also support previous studies showing that positive religious coping correlates with increased psychological well-being and decreased stress levels (Ano & Vasconcelles, 2005; Pargament et al., 2011). However, this study specifically emphasizes the context of Islamic religious coping among Madrasah Aliyah students, which has been relatively

understudied. This study expands the literature on religious coping by placing Islamic values as part of an integrative mental health framework.

The results of this study have important implications. Strengthening adaptive Islamic religious coping can be used as one of the focuses of counseling services in madrasas. Islamic Counseling Guidance not only functions as a means of solving academic problems, but also as a forum for the holistic development of students' mental and spiritual health. In line with the views of Gold (2014) and Lines (2006), the integration of Islamic spiritual values in counseling services enables the creation of a more humane, meaningful approach that is in line with the characteristics of students in the madrasah environment.

This study has limitations, including a relatively small number of respondents and the use of a correlational design that does not allow causal conclusions to be drawn. Therefore, further research is recommended to involve a larger sample and use a more diverse research design, such as experiments or a mixed approach, to examine the effectiveness of Islamic religious coping interventions in improving students' mental health in greater depth.

## **CONCLUSIONS**

Based on the results of the research and discussions that have been conducted, it can be concluded that there is a positive and significant relationship between Islamic religious coping and the mental health of students at Madrasah Aliyah Alhuda Pameungpeuk in dealing with academic stress. These findings indicate that Islamic religious coping plays an important role as a psychological-spiritual resource that helps students manage academic pressure more adaptively, particularly in terms of emotional management and psychological well-being.

Islamic religious coping has been proven to function not only as a ritualistic religious practice, but also as an internal mechanism that contributes to students' mental health. Through spiritual interpretation of academic experiences, students are able to interpret stress as part of the learning and self-development process, so that academic pressure does not directly have a negative impact on their mental condition. This finding is in line with the mental-spiritual health perspective that places spirituality as an integral dimension in an individual's psychological well-being.

The implications of this study emphasize the importance of strengthening Islamic Counseling Guidance in Madrasah Aliyah environments as an effort to develop students' mental and spiritual health holistically. Counseling services that integrate Islamic spiritual values have the potential to help students develop adaptive Islamic religious coping mechanisms in dealing with academic stress. Thus, Islamic Counseling can play a strategic role in creating an educational climate that is not only oriented towards academic achievement, but also towards the mental and spiritual balance of students.

This study has limitations in terms of sample size and correlational research design. Therefore, further research is recommended to involve a larger number of respondents and use a research design that allows for testing of causal relationships, so that the role of Islamic religious coping on students' mental health can be understood more comprehensively.

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