

Analyzing the Relationship between the Level of Stress and Spiritual Well-Being among Female Students in the Islamic Boarding Schools of Surabaya

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KEYWORDS

Relationship between the Level of Stress and Spiritual

ABSTRACT

Students' emotional and spiritual health suffer as a result of the strict regulations and daily routines of Islamic boarding schools. The purpose of this research is to identify the factors that influence the spiritual health and stress levels of boarding school students attending Islamic institutions in Surabaya. It was a cross-sectional study. A total of 214 female students from Surabaya's Islamic boarding school Amanatul Ummah were selected using stratified random sampling. Level of stress serves as the independent variable, while spiritual wellness serves as the dependent variable. the Spiritual Well-Being Scale (SWBS) and the Perceived Stress Scale (PSS-10). The Spearman test was employed for data analysis with a significance level of 0.05. Nearly all respondents (85.0%) reported considerable stress, and most reported a low level of spiritual well-being (50.9%), according to the research. There is a relationship between students' spiritual well-being and their stress levels, according to the Spearman test results ($r=-0.300$, $p=0.000$). Students' spiritual well-being is negatively correlated with their stress levels; in other words, students' spiritual well-being is negatively impacted by students' stress levels. In order to boost the mental health of their students, Islamic boarding schools should provide recreational activities like group gymnastics.

1. Introduction

Islamic boarding school educational institutions are unique from other educational institutions. Activities at Islamic boarding schools are quite busy, which is a differentiator between Islamic boarding schools and other religious education (Fahham, 2020). All activities implemented in Islamic boarding schools are regulated by rules which aim to form an independent and disciplined personality. Busy activities and strict regulations to comply with make the condition of students even more stressful, which ultimately causes students to have higher levels of stress (Baihaqi & Istiqomah, 2021). A problem that still frequently occurs at the Amanatul Ummah Islamic boarding school in Surabaya is that some students still violate the rules set by the Islamic boarding school. The rules they usually break are not participating in school activities, not attending recitations, and not attending congregational prayers. Usually, they also pretend to be sick and end up not participating in activities. This happens because students feel tired, fed up, bored, lazy, and feel stressed due to too many activities and rules in Islamic boarding schools. Data from the Ministry of Religion as of September 2022, the number of Islamic boarding schools throughout Indonesia has reached around 36,600, there are 1.64 million consisting of 1.44 million residential students and 1.2 million non-resident students. East Java is the province with the largest number of Islamic boarding school students, namely 564,299 people orang (Rizaty, 2022). For the 2023–2024 academic year, there will be 820 pupils enrolled in the Amanatul

Ummah Islamic boarding school in Surabaya, of which 360 will be male and 460 female. According to earlier research by Livia et al., 60.7% of teenage students in Islamic boarding schools in Tangerang reported having significant stress (L. Fitriani et al., 2020). At the Roudlotusyubban Islamic boarding school, Siti and Gardha's research revealed that 27.5% of students had significant stress (Suparyanto dan Rosad, 2020). Munawaroh's study at the Islamic boarding school in Surakarta revealed that 39.7% of pupils there exhibited medium-level stress (Rahmah Muthia, 2018). At the al-ikhlas Islamic boarding school, Aulia et al.'s research revealed that 75.2% of pupils had stress levels in the medium range (Rahmah et al., 2023). Amanatul Ummah Islamic boarding school in Surabaya conducted an interview with one of its administrators, and the results revealed that about 30% of the female students felt tired, bored, and/or angry, to the point that they broke numerous of the school's established norms, like not engaging in activities (Kalanithi et al., 2014). Stress levels can be influenced by individual factors and situational factors (Hulloli, P. B., & Venkatesh, G. 2021). The situation in Islamic boarding schools which requires all students to follow all activities and rules will cause stress for students. O'brein in his theory states that stress can affect the discovery of spiritual meaning which can affect a person's spiritual well-being (O'Brien, 2018). Spiritual well-being is well-being, happiness, or positive feelings that a person experiences when carrying out activities and attitudes based on religious or spiritual values (Febrina, 2022). Students who experience stress because they consider all the rules and activities in Islamic boarding schools to be a burden, usually they violate the rules set by the Islamic boarding school (Stephen et al., 2023). This makes the spiritual well-being of a santri low because if the santri violate rules such as not participating in congregational prayers, not participating in other religious activities, it shows that the santri experience a decline in the quality of their worship (Handayani et al., 2022). One way to improve spiritual well-being based on O'brien's theory is the need to reduce stress, because stress can affect the discovery of spiritual meaning which ultimately affects spiritual well-being. This study aims to examine the spiritual well-being and stress levels of female students at the Amanatul Ummah Islamic Boarding School in Surabaya.

2. Methodology

The research design uses cross sectional, with data collection carried out simultaneously at one time. The population in this research is all female students at the Amanatul Ummah Surabaya Islamic boarding school for the 2023/2024 period, totaling 460 female students. The Slovin formula was used to determine the 214-person sample size. Stratified random sampling is the method used for sampling (Aydin et al., 2021). The Islamic boarding school Amanatul Ummah in Surabaya serves as the research site. The researcher adjusted Sheldon Cohen's PSS-10 (Perceived Stress Scale) questionnaire to fit the research setting before measuring the stress level variable (Sasaki, 2012). Using, one can measure the spiritual well-being variable. Ellison and RF Paloutzian developed the Spiritual Well-Being Scale (SWBS) questionnaire, which researchers adapted to fit their research setting. The Spearman correlation test was utilized for data analysis, with a significance level of $p = 0.05$. A number-based ethics certificate was granted for this study 0178/EC/KEPK/UNUSA/2024.

3. Results and discussion

Level of Stress

Nearly all of the 214 pupils in a study at the Amanatul Ummah Islamic boarding school in Surabaya (85.0%) reported feeling moderately stressed. The students' stress level is influenced by the stressors and stress coping strategies that the students have. Observations made on students show that the activities in the boarding school may be a stressor for students experiencing stress. Activities are carried out from 3 am to 9 pm, continuing with school assignments that must be done, making the students feel unable to complete their assignments well. According to research results from 182 students who

experienced moderate stress, it was found that there were still students who stated that in the last month they often (20.3%) and very often (3.3%) felt unable to complete the things they had to do.

The human body generally reacts or responds to stress and is divided into an alarm phase, an adaptation phase or a phase of trying to fight stress and a fatigue phase (Utami, Susilawati, & Ayu, 2022). The results of the research show that the stress response most often felt by students is feelings of anxiety and pressure. This occurs because they consider the activities and regulations in the boarding school to be burdensome. During the last month, of the 182 students who still often felt anxious and depressed, 53 students (29.1%) still felt anxious and depressed and 17 students (9.3%) felt very often. Apart from being anxious and depressed, the stress response experienced by students is anger. There were 54 students (29.7%) who often felt angry because of uncontrollable problems in the last month and 11 students (6.0%) felt this very often. This body response is a response at the resistance stage where the body tries to adapt to the attacking stressor by trying to return to a normal state (Nevid, 2017).

One of the stress management strategies that individuals use to reduce stress is coping that focuses on emotions. There are several aspects of coping that focus on emotions that can be used to reduce individual stress levels, such as increasing religiosity and emotional social support (Kurniawan, et al., 2022). A person's religiosity can be influenced by several factors. One factor is experience. The experience referred to here is an emotional experience resulting from conflicts experienced by individuals as well as religious activities carried out by individuals (A. Fitriani, 2016). Sunnah fasting carried out by a student is one of the things related to stress, stress levels in students can be reduced by doing sunnah fasting (Rochman, et al., 2023). The number of sunnah fasts carried out by students can influence the students' stress levels. This is consistent with study by Rochman, Yazid, and Faiz (2023), which demonstrates that there is a correlation between the amount of sunnah fasting and a reduction in final-year students' stress levels (Rochman, et al., 2023).

Apart from the stressors and coping strategies that students have, stress in students can be influenced by the students' age. This is supported by study done in 2022 by Zulfikar and Martha, which revealed a relationship between stress levels and age (Zulfiqar & Martha, 2021). Age and stress levels are significantly correlated, according to research by Hamzah and Rahmawati (2022); the older a person is, the more stressed they are (Hamzah & Rahmawati, 2020). The research results were obtained from 10 students who experienced severe stress, 60% of which were students in their middle teens (13-15 years) and 40% of students in their late teens (16-19 years). This is not in accordance with the theory which says that as you get older the easier it is to experience stress (Sumarna, Sumarni, & Rosidin, 2018). Then, of the 10 students who experienced severe stress, at most 50% were in class 10 at MA institutions with a length of stay of 1 year. This may have occurred as a result of the pupils' perception that they had not been able to settle into the Islamic boarding school setting well. Research conducted by Ayu, Ririn and Arni (2024) showed the results that the longer students stay in the dormitory, the better their ability to adapt so that stress levels decrease (Kamanda Restika Ayu, Ririn Isma Sundari, 2020)

Spiritual Well Being

The majority of the 214 female students at the Islamic boarding school Amanatul Ummah (50.9%) showed low levels of spiritual well-being, according to research findings. This probably happens because they consider all activities, including religious activities in Islamic boarding schools, to be a burden, so they indirectly do them forcefully and not sincerely. Spirituality is a component that exists within humans, where their needs must be met. Spirituality can be an option for individuals to overcome stress when they are no longer able to seek other recovery efforts (Yusuf, Nihayati, Iswari, & Okviasanti, 2016). A person who has their spiritual needs met is said to be in a condition of spiritual well-being. When a person's spiritual condition is prosperous, that person will feel harmony or harmony and closeness with himself, other people, nature and his creator. Spiritual well-being can increase if someone carries out spiritual practices or religious practices (O'Brien, 2018). The religious practices that each individual can carry out to improve spiritual well-being are of course different. Research

conducted by Salman and Lee (2019) reviews the spiritual practices that improve spiritual well-being in the form of visiting places of worship, praying alone, praying with friends, reading spiritual material, helping other people, and carrying out other spiritual practices (Salman et al., 2019). As a student who is an individual who always carries out daily activities in the Islamic boarding school environment, of course, he does a lot of spiritual practice activities such as praying both alone and with other people. This is in accordance with the research results, which showed that 83 students (38.8%) disagreed with the statement that I did not feel satisfaction when praying to Allah personally. This shows that students feel satisfied when praying to Allah.

A student's degree of spiritual well-being is also influenced by their amount of academic stress, personal satisfaction, and academic accomplishment. (Nibroniah, 2023). The findings of Jin's research from 2023, which indicate that life satisfaction is a factor that can affect spiritual well-being, further support this. Contentment is also correlated with the degree of spiritual health. The study's findings indicate that the majority of female students 50.9% have poor spiritual wellbeing. Of these students, 4.6% strongly agree and 20.2% agree that life is full of conflict. and this sadness demonstrates that there are still pupils who have never known happiness. Feizi et al.'s research from 2020 demonstrates that a person's life and their spiritual well-being are related. (Nibroniah, 2023).

Spiritual well-being is influenced by a person's quality of life as well. A person has a good quality of life if they love or like it. Based on research data from 109 students who have low spiritual well-being, 2.8% strongly agree and 12.8% agree that a large number of students still have low spiritual well-being, possibly as a result of a bad quality of life. I don't really enjoy life, which indicates that students don't enjoy life properly since they don't have a decent quality of life. Hasanah and Sari's earlier research from 2023 demonstrated a connection between spiritual health and life satisfaction. Higher levels of spiritual well-being are associated with more defined future life objectives and more environmental adaptability (Hasanah & Sari, 2023). The results of a study conducted on 109 students who had low spiritual well-being demonstrate that age is the next element that affects spiritual well-being. Of these students, 29.3% were in their teens and 68.9% were in their late teens (16–19 years old). This goes against the assumption that says a person's spiritual well-being tends to rise with rising individual age. Middle age (13–15 years) and 1.8% of pupils in their early teens (10–12 years) (Taufiqi, Muhid, & Nurdin, 2020).

Analysis Level of Stress and Spiritual Well Being

At the Amanatul Ummah Islamic boarding school in Surabaya, 214 female students participated in a study on stress levels and spiritual well-being. The Spearman Rank statistical test findings indicate a negative relationship direction with a p-value of 0.000 and a correlation coefficient value of -0.300. The statistical analysis reveals a substantial correlation ($p < 0.05$) between female students' spiritual well-being and stress levels at the Amanatul Ummah Islamic boarding school in Surabaya. The correlation coefficient value illustrates how strongly stress and spiritual well-being are related in female students at Surabaya's Amanatul Ummah Islamic boarding school. The created link is quite close, as indicated by the coefficient value of -0.300. Stress levels and spiritual well-being have a negative association, which implies that the more stressed out you are, the less spiritually fulfilled you are. According to the study's cross-tabulation results, the majority of the 22 students who reported mild stress (63.6%) had a moderate level of spiritual well-being. In contrast, nearly all (80.0%) of the 10 students who experienced severe stress and the majority (53.8%) of the 182 students who experienced moderate stress showed low spiritual well-being. The findings of this study are consistent with earlier research by Saniyatin (2023), which found that stress levels and spiritual well-being are significantly correlated in Islamic boarding school pupils (Nibroniah, 2023). According to research by Hamka et al., spiritual well-being helps avoid stress and depression by reducing and controlling anxiety, which in turn effects anxiety both directly and indirectly (Hamka et al., 2022). A person's religious practices have an impact on their spiritual health. These religious practices can include reading or listening to the Quran, praying, and doing dhikr. An individual's level of stress can be decreased by engaging in religious activities that foster a sense of tranquility. A person's degree of stress can also have an impact

on how satisfied they are with life (Nibroniah, 2023). A person's evaluation of their own attitudes and sentiments about their life over a specific amount of time is known as life satisfaction. When someone is able to accept their circumstances and feel good about themselves, they might have life pleasure. A person's level of life satisfaction and their level of stress are negatively correlated, meaning that the more satisfied they are with their lives, the less stressed out they are (Rodríguez-Rivas et al., 2023). Research by Cahyani (2021) demonstrates that there is a positive correlation between spirituality and life satisfaction, indicating that spiritual well-being also influences life satisfaction. This suggests that having a high degree of spiritual well-being can lead to a great quality of life and low levels of stress (Cahyani, 2021).

4. Conclusion and future scope

At the Islamic boarding school Amanatul Ummah Surabaya, almost all of the female students report mild to moderate levels of stress and low spiritual well-being. In female students at the Amanatul Ummah Islamic boarding school in Surabaya, there is a significant negative/non-unidirectional relationship between the level of stress and spiritual well-being. This means that the relationship is quite close and that the higher the stress level, the lower the spiritual well-being. Islamic boarding schools should provide enjoyable activities like group gymnastics to help with students' psychological well-being. The drawbacks of this research include not analyzing other elements that affect students' spiritual well-being. It is recommended that other characteristics or aspects that may impact students' spiritual well-being and stress levels be included in future studies.

Acknowledgments

Thank you to the Amanatul Ummah Surabaya Islamic Boarding School for supporting us in conducting this study and allowing the students to participate in the study.

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