
THE APPLICATION OF SPIRITUAL VALUES IN A COGNITIVE FRAMEWORK FOR COPING WITH STUDENTS' ACADEMIC STRESS

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Abstract

Academic stress is a significant challenge faced by students in Islamic boarding schools, considering the pressures from high academic demands and strict discipline. This study aims to analyze the role of integrating spiritual values into students' coping thoughts as a strategy to manage academic stress. Through a qualitative approach, data were collected via in-depth interviews, observations of students, and document studies at the Al-Majidiyah boarding school. The collected data were then analyzed using thematic analysis, which includes: a) initial coding, marking data segments relevant to spirituality-based coping; b) theme grouping, organizing emerging codes into main themes; and c) theme interpretation. The research results indicate that spiritual values, such as sincerity, trust in God (tawakkul), patience, and gratitude, play a crucial role in helping students manage academic stress. Students who apply these values in their thoughts and behavior report lower stress levels, better emotional calmness, and higher resilience in facing academic pressures. Religious guidance and mentorship from boarding school advisors also have a significant influence in directing students to use spiritual values as an effective coping strategy. The integration of spiritual values into coping thoughts has been shown not only to help alleviate academic stress but also to enhance students' learning motivation and discipline. This study concludes that spiritual values can be an effective approach to supporting the mental and spiritual well-being of students in the Al-Majidiyah boarding school environment in Pamekasan.

Keywords: Academic Stress, Coping Thought, Spiritual Values.

Abstrak

Stres akademik adalah tantangan signifikan yang dihadapi oleh santri di pesantren, mengingat tekanan dari tuntutan akademik dan kedisiplinan yang tinggi. Penelitian ini bertujuan untuk menganalisis peran integrasi nilai spiritual dalam coping thought santri sebagai strategi untuk mengatasi stres akademik. Melalui pendekatan kualitatif, data dikumpulkan melalui wawancara mendalam, observasi terhadap santri dan studi dokumen di pesantren Al-Majidiyah. Data yang terkumpul kemudian dianalisis menggunakan analisis tematik, meliputi; a) pengkodean awal, menandai segmen-segmen data yang relevan dengan coping berbasis spiritual; b) pengelompokan tema, mengelompokkan kode-kode yang muncul ke dalam tema-tema utama; dan c) interpretasi tema. Hasil penelitian menunjukkan bahwa nilai-nilai spiritual, seperti keikhlasan, tawakal, sabar, dan syukur, berperan penting dalam membantu santri mengelola stres akademik. Para santri yang menerapkan nilai-nilai ini dalam pemikiran dan perilaku mereka melaporkan tingkat stres yang lebih rendah, ketenangan emosional yang lebih baik, serta resiliensi yang lebih tinggi dalam menghadapi tekanan akademik. Bimbingan

dan pembinaan religius dari pembimbing pesantren juga memiliki pengaruh besar dalam mengarahkan santri untuk menggunakan nilai spiritual sebagai strategi coping yang efektif. Integrasi nilai spiritual dalam coping thought terbukti tidak hanya membantu mengatasi stres akademik, tetapi juga meningkatkan motivasi belajar dan kedisiplinan santri. Penelitian ini menyimpulkan bahwa nilai-nilai spiritual dapat menjadi pendekatan efektif dalam mendukung kesehatan mental dan spiritual santri di lingkungan pesantren Al-Majidiyah Pamekasan.

Kata kunci: Stres Akademik, Coping Thought, Nilai Spiritual

INTRODUCTION

Academic stress among students is a phenomenon that has drawn the attention of academics for study and research, given the unique conditions in the pesantren environment, which sometimes result in a rigorous curriculum—one that, in fact, produces high-achieving graduates. Fundamentally, pesantrens differ from public schools, as students in pesantrens face dual academic demands: studying religious knowledge in depth while following a rigorous general curriculum. Furthermore, life in a pesantren requires them to adapt to strict rules, a packed daily schedule, and high levels of discipline. This situation often leads to psychological and emotional pressure, particularly for students who are not yet accustomed to the boarding school system, which is full of restrictions and regulations.

Siska Damayanti explains that academic stress is a condition where there is a mismatch between school demands and a student's capabilities, causing the student to feel overwhelmed by the various demands imposed by the school or academic institution (Damayanti et al. 2021). São Paulo also notes that academic stress is the pressure or tension frequently experienced by students when facing academic demands at boarding schools. The boarding school environment, with its intensive curriculum and strict rules, can be a source of stress in itself for every student in the boarding school. In this context, the spiritual values held by the students play a crucial role in developing coping strategies or the ways they manage stress (Rohayati et al. 2022). Additionally, Chacón-Cuberos explains that while academic stress is closely linked to physiological health, those experiencing high levels of academic stress are also more likely to be overweight (Chacón-Cuberos et al. 2019).

Based on the views of the experts mentioned above, academic stress in Islamic boarding schools presents unique challenges faced by students. This is because the educational environment in these schools has distinct characteristics, including a rigorous academic schedule, strict discipline, and demands to lead a life focused on both religious and general education. This often leads students to experience emotional pressure, anxiety, and stress that impact their well-being. Amid these challenges, the spiritual values taught in Islamic boarding schools are expected to provide mental and emotional support for students.

The integration of Islamic values and local wisdom in Islamic boarding schools is essential, as in the application of *coping thought*, this integration can serve as a strategy

to address students' academic stress. Nuzliah emphasizes that integrating Islamic values into *coping thought* can help manage academic stress by: 1) making students feel comfortable and aligned with their religious beliefs; 2) ensuring that the counseling guidance process does not conflict with students' religious beliefs; and 3) helping students feel that counseling supports and understands the Islamic values they adhere to (Nuzliah and Niesa 2023).

The integration of spiritual values into *coping mindsets* not only provides practical solutions but also helps individuals achieve physical and mental well-being in accordance with religious teachings, while assisting students in managing academic stress or other challenges and fostering personal development grounded in Islam. According to Angela Ekwonye, spiritual values are not merely religious teachings but also serve as a perspective that can help students manage academic stress. A *spirituality-based coping mindset*—that is, a way of thinking that draws on religious teachings to face life's pressures—is believed to provide inner peace and reduce the negative impacts of academic stress (Angela Ekwonye, 2020). Previous research indicates that a spirituality-based approach to coping helps individuals better manage life's pressures and enhances their resilience. However, specific research on how students practice spiritual values within a coping mindset to address academic stress remains limited.

The integration of spiritual values into *coping mindsets* to address academic stress among boarding school students generally encompasses several perspectives, such as psychology, education, and the boarding school environment itself, implemented through various aspects: 1) the two main types of coping, namely *problem-focused coping* and *emotion-focused coping* (focused on emotions); 2) academic stress; previous research may have identified the primary sources of academic stress for students, such as heavy academic workload, pressure to achieve, time constraints, and the dual role as both a student and a Quran memorizer; 3) application in Islamic boarding schools, many studies focus on how the boarding school environment—which has an educational structure distinct from public schools—influences students' levels of academic stress; and 4) the effectiveness of the *Coping Thought* model, previous research has also focused on the effectiveness of applying the *Coping Thought* model in reducing academic stress, particularly within the context of boarding schools that emphasize religious values and discipline.

In this context, Islamic boarding schools, as educational institutions, play a crucial role in guiding students to develop healthy coping thoughts, which not only address academic pressures but also strengthen their spiritual qualities and character. Through religious guidance from teachers and caregivers, students can better understand and apply spiritual values in facing various pressures they encounter. Thus, it can be said that this study aims to explore how the integration of spiritual values into coping mechanisms can help students manage academic stress in Islamic boarding schools. By gaining a deeper understanding of the role of spiritual values as coping strategies, it is hoped that this study will contribute to the development of more holistic teaching and mentoring methods

within the boarding school environment, as well as support students' mental and spiritual well-being.

This study aims to comprehensively formulate a model for integrating spiritual values—drawn from Islamic teachings and the local wisdom of Islamic boarding schools—into *coping mechanisms* as a strategy to mitigate academic stress for students at the Al-Majidiyah Islamic Boarding School in Pamekasan. The uniqueness of this study lies in its systematic effort not only to identify the types of coping used by students but also to construct a new theoretical framework regarding how values such as *tawakal*, *sabar*, and *qana'ah* can be operationally internalized into coping thought patterns when facing academic pressure. Unlike previous studies that discussed spirituality as a supporting variable, this study positions spiritual values as core elements in students' cognitive processes. With this approach, it is hoped that an applicable and contextual model will emerge, one that directly addresses the root causes of academic stress within the unique boarding school environment, which is rich in religious values.

The urgency of this research is further highlighted by the negative impact of academic stress, which not only hinders academic achievement but also has the potential to cause long-term mental health issues that can erode the quality of human resources among pesantren graduates. Without adaptive management strategies aligned with the values embraced by the community, students are vulnerable to emotional exhaustion, chronic anxiety, and a loss of motivation to learn. Therefore, interventions grounded in spiritual values are a necessity, not merely an option. The contributions of this research are both theoretical and practical. Theoretically, this study will enrich the body of knowledge in Islamic psychology and education, particularly in the study of stress and *religion-based coping*. Practically, the findings of this study will provide concrete guidance for caregivers, teachers, and boarding school administrators in designing more effective mental well-being programs for students, as well as providing *spiritual-based coping* modules that can be implemented sustainably to create a healthy and productive learning environment.

Furthermore, this research makes a significant contribution to achieving the Sustainable Development Goals (SDGs), particularly Goal 3: *Good Health and Well-being*. By focusing on strengthening students' mental health through the integration of spiritual values, this research directly supports the SDG targets to ensure healthy lives and promote well-being for people of all ages. Good mental health serves as the foundation for students to learn optimally, develop their potential, and ultimately contribute positively to society. Thus, research on the integration of spiritual values into *coping thinking* is not only relevant to addressing internal issues within Islamic boarding schools but also aligns with the global agenda of fostering a resilient, character-driven, and holistically well-being youth. It is hoped that the results of this study can serve as a model for other Islamic boarding schools in managing academic stress as part of efforts to produce students who excel academically and are mentally and spiritually healthy.

METHOD

This study employs a qualitative approach to gain an in-depth understanding of students' experiences, perceptions, and views regarding the use of spiritual values in coping strategies to manage academic stress (Sutton and Austin 2015). A qualitative approach was chosen because it allows researchers to explore students' subjective views on the role of spirituality in their daily lives at the pesantren (Houghton et al. 2015). The research design used is a Case Study. A case study aims to explore specific phenomena within a unique context, namely the pesantren (Sayyi et al. 2022). With this design, the researcher can explore a deeper understanding of how students use spiritual values in coping with academic stress. Research data were collected through: 1) in-depth interviews conducted individually with participants to explore their experiences and perspectives regarding the use of spiritual values in coping mindsets; 2) observations of students' daily activities at the pesantren; and 3) documentation related to the values taught at the pesantren as well as students' spiritual activities was also collected (Sayyi et al. 2021). The data obtained were then analyzed using thematic analysis. The stages of this analysis include: a) initial coding, marking data segments relevant to spiritual-based coping; b) theme grouping, which involves grouping the emerging codes into main themes, such as spiritual values (ikhlas, sabar, tawakal), coping methods applied by students, and the role of boarding school mentors; and c) thematic interpretation, which involves interpreting the formed themes to address the research objectives and explain how spiritual values are integrated into the students' coping thought processes (Heriyanto 2018).

RESULTS AND DISCUSSION

The results of the study at Al-Majidiyah Islamic Boarding School in Pamekasan indicate that integrating spiritual values into coping mechanisms is highly effective in helping students manage academic stress. The findings from the study at Al-Majidiyah Islamic Boarding School will be discussed in the relevant subsections, as outlined in the following discussion:

The Role of Spiritual Values in Reducing Academic Stress

These research results indicate that students experiencing academic stress due to the heavy demands of study, study time, learning activities, memorization requirements, and the pressure to meet targets in mastering the “yellow book” curriculum at Al-Majidiyah Islamic Boarding School can significantly reduce their academic stress levels if they integrate spiritual values into their coping mechanisms—whether independently or with encouragement from external sources. Values such as honesty, tawakal (trust in God), and patience have been proven to help students face academic burdens with greater composure. Students who perform prayers and dhikr (remembrance of God) when facing exams or deadlines acknowledge that they feel more prepared and calm, which positively impacts their academic performance. This integration allows students to focus more on the learning process without being overwhelmed by the final outcome.

This is as stated by Mujiburrahman, who noted that integrating spiritual values to alleviate or overcome the academic stress experienced by students at Al-Majidiyah Islamic Boarding School has always been a crucial component of our efforts. This is because academic stress is inevitably experienced by some students, given the boarding school's intensive schedule, which demands daily memorization and the achievement of daily targets in mastering the "yellow book." The implications of integrating spiritual values include the development of high learning motivation, a sense of peace, an understanding of the essence of the purpose of learning, motivation to seek forgiveness from Allah SWT, and most importantly, the growth of patience and sincerity in every student experiencing academic stress (Mujiburrahman, interview, 2024).

Ali Muchsan also explained that the academic stress experienced by students at Al-Majidiyah Islamic Boarding School does indeed occur, as activities at this boarding school are very intense, compounded by the fact that students are given numerous memorization demands and targets, as well as mastery targets for the "Yellow Book" included in the Nubdzatul Bayan program. However, the main strategy relied upon by the boarding school's caregivers and administrators to address students' academic stress is instilling spiritual values, such as: the value of tawakkal, the value of ikhlas solely for the sake of Allah, the value of dhikr, the value of *Qona'ah*, the value of "Forgiveness," the value of *Muhasabah*, and the value of *Riydlah*. The integration of these values is considered highly effective in reducing and eliminating the academic stress experienced by students (Ali Muchsan, interview, 2024).

Faizurrahman also explained that spiritual values are the primary strategy for the caregivers and administrators of the Al-Majidiyah Islamic Boarding School in addressing the academic stress experienced by students. Emphasis on these values is placed during the study of the Kitab Kuning and during boarding school activities, whether through giving advice, providing motivation, or explaining the importance of studying with sincerity. learning to accept things as they are (*Qona'ah*), learning to discipline oneself (*Riyadlah*), learning to engage in self-reflection (*muhasabh*), and learning to prepare for life after death by multiplying good deeds and acts of kindness. (Faizurrahman, interview, 2024).

The data from the interview above is supported by the researcher's observations during fieldwork regarding the boarding school program at Pesantren Al-Majidiyah, including activities such as sorogan of classical Islamic texts, memorizing the contents of the book *Nubdzatul Bayan* according to *marhalah* (levels), cultivating the skills necessary to master the study of classical Islamic texts, '*ubudiyah* activities (obligatory and sunnah acts of worship) that must be performed collectively (in congregation) and directly guided by each group leader and group mentor. In these activities, the boarding school administrators and/or supervisors provide guidance, expectations, motivation, and advice regarding the importance of upholding values such as honesty, patience, tawakkal, tawadlu', mujahadah, riyadlah, and muhasabah in every action, as well as carrying out

boarding school activities that are planned, systematic, scheduled, and supervised in an accountable manner.

The findings above appear to align with the views of Ahmad Faiz Zainuddin, who describes the steps or efforts to address academic stress experienced by students, developed from the *emotional freedom technique* (EFT) by Cary Craig as follows: 1) *opening words*: By saying “O Allah... even though I (your complaint), I am sincere, I surrender myself completely to You”; 2) *Tune In*, the way to perform *Tune-in* is by thinking of a specific thing or event that can evoke negative emotions to be eliminated or a situation where one truly wants to make a mistake (Zainuddin, 2009). The reminder is the phrase “I am sincere; I surrender to You, O Allah.” *Tune-in* continues until all techniques of *spiritual emotional freedom* therapy are fully completed; 3) *The Tapping* involves gently tapping with two fingertips on specific points on the body seven times while continuing the tune-in; 4) *Nine Gamut Procedure* consists of nine movements to stimulate the brain. Each movement is intended to stimulate a specific part of the brain; and 5) *the tapping again*, after completing the nine gamut procedure, the final step is to repeat the tapping again and conclude by taking a deep breath and exhaling (Afandi and Sayyi 2023).

The findings of this study are also consistent with Rahmad Purnama’s research, which states that spiritual values play a crucial role in managing stress; spiritual values can provide guidance, support, and hope, as well as emotional support to individuals (Fithriyah et al. 2025). Through prayer, rituals, and religious beliefs, one can help individuals cope with stressful times, thanks to the hope and comfort they offer (Sayyi, Asmuki, et al. 2025). In facing stressful events, the public’s faith in religion and its practices must be transformed into specific coping mechanisms. It is this specific coping mechanism that appears to have direct implications for individual health during difficult times (Purnama 2017).

This study also reinforces Deva Nurfajrin’s research, which indicates that an individual’s spiritual intelligence can help provide solutions for managing stress in humans, particularly among students, as a calm mind and heart enable effective stress management. Given the findings on stress management through spiritual intelligence, the researcher sought to determine the extent to which stress management influences students’ spiritual intelligence; thus, the objective of this study is to identify methods for addressing academic stress (Nurfajrin et al. 2023).

Based on the results of the analysis of stress management through the integration of spiritual values into coping mindsets, it can be concluded that the integration of spiritual values among students at Al-Majidiyah Islamic Boarding School has a significant impact and plays a crucial role in managing and overcoming academic stress when students face challenges in their daily lives. This is because individuals with spiritual intelligence are capable of effectively managing stress and making appropriate decisions aligned with religious meanings and values within a broader context. Moreover, their decision-making

is also grounded in the spiritual values taught by Islam, such as performing prayers, reading the Quran, reciting dhikr, and offering supplications—activities that serve to soothe the soul and promote mental well-being when individuals experience stress.

The Application of Spiritually-Based Coping Strategies

Students at the Al-Majidiyah Islamic Boarding School in Pamekasan, who were directly involved in this study, utilize spiritually-based coping strategies as their primary foundation for dealing with academic pressure. They apply the value of tawakal by accepting every academic outcome as Allah's decree after having made their utmost effort. This demonstrates that a mindset rooted in spiritual values helps students to be more accepting and less prone to frustration when facing academic challenges. Al-Majidiyah students also noted that the value of gratitude helps them view small successes as achievements worthy of gratitude, thereby reducing the pressure to always be perfect.

Research findings from interviews indicate that nearly all informants at Al-Majidiyah Islamic Boarding School believe that Islamic spiritual values such as patience and tawakkal can help reduce stress and anxiety during the process of managing a packed schedule, marathon-style learning, and the high levels of pressure, demands, and expectations regarding memorization and comprehension. This aligns with the findings of a study (Handayani et al. 2022), which found that one of the spiritual values is teaching students to be patient. Patience offers numerous benefits for nurturing the soul and improving one's character, as evidenced by the fact that patience enhances a person's ability to endure suffering and renews their strength to face problems, difficulties, misfortunes, and disasters (Sayyi, Mashuri, et al. 2025).

Mahbubi Hasan explains that spiritual-based coping is actually part of a strategy consistently implemented at Pesantren al-Majidiyah to help students overcome and strengthen themselves against feelings of pressure, anxiety, worry, fear, and low self-confidence resulting from the numerous programs and activities the pesantren must carry out within a short and intense timeframe (Mahbubi Hasan, 2024). This key strategy is a cognitive approach used to help students cope with difficult or high-pressure situations by connecting their thoughts or beliefs to spiritual aspects (Sahrowi et al., 2025). Mujiburrahman added that the implementation of spiritual-based coping at Al-Majidiyah Islamic Boarding School aims to strengthen individuals' mental and emotional well-being through beliefs, values, and spiritual practices considered positive, thereby providing inner peace (Mujiburrahman, interview, 2024).

This explanation aligns with the view of Nurfajrin et al. that spiritual coping is the ability to understand how one lives and acts in order to determine whether one's actions are right or wrong (Nurfajrin et al. 2023). People with spiritual intelligence are motivated to achieve true happiness and make their lives more meaningful. Happiness that brings peace to the soul and heart is true happiness. In Islamic terms, spirituality is defined as intelligence rooted in the *Qalb* (Sayyi, Muslimin, et al. 2025). This is a person's ability to live harmoniously by relying on divine light as the center when making decisions.

Mahbubi Hasan further states that spiritual-based coping strategies at the Al-Majidiyah Islamic Boarding School actually serve as a mental strengthener, where positive thinking through a spiritual approach greatly helps in maintaining calmness and emotional stability. For example, in high-pressure situations, they find solace in the belief that everything happens by a higher will or that these difficulties will yield wisdom. This helps them avoid feeling overwhelmed and remain mentally strong. (Mahbubi Hasan, 2024 interview).

Meanwhile, Faizurrahman emphasized that one method frequently used by the administrators and students of the Al-Majidiyah Islamic Boarding School is through prayer and remembrance of God. According to him, worshiping or remembering Allah in high-pressure situations brings peace of mind and a sense of security. They feel that by drawing closer to Allah SWT, they have a place to pour out their sorrows and lean on, so they do not feel alone in facing problems (Faizurrahman, interview, 2024). Mujiburrahman also emphasizes the importance of gratitude and acceptance. When facing difficult situations, they remind themselves to remain grateful for the good things they still possess. This prevents them from focusing solely on the problems they are currently facing. The belief that there is a purpose or a good plan behind every trial helps students maintain a positive mindset and preserve mental balance (Mujiburrahman, interview, 2024). Based on the findings from the studies above, it can be concluded that the application of spiritual coping strategies is highly effective in managing academic stress and fostering better, wiser stress management; spiritual coping strategies also help them navigate various life pressures. The belief that everything is under a greater control, the practice of prayer, and the values of gratitude and acceptance are some of the methods they use to cope with mental stress and maintain inner peace. Support from religious communities and inspiration from religious teachings are also important factors in fostering positive and resilient attitudes amidst difficulties.

Table 1. Findings and Discussion of Spiritual-Based Coping Thought Models

FOCUS OF FINDINGS	RESEARCH RESULTS	DISCUSSION
SOURCES OF ACADEMIC STRESS	Students experience stress due to the dense activities of the pesantren, the demands of memorization, the target of mastering the yellow book, and strict study time.	Academic stress is a consequence of the intensive pesantren education system so that it requires an adaptive coping strategy.
DOMINANT SPIRITUAL VALUES	The values of sincerity, patience, tawakal, gratitude, qona'ah, dhikr, prayer, muhasabah, and riyadlah are applied by the students.	Spiritual values function as a source of inner strength that stabilizes emotions and forms the mental resilience of students.

SPIRITUAL-BASED COPING THOUGHTS	Students use a mindset of acceptance, surrender to Allah, and positive thinking in the face of academic pressure.	Coping spiritual thoughts help students interpret pressure as a test and a means of self-maturation.
FORM OF IMPLEMENTATION	Spiritual practices are integrated into the learning and activities of the pesantren in a structured and sustainable manner.	Systematic integration strengthens the internalization of spiritual values and the effectiveness of stress management.
PSYCHOLOGICAL IMPACT	Students feel calmer, less easily anxious, and better prepared to face academic demands.	Inner peace shows the success of coping spiritual thoughts in maintaining the mental health of students.
EDUCATIONAL IMPLICATIONS	Spiritual-based coping thinking has proven to be effective in overcoming students' academic stress.	This model is relevant to be developed as a typical strategy of pesantren in the mental and spiritual development of students.

The *research results column* in the table presents empirical findings obtained directly from the field through systematic data collection techniques, such as observation, in-depth interviews, and documentation studies. The presentation of the results is carried out in a descriptive-analytical manner without being accompanied by excessive theoretical interpretation, so as to reflect the factual condition of the research object as it is. These findings represent patterns, trends, and dynamics that emerge in the context of the research and form the main basis for further analysis processes. Thus, the results of the research serve as an objective and measurable empirical foothold in the overall construction of the research.

The *discussion column* serves to interpret empirical findings by critically relating them to the relevant theoretical framework, concepts, and results of previous research. In this section, the data from the research results are analyzed argumentatively to explain their meaning, implications, and contribution to the development of science. The discussion is not just to repeat the findings, but to place them in a broader academic context, so as to be able to show the position and novelty of the research. A firm separation between results and discussions in tables strengthens the coherence of the analysis and improves the validity and readability of scientific papers.

Figure 1. Diagram of a Spiritual-Based Coping Thought Model



The diagram represents the construction of a new model of spiritual-based coping thinking in response to the phenomenon of academic stress of students in the pesantren environment. The source of stress is described as coming from a dense curriculum, memorization targets and mastery of the yellow book, time constraints, and high pressure of academic achievement. This condition puts students in a situation of continuous psychological tension. The diagram systematically shows that academic stress is not just an individual problem, but a structural consequence of an intensive pesantren education system, thus demanding a management strategy that is contextual, adaptive, and in line with the values embraced by students.

At the core of the diagram, spiritual-based coping thinking is positioned as the primary cognitive mechanism that transforms academic stress into meaningful experiences. The integration of spiritual values such as sincerity, patience, tawakal, gratitude, and qana'ah not only serves as an emotional booster, but also forms the mindset of students in interpreting stress as a test and a means of self-maturation. Analytically, this model shows a shift from conventional coping to religious-cognitive coping, where spirituality is not

placed as a complementary factor, but rather as a core element that directs the thinking process, decision-making, and emotional management of students.

The implications of this model are illustrated in the output in the form of increased inner calm, emotional stability, and mental resilience of students in facing academic demands. Critically, the diagram emphasizes that the effectiveness of spiritual-based coping thinking is highly determined by systematic integration in pesantren education practices, both through learning, worship coaching, and the example of caregivers. This model offers an applicative solution to the problem of academic stress while enriching the treasures of Islamic educational psychology. Thus, these findings are not only theoretically relevant, but also have the potential to be a model of sustainable intervention for strengthening the mental health of students in Islamic boarding schools.

CONCLUSION

The results of this study confirm that the integration of spiritual values in coping thinking is very effective in reducing academic stress among students. This approach allows students to undergo academic activities in a balanced way between worldly endeavors and spiritual values. Students who apply spiritual-based coping tend to be more mentally prepared to face challenges and have better resilience. Integration of spiritual values in coping thought to overcome the academic stress of students at the Al-Majidiyah Islamic Boarding School, Pamekasan which includes; 1) The integration of spiritual values in coping thinking strategies has been proven to be effective in helping students reduce academic stress levels; 2) Students who apply spiritual values in coping thinking show higher resilience, they tend to be more patient, calm, and optimistic in dealing with academic pressure, which has an impact on increasing mental and emotional resilience; and 3) Al-Majidiyah Islamic Boarding School has an important role in supporting the application of spiritual values in the daily lives of students. The environment of Al-Majidiyah Islamic boarding school, which is rich in religious practices, supports students to do spiritual reflection more often, thus forming a positive mindset in dealing with academic stress. Thus, this study concludes that the integration of spiritual values in coping thinking plays an important role in helping students manage academic stress more effectively, making them more resilient and resilient in facing academic challenges in the pesantren environment.

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