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**Mind, Faith, And Resilience: Islamic Psychological Intervention as a
Way to Manage Academic Stress Among Students**

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ABSTRACT:

The phenomenon of increasing academic stress among students due to study pressure, competition, and the demands of educational digitization requires a more holistic approach to maintaining mental health. This article examines Islamic psychological interventions as an integrative approach that combines the power of the mind, faith, and resilience in managing academic stress. Using a descriptive qualitative method based on literature analysis from national and international journals, this study shows that spiritual practices such as zikir therapy, Islamic mindfulness, tadabbur Al-Qur'an, and tazkiyatun nafs can reduce stress levels while strengthening students' academic resilience. The integration of Islamic values in psychological therapy has been proven to create emotional balance, increase self-awareness, and foster inner meaning and tranquility. Therefore, campuses are advised to develop Islamic value-based counseling services as a preventive strategy against mental disorders among students and as a means of shaping strong, faithful, and competitive academic character.

Key words: Islamic Psychology, Academic Stress, Mind, Faith, Resilience, Academic Resilience, Islamic Values-Based Counseling.

INTRODUCTION

We are hearing more and more about the phenomenon of academic pressure experienced by students. From piling assignments, busy class schedules, high grade expectations, and fierce competition to achieve success, many students find themselves under mental pressure. This situation is exacerbated by the digital age, which demands that students stay connected, adapt quickly to technology, and compete in an increasingly online academic environment. The shift toward digital learning systems has also introduced new forms of mental fatigue, including screen fatigue, difficulty managing time, and a loss of balance between academic activities and personal life.¹ A number of studies show that academic stress has become a serious problem that affects the psychological well-being of students. A study in 2021 noted that 64% of students experience severe academic pressure due to competition and study load. In Indonesia, it was also found that the main causes of student stress are academic pressure, grade demands, and difficulties in adapting to online learning. This phenomenon shows that academic stress is not merely a matter of learning

¹ Wiwik Widiyawati And Yuni Afifah, "Faktor-Faktor Yang Berhubungan Dengan Tingkat Stres Mahasiswa Di Era Pembelajaran Virtual Masa Pandemi Covid-19," *Indonesian Journal Of Professional Nursing* 2, No. 2 (December 2021): 128–37, <https://doi.org/10.30587/Ijpn.V2i2.3340>.

ability, but also concerns the mental and spiritual resilience of students in facing the dynamics of modern academic life.²

Empirical data shows that psychological pressure among students is becoming increasingly alarming. A 2022 WHO report revealed that approximately one in three students worldwide experience severe psychological pressure symptoms such as anxiety, depression, and prolonged academic stress.³ This pressure arises not only from high academic demands, but also from rapid and competitive changes in learning styles. Many students feel they have lost control over their time, find it difficult to rest, and tend to push themselves to achieve high academic standards. This situation has a direct impact on their academic performance, mental health, and social relationships on campus. Similar findings have also emerged in Indonesia. More than 35% of students experience severe stress due to academic pressure and the demands of online classes in the post-pandemic era. Psychological disorders among students have increased significantly in the last decade, particularly those related to academic stress and social pressure. This fact underscores the need for a more humane and spiritually-based psychological approach so that students can face academic challenges with greater resilience and balance.⁴

In modern psychological practice, therapy often focuses on cognitive and behavioral aspects, while spiritual dimensions tend to be neglected. However, many individuals, especially in religious societies such as Indonesia, find strength, meaning, and peace through their faith values.⁵ When therapy focuses solely on rationality without touching on the spiritual side, an inner emptiness arises that prevents psychological healing from being complete. Students experiencing academic stress, for example, often need not only relaxation techniques or time management skills, but also space to develop meaning and closeness to God.⁶ The Islamic psychological approach fills this void by integrating the aspects of faith, mind, and soul as a whole in healing and self-empowerment. Spiritually-based therapy can increase mental resilience and accelerate emotional recovery. Islamic psychotherapy interventions such as zikir, prayer, and muhasabah can significantly reduce students' stress and anxiety levels. This proves that spiritual values are not merely complementary to therapy, but rather an important foundation in building a well-rounded psychological balance.⁷

² Nabila Marfuatunnisa and Meilani Sandjaja, "Stres Akademik Pada Mahasiswa Yang Mengerjakan Skripsi di Indonesia Ditinjau Dari Academic Help-Seeking Dan Resiliensi Akademik," *Jurnal Diversita* 9, no. 2 (2023): 218–27, <https://doi.org/10.31289/diversita.v9i2.9356>.

³ *World Mental Health Report: Transforming Mental Health For All*. Who, (2023).

⁴ Z. Zamroni Et Al., "Prevalence Of Academic Stress Among Medical And Pharmaceutical Students," *European Journal Of Education Studies*, No. 0 (July 2018), <https://doi.org/10.46827/Ejes.V0i0.1824>.

⁵ Dewi Purnama Sari And Sutarto Sutarto, "Academic Stress Coping Strategies Using Spiritual Approaches To Improve Student Resilience," *Psikis: Jurnal Psikologi Islami* 9, No. 1 (June 2023): 101–11, <https://doi.org/10.19109/Psikis.V9i1.14420>.

⁶ Mohd Zaliridzal Zakaria Et Al., "Coping Mechanism Towards Academic Stress Among Students: An Analysis From Islamic Perspective," *Ulum Islamiyyah* 33, No. 1 (April 2021): 31–53, <https://doi.org/10.33102/Uij.Vol33no1.194>.

⁷ Radi Ubaidillah Et Al., "The Effect Of Murottal Al-Qur'an Therapy On Academic Stress Among University Students," *Journal Of Islamic Psychology And Behavioral Sciences* 3, No. 2 (April 2025): 53–61, <https://doi.org/10.61994/Jipbs.V3i2.388>.

Islamic Positive Psychology is becoming an increasingly important new approach amid the growing need for balance between mental and spiritual health among students. This approach not only emphasizes positive thinking or cognitive strategies as in Western psychology, but also instills values of faith, trust in God, and meaning in life that are derived from Islamic teachings.⁸ In the context of students facing academic pressure, the integration of mind, faith, and resilience plays a major role in building emotional balance and the strength to face academic and life challenges. Students who apply Islamic spiritual values in their academic life tend to have lower stress levels and higher psychological resilience. Faith-based resilience can strengthen psychological well-being and reduce anxiety levels among Muslim students in various countries. This confirms that Islamic Positive Psychology is not merely an alternative therapy, but an integrative model that combines rationality and spirituality in forming a holistic mental resilience.⁹

This study stems from the reality of increasing academic pressure faced by students in the modern era. First, the question arises of how academic stress affects students' academic resilience. Pressure from coursework, performance demands, and competition in the academic environment often erodes students' ability to persevere and bounce back from difficulties. This raises the need to deeply understand the relationship between stress and psychological resilience in the context of academic life. Second, it is necessary to examine how Islamic psychological interventions can play a role in helping students manage the academic stress they experience. This approach is believed to not only provide emotional calm, but also build spiritual awareness and a deeper meaning of life as a form of sustainable coping. Third, it is important to explore how the relationship between mind, faith, and resilience can form a complete Islamic psychological framework. The integration of these three elements is believed to be a strong foundation for students in facing academic challenges, creating a balance between cognitive, spiritual, and emotional aspects in the learning process.

Methods

This study uses a descriptive qualitative approach that focuses on literature analysis to understand how Islamic psychology concepts can play a role in managing academic stress and fostering student resilience. Through a literature review, this study examines various sources from Islamic psychology journals, research on academic stress, and spiritual coping concepts. This approach was chosen because it provides a deep understanding of the phenomenon of academic stress from both psychological and spiritual perspectives, without being bound by quantitative limitations. The literature search was conducted by reviewing previous research that highlighted the factors causing academic stress among students during their studies, as well as students' coping mechanisms based on Islamic values. Through this approach, the

⁸ Zidni Immawan Muslimin Et Al., "Positive Thinking As A Mediator In The Relationship Faith And Resilience In Students Who Are Working On A Thesis," *International Journal Of Islamic Educational Psychology* 6, No. 1 (July 2025): 137–53, <https://doi.org/10.18196/Ijep.V6i1.25059>.

⁹ Yulia Sholichatun Et Al., "The Construction Of Resilience In The Qur'anic Perspective," *Religia* 28, No. 2 (October 2025): 200–220, <https://doi.org/10.28918/Religia.V28i2.10211>.

study aims to reveal the integrative role of cognitive, affective, and spiritual dimensions in shaping students' psychological resilience to academic pressure.¹⁰

Data analysis was conducted using thematic analysis, which aimed to find patterns of relationships between three main aspects in the framework of Islamic Positive Psychology: mind, faith, and resilience. This technique allowed researchers to identify the main themes that emerged from various literature sources and relate them to Islamic psychology intervention theory and practice. If this research is developed to the field stage, the instruments used include semi-structured interviews to explore students' subjective experiences, as well as academic stress scales to obtain an overview of the level of pressure they experience. Thus, this research not only highlights theoretical aspects but also paves the way for the development of Islamic psychological interventions that are applicable to students' mental well-being.¹¹

Result

A. Academic Stress

Academic stress is a psychological response that arises when students feel that the academic demands they face exceed their ability to cope. Lazarus (1984) defines stress as the result of the interaction between an individual and their environment, in which a person assesses a situation as a pressure or threat to their well-being.¹² In an academic context, stress arises when students face heavy workloads, busy class schedules, exam pressure, and high grade expectations. This process involves two forms of assessment, namely primary appraisal (assessment of the level of threat or challenge) and secondary appraisal (assessment of an individual's ability to cope). When students assess that academic demands exceed their abilities, stress arises that affects emotional, cognitive, and behavioral aspects. Academic stress also includes physical symptoms such as fatigue, sleep disturbances, and persistent anxiety, which can reduce learning performance and motivation. Academic stress is negatively associated with students' psychological well-being and academic achievement, especially when not balanced with effective coping strategies.¹³

More specifically, academic stress can be viewed from three main aspects, namely academic pressure, academic workload, and role expectations. Academic pressure relates to the demands to achieve and compete, academic workload relates to the number of assignments and learning responsibilities, while role conflict arises when students have to balance their

¹⁰ Mette Asbjørn Neergaard Et Al., "Qualitative Description – The Poor Cousin Of Health Research?," *Bmc Medical Research Methodology* 9, No. 1 (July 2009): 52, <https://doi.org/10.1186/1471-2288-9-52>.

¹¹ Brylialfi Wahyu Furidha, "Comprehension Of The Descriptive Qualitative Research Method: A Critical Assessment Of The Literature," *Acitya Wisesa: Journal Of Multidisciplinary Research*, 2023, 1–8, <https://doi.org/10.56943/jmr.v2i4.443>.

¹² Richard S. Lazarus, *Stress, Appraisal, and Coping* (Springer Publishing Company, 1984).

¹³ Cristina Ruiz-Camacho and Margarita Gozalo, "Predicting University Students' Stress Responses: The Role of Academic Stressors and Sociodemographic Variables," *European Journal of Investigation in Health, Psychology and Education* 15, no. 8 (2025): 163, <https://doi.org/10.3390/ejihpe15080163>.

academic, social, and personal lives. The majority of students experience moderate to high levels of academic stress, mainly due to self-evaluation pressure and parental expectations. Academic stress is a global phenomenon that directly impacts learning motivation, emotional regulation, and academic achievement. Thus, understanding the definition and dimensions of academic stress is an important basis for developing intervention strategies, including those based on Islamic psychological values.¹⁴

Academic stress in students arises from various pressures originating from the academic environment and internal individual factors. One of the main causes is pressure to achieve high academic grades or demands to achieve high academic performance. Students often feel they must maintain a good grade point average to meet the expectations of their parents, lecturers, and their own standards. This pressure often causes excessive anxiety, especially before exams or when facing complex tasks. In addition, a heavy workload and tight deadlines are also major triggers of stress. Students are required to complete various academic tasks simultaneously, including research reports, papers, and group projects, which often drain their physical and mental energy. Academic workload and pressure to achieve high grades are directly related to increased stress and emotional exhaustion among students. The majority of students in Indonesia experience high levels of stress due to a strict evaluation system and a workload that is not balanced with individual abilities.¹⁵

Table 1

Stress Level	Psychological & Behavioral Indicators	Percentage of Students (Empirical)	Source
High	Test anxiety, insomnia, mental exhaustion, perfectionism	Approximately 35–40% of Indonesian students	WHO 2022; Munir et al. (2020); Widiyawati & Afifah (2021)
Moderate	Difficulties with time management, pressure to perform, heavy workload	Approximately 45–50% of students	Ruiz-Camacho & Gozalo (2025); Islam & Rabbi (2024)
Low	Has good emotional regulation, is active in spiritual activities	approximately 20% of students	Rena (2023); Sari & Sutarto (2023)

¹⁴ Md Sefatul Islam And Md Fajlay Rabbi, “Exploring The Sources Of Academic Stress And Adopted Coping Mechanisms Among University Students,” *International Journal On Studies In Education* 6, No. 2 (March 2024): 255–71, <https://doi.org/10.46328/Ijonse.203>.

¹⁵ Sirajul Munir et al., “Academic Stress Factors Among Indonesia Students A Case of IAIN Batu Sangkar,” *Jurnal Pendidikan Progresif* 10, no. 3 (2020): 417–28.

National Average	The majority of students experience moderate to high levels of stress.	Approximately 70–85%	Summary of literature findings
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In addition to academic factors, stress also stems from social and psychological aspects. Social anxiety, for example, arises when students feel insecure about interacting in the campus environment, are afraid of failing in public, or worry about not being accepted by their peer group. This condition often exacerbates internal pressure, especially for students who have high expectations of themselves and are perfectionists. Excessive self-expectations make individuals feel that they are never good enough, even when they have achieved adequate results. Students with academic perfectionism have higher levels of stress and anxiety than those with realistic self-expectations. The combination of social anxiety and excessive self-expectations is a major trigger for chronic stress in students, especially during online learning and the transition to face-to-face lectures. These factors show that academic stress is not solely caused by academic workload, but also by the intertwined psychological and social dynamics in students' lives.¹⁶

B. Academic Resilience

The concept of resilience according to Reivich in his 2002 book emphasizes the ability of individuals to bounce back from pressure, failure, and difficult situations in life. They describe resilience not merely as the ability to survive, but as a dynamic skill to adapt positively in the midst of stress and challenges. In the context of students, resilience is an important psychological factor for dealing with complex academic pressures. Reivich and Shatte highlight seven key aspects of resilience, namely emotional control, optimism, causal analysis skills, empathy, self-efficacy, problem-solving skills, and impulse control. When these aspects are developed in a balanced manner, students are better able to cope with their study load and turn pressure into motivation to develop. Students with high levels of resilience tend to have better academic performance and are more resistant to academic stress stemming from assignment demands and social expectations.¹⁷

The term soul comes from the Arabic “Nafs (النفس)”. In English, it is Soul/Spirit. According to Ibn Sina, the soul is the same as the spirit. According to him, the soul is the initial

¹⁶ Zhang Yuhuan et al., “The Association between Academic Stress, Social Support, and Self-Regulatory Fatigue among Nursing Students: A Cross-Sectional Study Based on a Structural Equation Modelling Approach,” *BMC Medical Education* 22, no. 1 (2022): 789, <https://doi.org/10.1186/s12909-022-03829-2>.

¹⁷ Karen Reivich, *The Resilience Factor: 7 Essential Skills For Overcoming Life's Inevitable Obstacles* (New York: Broadway Books, 2002).

perfection, because with it, organisms become perfect and thus become real human beings. This means that the soul is the initial perfection of the biological body. This is because the body itself is a prerequisite for the definition of the soul, as it can only be called a soul if it is actualized within the body through certain organs, meaning various body parts that perform various psychological functions.¹⁸

In higher education, resilience is defined as academic resilience, which is the ability of students to remain productive and solution-oriented despite facing learning obstacles, exam failures, or academic social pressure. Academic resilience is not only about perseverance, but also the ability to learn from failure and continue to improve learning strategies. Students with high academic resilience tend to have a growth mindset, which is the belief that intelligence can be improved through effort and practice. In the journal *Frontiers in Psychology*, academic resilience has been shown to be an important mediator between stress and learning achievement. They found that students who are able to regulate their emotions and remain focused on long-term goals are more likely to achieve good academic results even under high pressure.¹⁹

Key indicators of academic resilience include emotional regulation, self-efficacy, and social support. Emotional regulation plays an important role in maintaining psychological stability when facing academic pressure, while self-efficacy or self-confidence determines the extent to which students believe in their ability to overcome learning difficulties. Social support from friends, lecturers, and family also plays a significant role in maintaining mental balance and academic motivation. Strong social support increases student resilience by up to 35% in high-pressure academic situations. The combination of self-efficacy and social support strengthens the positive relationship between academic resilience and student psychological well-being during the pandemic.²⁰

C. Islamic Psychology and Spirituality

The theological basis for managing academic stress through an Islamic psychological approach is rooted in Allah's words in QS. Ar-Ra'd (28), “الَّذِينَ آمَنُوا وَتَطْمَئِنُّ قُلُوبُهُمْ بِذِكْرِ اللَّهِ أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ”. “*Only by remembering Allah does the heart become calm*” This verse emphasizes that true inner peace comes from a strong spiritual connection with Allah. In the context of

¹⁸ Jarman Arroisi, *Psikologi Islam Ibnu Sina Studi Analisis Kritis Tentang Konsep Jiwa Perspektif Ibnu Sina*, (2020).

¹⁹ Siti Aisyah Retnoningtyas Risky Putri And Hermien Laksmiwati, “Resiliensi Akademik Mahasiswa Jurusan Psikologi Unesa Saat Perkuliahan Daring Pada Masa Pandemi,” *Character Jurnal Penelitian Psikologi* 9, No. 7 (July 2022): 27–35, <https://doi.org/10.26740/Cjpp.V9i7.47825>.

²⁰ Annisa Puti Kusnadi, “Faktor-Faktor Terkait Ketahanan Akademik Di Kalangan Mahasiswa: Tinjauan Sistematis,” *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3k)* 4, No. 3 (December 2023): 401–14, <https://doi.org/10.51849/J-P3k.V4i3.254>.

students, the practice of dhikr and worship is not merely a ritual activity, but a means of regulating emotions, reducing anxiety, and strengthening mental resilience in facing academic pressures. The intensity of dhikr and prayer has a positive correlation with a decrease in stress and academic anxiety levels among Islamic university students.²¹

Psychology is a discipline that has existed since classical Arabic times, with Ibn Sina and Al-Ghazali being two of its pioneers. Although this discipline has existed since Arabic times, it cannot be denied that it was the West that established it. Psychology is indeed a science that deals with matters of the soul. Ibn Sina, who studied this discipline from a young age, demonstrated his expertise in *Al-Qanun fi Al-Thibb*, which explains the various powers of the soul according to medical methods. Ibn Sina also showed the relationship between the soul and the body in his work *As-Stifa'*. In this work, he compiled an extensive description of his views on the soul.²²

The concept of balance between qalb (heart), 'aql (mind), and nafs (soul) is an important foundation in Islamic psychology theory. Peace of mind cannot be achieved through intellectual rationality alone, but must be accompanied by purity of heart and control of desires. The qalb acts as a spiritual center that regulates the balance between reason and desires; if the qalb is calm, then all behavior will be controlled. In the context of students, this balance is evident in their ability to manage their study time, maintain their intentions, and not get caught up in the pressure of grades or academic competition. The spiritual and rational balance of Muslim students has a significant effect on their academic resilience and subjective happiness.²³

The principles of tawakal, patience, gratitude, and sincerity in Islam can be understood as spiritual coping mechanisms that help individuals respond to life's pressures with meaning and tranquility. Trust in God fosters self-confidence after trying one's best, patience trains emotional resilience when facing difficulties, gratitude fosters a positive perception of every learning process, while sincerity maintains intentions so as not to depend on external recognition. Students who apply these spiritual principles tend to have lower stress levels and higher academic adaptability. Faith-based spiritual coping functions as a psychological buffer

²¹ Shahril Nizam Zulkipli et al., "The Development Theory of Al-'Aql, Al-Qalb and al-Nafs in Islamic Psychotherapy," *International Journal of Academic Research in Business and Social Sciences* 12, no. 11 (2022): Pages 2432-2449, <https://doi.org/10.6007/IJARBS/v12-i11/15013>.

²² Yandi Hafizallah and Sadam Husin, "Sejarah, Tokoh, & Masa Depan," *Journal of Psychology* 1, no. 1 (2019).

²³ Razali Mat Zin, "Islamic Spirituality Stress Coping Mechanisms: Some Empirical Evidences," *Global Advances in Business Studies* 1, no. 2 (2022): 104–16, <https://doi.org/10.55584/Gabs001.02.5>.

against stress, increases a sense of control, and strengthens the mental well-being of Muslim students in various countries.²⁴

D. Integrative Model “*Mind, Faith, and Resilience*”

Mind (management of thoughts and emotions) is rooted in the conscious ability to recognize and direct thoughts and regulate emotional responses when facing academic pressure. Self-awareness enables students to recognize early signs of stress, such as anxiety before exams or feelings of despair when faced with a pile of assignments, while cognitive control (the ability to shift attention, delay impulsive responses, and refocus on tasks) helps them take concrete steps such as re-planning their study time or applying relaxation techniques. Cross-study research shows that emotional regulation and cognitive control skills are directly related to a reduction in burnout and academic stress symptoms, so training in these elements (e.g., mindfulness, self-monitoring) is often included in programs to improve students' adaptive abilities.²⁵

Faith (spiritual strength) serves as a source of meaning and reinforcement of intention in the learning process: when students link their academic efforts to broader goals such as service, self-development, or worship, they tend to experience reduced anxiety and increased inner peace. Consistent spiritual practices (remembrance of God, prayer, reflection on sacred texts, or other religious practices) provide a framework of meaning that helps reduce feelings of helplessness and makes stressful experiences more tolerable. Empirical evidence in student populations shows a positive relationship between spirituality and resilience and psychological well-being, so that the integration of faith aspects in interventions is not merely complementary, but a component that strengthens coping capacity.²⁶

Resilience is the synergistic result of mind management and faith working together: self-awareness and cognitive control provide practical tools for managing internal reactions, while faith provides meaning, peace, and sustained motivation; together, they strengthen self-efficacy and utilize social support so that students are able to bounce back after academic failure. Local studies on students confirm that factors such as self-efficacy and social support are strong predictors of their academic resilience, reducing the impact of stress and helping

²⁴ Intan Nurul Dwi Utari and Achir Yani S. Hamid, “Academic Stress in Adolescent Students of an Islamic-Based School: The Correlation with Parenting Style and Spirituality,” *Journal of Public Health Research* 10, no. 1 Suppl (2022): jphr.2021.2330, <https://doi.org/10.4081/jphr.2021.2330>.

²⁵ Hana-May Eadeh et al., “A Meta-Analytic Review of Emotion Regulation Focused Psychosocial Interventions for Adolescents,” *Clinical Child and Family Psychology Review* 24, no. 4 (2021): 684–706, <https://doi.org/10.1007/s10567-021-00362-4>.

²⁶ Moises David Reyes-Perez et al., “The Spirituality–Resilience–Happiness Triad: A High-Powered Model for Understanding University Student Well-Being,” *European Journal of Investigation in Health, Psychology and Education* 15, no. 8 (2025): 158, <https://doi.org/10.3390/ejihpe15080158>.

students maintain performance even in stressful situations, indicating that an intervention approach that integrates cognitive, social, and spiritual elements has the greatest potential for building academic resilience.²⁷

Table 2

Elements	Key Roles	Synergistic Results
Mind	Managing Thoughts & Emotions	Self-Awareness & Self-Control
Faith	Cultivating Meaning & Inner Peace	Spiritual Strength & Optimism
Resilience	The Result of Mind-Faith Integration	Adaptive Academic Resilience

Discussion

A. General Findings

Students who actively engage in spiritual practices such as prayer, zikir, and tadarus generally show lower levels of academic stress compared to those who are less involved in religious activities. Spiritual activities not only serve as a form of worship, but also as an effective emotional regulation mechanism in calming the mind and fostering gratitude amid academic pressure. In the context of Islamic psychology, the practice of zikr helps stabilize the qalb (heart) so that the mind becomes clearer and able to respond to pressure calmly. Students who regularly perform zikir or read the Qur'an have up to 40% lower academic anxiety levels compared to the control group. Involvement in spiritual activities strengthens emotion-focused coping abilities, reduces stress, and improves students' subjective well-being during final exams.²⁸

A strong positive relationship between faith-based coping and academic resilience. Belief in spiritual values such as trust in God, patience, and sincerity acts as a source of psychological energy that encourages students to persevere amid academic pressure and bounce back from failure. When students believe that every effort has religious value, they are better able to interpret difficulties as part of a valuable learning process, rather than as a threat. Religious coping has a significant effect on increasing academic resilience and psychological well-being among Muslim students at Middle Eastern universities. Integrating values of faith into coping strategies can strengthen optimism, self-efficacy, and emotional regulation skills in

²⁷ Umi Julaihah et al., "Academic Resilience among Undergraduate Students: The Analysis of Psycho-Social and Religious Aspects," *J-PIPS (Jurnal Pendidikan Ilmu Pengetahuan Sosial)* 10, no. 2 (2024): 128–36, <https://doi.org/10.18860/jpips.v10i2.24360>.

²⁸ Hagar Yehia Abd Elfattah, *Faith-Based Mental Health Promotion in Muslim Communities: The Role of Islamic Education and Spiritual Practices*, n.d.

students. Thus, faith-based coping is not only a form of personal spirituality but also an effective instrument for building sustainable academic resilience.²⁹

Tabel 3

Key Variables	Empirical Findings	Implications for Students	References from Articles
Mind	Emotional regulation and cognitive control reduce burnout and academic anxiety	Practicing self-awareness and cognitive control through Islamic mindfulness.	Eadeh et al. (2021); Putri et al. (2025)
Faith	The practice of zikir, prayer, and spiritual reflection reduces academic anxiety by up to 40%.	Regular spiritual activities serve as preventive therapy against stress.	Nurani (2024); Ubaidillah et al. (2025)
Resilience	Self-efficacy and social support increase resilience by up to 35%.	Support from friends, family, and lecturers strengthens academic resilience.	Julaihah et al. (2024); Reivich (2002)
Integrated Mind–Faith	The combination of cognitive control and spiritual meaning forms faith-based resilience.	Students are more optimistic, patient, and solution-oriented.	Muslimin et al. (2025); Sholichatun et al. (2025)
Islamic Intervention (Zikir & Tazkiyah)	Zikr therapy and tazkiyatun nafs significantly reduce academic stress.	Can be applied in Islamic value-based campus counseling services.	Sahrandi (2025); Sari & Haryati (2023)

B. Islamic Psychological Intervention

Spiritual-based intervention approaches such as zikir therapy, Islamic mindfulness, tadabbur Al-Qur'an, and spiritual self-reflection have been proven effective in helping students manage academic stress and build psychological balance. Zikir, as a form of repetitive dzikrullah, is able to reduce sympathetic nervous system activity and increase feelings of calm through increased focus on the presence of Allah. Islamic mindfulness emphasizes full awareness (khushu') oriented towards acceptance of destiny, control of negative thoughts, and instilling the values of patience and gratitude in facing academic challenges. Meanwhile, Qur'anic reflection and self-reflection (muhasabah) help students understand the meaning

²⁹ Syahidah Rena, "The Relationship between Spirituality and Stress: A Study of Medical Students at Islamic Universities in Jakarta," *Jurnal Pendidikan Agama Islam* 20, no. 2 (2023): 181–94, <https://doi.org/10.14421/jpai.v20i2.7833>.

behind every test in life, making it a means to strengthen faith and increase resilience. This approach is not merely a psychological technique, but also a spiritual medium that restores the vertical relationship with Allah and balances the cognitive, emotional, and spiritual aspects within the individual.³⁰

The principle of tazkiyatun nafs is the main foundation in Islamic spiritual therapy because it focuses on purifying the soul from anxiety, envy, and despair, which are often sources of academic stress. Through the process of tazkiyah, individuals are encouraged to recognize the sources of anxiety, control them through worship and introspection, and replace them with peace of mind (ithmi'nan) that comes from faith. Students who regularly practice spiritual activities such as zikir and self-reflection have lower stress levels and higher academic resilience. Such interventions confirm that spiritual integration is not merely an alternative to psychological therapy, but a path to sustainable mental health.³¹

C. Dynamics of Mind, Faith and Resilience

In the context of academic stress among students, the mind acts as a cognitive control center that determines how a person interprets and responds to pressure. The ability to manage thoughts, organize perceptions of academic tasks, and build self-awareness are important elements in preventing stress from developing into more severe psychological disorders. Students who are able to perform cognitive reappraisal, that is, reassessing situations from a positive perspective, have lower stress levels than those who tend to think negatively. This cognitive process forms the basis for emotional balance, which in turn strengthens an individual's resilience in facing daily academic challenges.³²

Meanwhile, faith becomes a source of inner strength that fosters calmness and meaning in life when facing academic pressure. Belief in God fosters a broader orientation in life than just achieving good grades, but also as a form of devotion and spiritual effort. Students who integrate prayer, remembrance of God, and reflection into their study routines show lower stress levels and higher adaptive abilities. Spirituality not only serves as an escape from pressure, but also as inner energy that builds calmness and self-confidence in facing challenging academic dynamics.

³⁰ Dita Anggia Putri et al., "Efektivitas Psikoterapi Zikir Dalam Mengurangi Kecemasan Akademik Pada Mahasiswa," *Journal of Islamic Psychology and Behavioral Sciences* 3, no. 1 (2025): 21–30, <https://doi.org/10.61994/jipbs.v3i1.285>.

³¹ Pertiwi Nurani, "Edukasi Peran Zikir Terhadap Peningkatan Derajat Kesehatan Mental Pada Dewasa Awal," *JBKPI: Jurnal Bimbingan Dan Konseling Pendidikan Islam* 3, no. 2 (2024): 9–19, <https://doi.org/10.26618/jbkpi.v3i2.15418>.

³² Shehar Bano et al., "The Role of Faith-Based Coping Mechanisms in Enhancing Mental Resilience: A Study Among Muslim Students," *Research Journal of Psychology* 3, no. 1 (2025): 64–80, <https://doi.org/10.59075/rjs.v3i1.46>.

Resilience is the result of a process of synchronization between rational thought and spirituality. When the mind and faith are in harmony, individuals are able to interpret academic challenges not as a burden, but as an opportunity for growth. Resilience in this context is not only resistance to stress, but also the ability to rise with new wisdom after experiencing difficulties. Students with high levels of faith-based resilience show better academic performance and lower levels of anxiety. This shows that the integration of spirituality and cognition forms an adaptive, stable, and meaningful psychological defense system.³³

The integrative Mind–Faith–Resilience model can be described in the form of a conceptual framework in which the mind acts as a cognitive regulator, faith as a source of spiritual energy, and resilience as the end result of the harmony between the two. The three interact within a dynamic system: a controlled mind opens space for strengthening faith, while strong faith strengthens psychological resilience. Thus, Islamic psychological intervention focuses not only on reducing stress symptoms, but also on developing well-rounded individuals who think clearly, have strong faith, and are resilient in the face of academic pressure.³⁴

D. Implication for Higher Education

Higher education institutions have a major responsibility to maintain the mental well-being of their students, especially amid increasing academic and social pressures. One strategic step that can be taken is to develop counseling services based on Islamic values. This type of counseling not only focuses on psychological recovery, but also fosters students' spiritual awareness so that they are able to understand the meaning behind every life test. The Islamic counseling approach has been proven effective in reducing students' academic stress and existential anxiety by instilling the values of *tawakal* (trust in God), *sabar* (patience), and *syukur* (gratitude) as part of the problem-solving process. This service can be developed under the campus counseling center or student *da'wah* (proselytizing) institution, with counselors who have an integrated understanding of psychology and Islamic spirituality.³⁵

Structured spiritual guidance can be a preventive strategy against mental disorders among students. Programs such as spiritual mentoring, reflective Islamic studies, and Islamic mindfulness activities such as group *zikir* and *tadabbur Al-Qur'an* have been proven to

³³ Intan Nurul Dwi Utari and Achir Yani S. Hamid, "Academic Stress in Adolescent Students of an Islamic-Based School: The Correlation with Parenting Style and Spirituality," *Journal of Public Health Research* 10, no. 1 Suppl (2022): jphr.2021.2330, <https://doi.org/10.4081/jphr.2021.2330>.

³⁴ Hagar Yehia Abd Elfattah, *Faith-Based Mental Health Promotion in Muslim Communities: The Role of Islamic Education and Spiritual Practices*, n.d.

³⁵ Akhmad Sahrandi, "Pendekatan Konseling Islami Dalam Mengatasi Kecemasan Akademik Mahasiswa," *Muthmainnah: Jurnal Bimbingan Konseling Islam Dan Psikosufistik* 1, No. 1 (October 2025): 11–21, <https://doi.org/10.38073/Muthmainnah.V1i1.3506>.

improve students' emotional balance and academic resilience. Students who actively participate in campus spiritual development have 30% lower stress levels than those who do not regularly attend religious activities. Through this approach, the campus becomes not only a space for intellectual development, but also a place where students' mental and spiritual balance can grow, which is an important foundation for the formation of a generation of academics who are faithful, knowledgeable, and highly resilient.³⁶

Conclusion

Managing student academic stress requires more than just conventional psychological approaches; it must be integrated with Islamic spiritual values that foster balance between mind, faith, and resilience. Islamic psychological approaches such as zikir therapy, Islamic mindfulness, tadabbur Al-Qur'an, and tazkiyatun nafs have been proven to reduce stress levels while strengthening students' academic resilience. The power of faith becomes a source of meaning and inner motivation that directs the mind towards acceptance, patience, and optimism in facing academic pressures. Therefore, universities need to develop Islamic-based counseling services and structured spiritual guidance as preventive strategies in building students' mental well-being holistically, making them not only intellectually intelligent but also spiritually and emotionally resilient.

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³⁶ Jelly Furnama Sari And Asti Haryati, "Hubungan Antara Religiusitas Dengan Coping Stres Pada Mahasiswa Tingkat Akhir Program Studi Bki Di Uinfas Bengkulu," *At-Taujih : Bimbingan Dan Konseling Islam* 6, No. 2 (December 2023): 1–16, <https://doi.org/10.22373/Taujih.V6i2.20770>.

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