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## ISLAMIC PSYCHOLOGY APPROACH IN DEVELOPING STUDENTS' MENTAL WELL-BEING

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## ABSTRACT

This study aims to examine the Islamic psychological approach in fostering students' mental well-being in schools. The research employed a qualitative method through literature review. Data were collected using documentation techniques and processed through condensation, data presentation, and drawing conclusions. The findings indicate that Islamic psychology is a process of integrating Islamic values through psychological approaches. Students' mental well-being refers to a state in which they feel safe and comfortable while learning. Several psychological approaches can be applied to develop students' mental health. The structural approach involves understanding students' learning experiences. The functional approach emphasizes recognizing religious behaviors that contribute to mental well-being. Lastly, the psychoanalytical approach focuses on understanding religious education to cultivate students' spiritual development, which ultimately supports their overall mental well-being at school.

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**Keyword:** Psychology, Islam, Mental Well-Being, Students

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### INTRODUCTION

Student well-being, both internal and external, plays a crucial role in their overall development and academic achievement (Ianah et al., 2021). Internal well-being encompasses students' mental, emotional, and physical conditions, while external well-being includes their surrounding environment, such as family, school, and community. A holistic approach to well-being enhances focus, motivation, and resilience, while also preventing physical and psychological problems related to stress (Setyo et al., 2021). Students with good mental well-being tend to be more creative, socially active, and capable of coping effectively with academic and social pressures (Suswati et al., 2023). Islamic psychology contributes to student well-being by instilling moral values, promoting ethical decision-making, conflict resolution, and spiritual practices such as prayer and meditation. Integrating these principles into education not only supports cognitive development but also strengthens spiritual, moral, and social aspects of students' lives.

The application of Islamic psychology in education has been shown to play a significant role in enhancing students' mental well-being. The integration of Islamic psychological concepts, such as self-control, empathy, and inner peace, can create a school environment conducive to holistic student development. Islam-based mindfulness, when incorporated into the curriculum, has been found to reinforce students' psychological well-being in the digital era (Khairanis & Aldi, 2025). Religious values serve not merely as moral guidance but as practical tools to improve mental health. Implementing Islamic principles in learning activities enables teachers to foster interactions that support mental resilience, reduce academic stress, and cultivate positive attitudes toward learning (Faoziah & Shanie, 2025).

Islamic religious education also contributes through counseling guidance and social support. Parents and teachers play a critical role in providing emotional support and effective communication, which can enhance students' psychological well-being (Seprianto et al., 2024). Active engagement in Islamic education nurtures morality that underpins mental resilience (Rohmah, 2024). Integrating Islamic values into learning has been shown to reduce burnout and increase learning motivation (Agustin & Hidayah, 2024). Incorporating positive psychology into Islamic religious education (PAI) further enhances students' spiritual and emotional well-being. Consequently, strengthening mental health through Islamic-based education is a strategic approach to creating inclusive and supportive learning environments (Sasana et al., 2026).

The urgency of research on the Islamic psychological approach in education arises from the need to develop students' character and mental well-being comprehensively. Islamic psychology provides a theoretical framework that emphasizes integrating spiritual and psychological values into the learning process (Mubarak, 2017). The application of this approach has been shown to enhance students' spiritual intelligence and mental resilience in school settings (Aldi & Khairanis, 2025). Moreover, the use of positive psychology in Islamic moral education supports the development of students' character in accordance with Islamic principles while promoting healthy emotional development (Ulfan, 2025). This psychological approach is particularly relevant in the digital era, where students face various psychosocial challenges that require adaptive, value-based learning strategies rooted in Islam (Ainun et al., 2025).

Additionally, this research is important for supporting the development of moral education from an early age, as the formation of strong character requires appropriate psychological approaches (Khairunnisa & Diponegoro, 2024). Strengthening religiosity through Islamic education contributes to children's social and psychological well-being in daily life (Pradasari et al., 2022). The urgency of this research is also evident in the development of future Islamic scholars

and educators, where an understanding of Islamic educational psychology is necessary to equip them with effective teaching methods (Gunawan & Wantini, 2024). By employing a qualitative approach that emphasizes the integration of psychological knowledge and Islamic values, this study aims to produce educational strategies capable of addressing contemporary challenges, both within schools and in the wider community.

This study aims to examine the implementation of Islamic psychology approaches in fostering students' mental well-being, focusing on integrating spiritual, moral, and psychological principles within the school environment. The novelty of this research lies in its holistic framework that combines traditional Islamic values with contemporary psychological theories, addressing mental health challenges in the digital era. Unlike previous studies that primarily focus on either religious education or psychological interventions, this research emphasizes their synergy to enhance resilience, ethical behavior, and social-emotional skills. The study contributes to educational practice by providing evidence-based strategies for teachers and school administrators to cultivate supportive learning environments. It also informs curriculum development, guiding the integration of mindfulness, moral education, and positive psychology within Islamic pedagogy, ultimately promoting comprehensive student development.

### RESEARCH METHODOLOGY

This study was conducted using a qualitative approach through a literature review. The literature review approach was chosen because the primary aim of this research is to describe and explain relevant theories and previous studies related to the focus of the study, namely Islamic psychology, mental well-being, and various psychological approaches used to support students' mental health in schools. Data were collected through documentation, where the researchers gathered information from books, scholarly journals, articles, and online publications related to the research focus. The documents reviewed included both empirical studies and theoretical analyses, providing rich and varied data. This approach enabled the researchers to examine multiple perspectives and identify conceptual patterns relevant to fostering students' mental well-being through Islamic psychology.

Data processing was conducted using the data condensation technique. In this stage, the researchers selected, filtered, and summarized information from various sources to highlight the most relevant aspects for the study. The collected information was then presented descriptively in narrative form, without numerical or formulaic representation, to facilitate comprehensive understanding by the readers. The final stage involved data interpretation, where the researchers synthesized the findings from the literature review to produce more comprehensive conclusions. From this synthesis, the researchers developed new theoretical insights or conceptual frameworks, representing the study's contribution to the field.

### RESULTS AND DISCUSSION

#### Islamic Psychology

Islamic psychology is a discipline that helps individuals understand self-expression, self-actualization, self-realization, self-concept, self-image, self-esteem, self-awareness, self-control, and self-evaluation, both for oneself and in relation to others (Handoko, 2021). According to Zakiah Daradjat, Islamic psychology can serve as an approach within Islamic education, aimed at developing students with mental health grounded in faith, piety, and religious values (Nunzairina,

2018). It refers to psychological concepts aligned with Islamic values, such as faith, virtuous character, and devotion to Allah. Integrating Islamic psychology into education provides students with a strong foundation in Islamic teachings while supporting their mental and emotional development.

Islamic psychology enables the integration of psychological knowledge and Islamic teachings, allowing students to understand themselves and their environment through the lens of Islam. This approach encourages students to apply Islamic values in their daily lives, achieving balance between spiritual and worldly pursuits. It also offers a unique perspective on conflict resolution and stress management, teaching students to navigate life challenges through patience, reliance on Allah (tawakal), and prayer.

Education that adopts an Islamic psychology approach empowers students mentally by strengthening their faith. Students learn to rely on trust in Allah when facing difficulties, enhancing their ability to overcome challenges with confidence. This approach emphasizes the importance of mental health, enabling students to function optimally in worship, social interactions, and academic life. The ultimate goal of Islamic psychology is to cultivate deep self-awareness and understanding within the framework of Islamic teachings, allowing individuals to develop their potential, manage emotions effectively, and build strong moral, ethical, and spiritual qualities.

Islamic psychology encourages reflection and introspection to identify life goals consistent with Islamic principles, such as seeking blessings, balance, and justice. It fosters positive character traits, including patience, honesty, compassion, and responsibility, all applied within the framework of Islamic teachings. Moreover, it provides strategies for coping with stress, conflict, and life challenges, emphasizing mental calmness, prayer, and reliance on Allah. By promoting balance between worldly and spiritual responsibilities, Islamic psychology aims to help individuals achieve sustainable happiness and prepare for the afterlife, prioritizing moral and spiritual values alongside worldly obligations.

### **Student Mental Well-Being**

Shuo explains that mental well-being is a positive psychological state in which an individual is capable of coping with daily life pressures and challenges, experiences happiness, and possesses high self-confidence (Carles et al., 2023). Mental well-being refers to a positive and healthy psychological condition in an individual, encompassing various aspects including emotions, thoughts, and behavior. It is not merely the absence of mental disorders but emphasizes an individual's capacity to manage stress, face challenges, and live in ways that promote happiness and productivity. Individuals with good mental well-being can handle stress and pressure effectively, possess problem-solving skills, and face challenges without feeling overwhelmed. Mental well-being also involves experiencing overall life satisfaction and happiness, which is not solely tied to material achievements or external success but includes satisfaction in relationships, activities, and personal accomplishments.

Student mental well-being refers to the state in which students feel psychologically healthy and satisfied within the school environment. It involves fulfilling their basic needs both academically and socio-emotionally. Students who achieve mental well-being at school feel satisfied with their academic performance, which is not limited to achieving high grades but also includes a sense of personal accomplishment, comprehension of the material, and confidence in learning. Student mental well-being is also closely associated with the quality of social relationships within the school. Students who feel supported by peers, teachers, and school staff are more likely to experience higher mental well-being. Positive interactions and social support can foster a sense of

safety and comfort. Ensuring students' basic needs are met, both academically and socio-emotionally, is crucial. Creating a supportive, inclusive, and responsive school environment can positively contribute to students' mental well-being.

Good mental health can enhance students' quality of life and support optimal academic achievement (Eriksen, 2022). Mental health plays a vital role in improving students' ability to concentrate and focus on academic tasks. Students experiencing stress or mental health challenges may struggle to direct their attention toward learning. Good mental health allows students to manage stress more effectively. Those who can cope with pressures and challenges tend to maintain positive emotional balance, which can improve academic performance. Students with good mental health also demonstrate greater resilience against frustration and failure. They are better able to learn from mistakes and persist in achieving academic goals. Student mental health and well-being are critical factors in creating a positive and supportive learning environment. Efforts to understand and support students' mental health can have long-term impacts on their development.

Student mental well-being can be examined from three perspectives: the school's sociological capacity, student evaluation, and the students' academic, social, and emotional competencies in fulfilling their roles and functions at school (Thoybah & Aulia, 2020).

1. Sociological Capacity of the School

Student mental well-being is influenced by the school environment, including social interactions among students, relationships with teachers, and the overall school atmosphere. A supportive, safe, and inclusive environment helps foster conditions conducive to students' mental well-being. Schools that offer social support programs, such as personal development classes, counseling, and extracurricular activities, help students feel connected and supported. Factors like physical school facilities, cultural norms, and school policies also play important roles in shaping an environment that promotes student mental well-being. Schools that provide opportunities for positive interaction, promote tolerance, and value diversity tend to cultivate a positive atmosphere for students' mental development.

2. Student Evaluation

Student evaluation should go beyond academic achievement to include monitoring mental well-being. Teachers and school staff must be sensitive to behavioral changes or signs of mental health difficulties and take necessary steps to provide support. Evaluations should be holistic, considering social engagement, independence, and students' happiness. By understanding students' mental well-being, schools can design interventions that support comprehensive student development. Monitoring mental health over time is essential. Teachers, counselors, and school staff should be trained to recognize mental health challenges and respond appropriately through behavioral observation, interviews, and specialized assessment tools. Evaluating student mental well-being should also involve collaboration with parents or guardians, as open communication between school and family helps identify and address challenges in multiple life contexts.

3. Students' Academic, Social, and Emotional Competence

Student mental well-being can be reflected in academic abilities. Students who feel capable and supported academically tend to have better mental well-being. Well-being is also indicated by social and emotional competencies. Students with strong interpersonal skills, effective stress management, and healthy peer relationships are more likely to maintain positive mental well-being. Adopting an educational approach that focuses not

only on mastering academic content but also on developing students' learning skills is important. This includes providing constructive feedback, offering challenges appropriate to individual capabilities, and creating an environment that supports academic exploration. Social-emotional learning programs at school can help students develop skills in emotional regulation, effective communication, and building healthy interpersonal relationships. These programs can also empower students to become independent, motivated, and resilient individuals capable of facing life's pressures.

### **Islamic Psychological Approaches to Building Student Mental Well-Being**

Douglas A. Bernstein and Peggy W. Nash mention three approaches in psychology: the structural approach, which studies a person's experiences; the functional approach, which studies how religion influences behavior; and the psychoanalytic approach, which studies how religion influences a person's soul (Pasaribu, 2021). Based on the above, the Islamic psychological approach in building student mental well-being can be explained as follows:

First, the structural approach of students' experiences in building student well-being, studying students' experiences to build mental well-being involves a deep understanding of the aspects that influence students' mental well-being throughout their educational journey. This approach focuses on learning experiences and educational environments that can affect students' mental well-being. Recognizing each student's needs and uniqueness, including learning styles, interests, and the challenges they face. Creating learning experiences tailored to individual needs to encourage a sense of achievement and success. Providing a learning environment that is safe, inclusive, and supports students' emotional development. Minimizing stress and pressures that may affect mental well-being. Integrating mental health materials into the curriculum to increase students' understanding of the importance of maintaining mental health. Encouraging open dialogue about mental health to reduce stigma and raise awareness.

Providing psychosocial support services, including counseling, to help students overcome emotional and mental challenges. Developing support programs for students who may require special attention. Studying emotional regulation, resilience, and social skills to help students manage stress and pressure. Integrating emotional education into the curriculum to build students' emotional intelligence. Involving parents in supporting students' mental well-being, including providing information and resources related to mental health. Building partnerships with mental health organizations and community resources to provide additional support. Regularly monitoring students' mental well-being. Using student assessments and feedback to continuously improve existing approaches and programs. Understanding and studying students' experiences holistically helps create an educational environment that supports their mental well-being. By giving special attention to these factors, the education system can actively help students develop the skills and support needed to maintain their mental well-being throughout their educational journey.

Second, the functional approach of students in building student mental well-being, the influence of religion on student behavior and shaping student mental well-being can vary depending on the teachings, beliefs, and religious practices they adhere to. Religion often provides a framework of values and life meaning. Students with religious beliefs may feel they have a greater life purpose and connection to something larger than themselves, which can enhance mental well-being. Religious belief can create a community of solidarity and mutual support. Involvement in religious activities can provide social networks and emotional support, which can be a positive factor in students' mental well-being. Religion often provides an ethical and moral framework.

Students who follow religious teachings may have ethical and moral perspectives that guide their behavior, providing mental and emotional stability.

Religious practices such as prayer, meditation, or performing certain rituals can provide emotional and mental well-being by creating moments of reflection and calm. Some religions teach the concept of perseverance and trust in divine justice, which can increase students' resilience in facing life's difficulties and pressures. Some religions provide perspectives on suffering and life challenges as part of a test or larger plan. This can help students face difficulties with a more positive attitude. In some religious communities, there is still stigma related to mental health issues. However, conversely, religion can also be a source of support for students experiencing mental difficulties, especially if the religious community understands and supports mental health efforts. The influence of religion on mental well-being can vary significantly between individuals and religious groups. Some students may find comfort and support in religious practice, while others may experience conflict or pressure. Therefore, a sensitive and inclusive approach to the diversity of beliefs and values is very important in the educational context.

Third, the psychoanalytic approach of students in building student mental well-being, the influence of religion on students' mental health can vary depending on many factors, including individual interpretations and practices of religious teachings. Religion often provides students with a framework to understand the meaning of life and their purpose in the world. Belief in a higher existence can provide a clear purpose and give meaning to life experiences, which can provide psychological stability. Religious teachings often convey moral and ethical values that can shape student behavior. Having moral guidance can provide a framework for students in facing difficult situations and making decisions, which can reduce internal conflict and improve mental health. Religious communities can provide strong social support. Participation in religious activities can create social networks that provide emotional and practical support, which can help students cope with stress and life difficulties.

The implementation of religious rituals and habits can provide structure and routine in students' daily lives. This can help reduce uncertainty and anxiety, as well as provide opportunities for self-reflection. Religion can provide students with tools to cope with life pressures and challenges. Prayer, meditation, or other spiritual practices can be effective coping mechanisms for managing stress and anxiety. Religious views on life and death can help students deal with fears and anxieties related to these aspects. Belief in an afterlife or certain views on destiny can provide peace of mind. Students with strong religious beliefs may be more likely to have high levels of resilience. These beliefs can help them face life challenges with a more positive and persevering attitude. Although religion can provide positive support for students' mental health, it is important to remember that religious interpretation and experience can vary significantly among individuals. Some students may feel pressure or internal conflict related to certain religious demands or interpretations. Therefore, it is important to understand that the influence of religion on mental health is not always positive and can strongly depend on the context and individual experience.

### **CONCLUSION**

This literature study on the Islamic psychological approach in building student mental well-being is a review of how psychological approaches are able to foster student mental well-being in schools. This Islamic psychological approach aims to create an educational environment that supports the development of students' mental well-being by integrating Islamic principles with modern psychological concepts. Islamic psychology can be described as a psychological approach

that is integrated with Islamic values and principles. It includes understanding and applying psychology in accordance with Islamic teachings, including understanding human nature, ethics, and life purpose. Meanwhile, student mental well-being refers to the psychological and emotional condition of students, encompassing feelings, thoughts, and behaviors. Good mental well-being is an integral part of students' holistic health and can influence their ability to learn, interact with others, and face challenges in daily life.

The approaches in psychology to build student mental well-being include the structural approach, which studies students' experiences in building well-being by understanding each experience students have during their learning in school until they feel safe and comfortable while learning at school. Then, the functional approach in building student mental well-being involves understanding how the function of students' Islamic behaviors can foster their mental well-being. Finally, the psychoanalytic approach in building student mental well-being examines how religious education can influence students' psychological conditions so that they achieve good mental well-being in accordance with religious teachings.

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### AUTHOR CONTRIBUTIONS

- Author 1 : Provides a theoretical understanding of integrating Islamic principles with modern psychology to support student mental well-being in schools.
- Author 2 : Offers practical guidance for educators in designing learning strategies that strengthen students' mental health and emotional capabilities.
- Author 3 : Highlights the importance of social interaction, community support, and religious practices in building students' resilience and psychological well-being.
- Author 4 : Contributes to future research by providing a holistic framework for evaluating student mental well-being and character development.

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