The Psychological Well-Being of Qur'an Memorization Students in Islamic Boarding Schools in Relation to Academic Stress

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Abstract. Students memorizing the Qur'an face a variety of complex challenges. Those who effectively manage these demands are likely to experience positive psychological conditions and optimal psychological well-being. This study aims to investigate the impact of academic stress on the psychological well-being of students memorizing the Qur'an in Islamic boarding schools. Using a quantitative approach with a correlational design, the sample consisted of 100 Qur'an memorization students at the Bangkalan Madura Islamic boarding school, selected through accidental sampling. The study utilized Ryff's psychological well-being scale (reliability 0.914) and Sarafino and Smith's academic stress scale (reliability 0.802). Data were analyzed for normality, linearity, and heteroscedasticity using the Kolmogorov-Smirnov test, followed by hypothesis testing through simple linear regression analysis. The results indicated that academic stress significantly influences psychological well-being ($F = 10.248$, $p = 0.001$). Academic stress accounts for 30.2% of the variance in psychological well-being, with the remainder influenced by other factors.

Keywords: psycological well-being, academic stress, students

INTRODUCTION

At each stage of human development, individuals encounter various psychological demands. This is particularly true for students memorizing the Qur'an in Islamic boarding schools, who are typically in adolescence. They must navigate several challenges, such as accepting and effectively utilizing their physical condition, gaining emotional independence from their parents, interacting maturely with a diverse society, and recognizing and accepting their own abilities. However, students often face obstacles in memorizing the Qur'an, such as boredom, low motivation, academic pressures, and difficulties in the memorization process. Research by Chairani et al. (2010) supports this, identifying common issues like boredom, low motivation, romantic distractions, and memorization difficulties.

The challenges encountered by students who are memorizing the Qur'an are quite intricate. Students who are able to cope with these various demands well will tend to experience positive psychological conditions and achieve optimal psychological well-being. A prosperous individual means being able to carry out his psychological functions well. According to Ryff (1995), psychological well-being does not only mean being free from stress or other mental problems, but also includes having a positive assessment of oneself, the ability to act autonomously, and not being easily influenced by the environment. Research on memorizing the Al-Qur'an, such as that conducted by Sulaeman (2014) in Bandung, shows that 86% of students experience pressure caused by academic demands, social relations and regulations. As many as 37% of them experience pressure directly related to academic demands, including graduation standards, the number of subjects that must be mastered, and the obligation to memorize the Qur'an.

Psychological well-being is a state in which individuals accept themselves as they are, form warm relationships with others, and demonstrate independence from social pressures. Additionally, individuals with high psychological well-being can manage their external environment, find meaning in life, and continuously realize their potential (Ryff, 1989). Ryff and Keyes (1995) described psychological well-

being as being characterized by happiness, life satisfaction, and the absence of elf, finding meaning in life, and managing the external environment.

Academic stress is a variable that has a relationship with psychological well-being. The researcher considered the use of this variable based on a review of previous research. Munawaroh (2018) and Mabruroh (2020) found that students often experience various stress problems related to academic problems, which hinder the achievement of psychological well-being. Academic stress is pressure experienced by students due to academic load. Desmita (2009) calls these academic demands and pressures academic stress. Sarafino and Smith (2011) identified four aspects of stress, including psychological aspects (cognitive, emotional, and behavioral) as well as biological aspects.

Academic stress, as an independent variable, has a negative correlation with psychological well-being. This is demonstrated through several studies (Chen et al., 2009; Clemente et al., 2016; Aulia & Panjaitan, 2019). This implies that as the level of psychological well-being increases, the level of academic stress decreases. Sarina (2012) research also demonstrates a significant negative correlation between psychological well-being and academic stress.

Academic stress refers to physical and psychological pressure that arises from a mismatch between individual capacity and academic demands, both in the lecture environment and in Islamic boarding schools (Sarafino & Smith, 2011). There is still limited research on students who are memorizing the Qur'an., even though this phenomenon is very closely related to the world of Islamic boarding school education in Indonesia. Given this context, researchers concentrated on quantitatively investigating the relationship between psychological well-being and academic stress in students memorizing the Qur'an.

METHOD

This study employs a quantitative approach with a correlational design to evaluate the effect of academic stress as an independent variable on psychological well-being as a dependent variable in students memorizing the Qur'an. The survey method is used to collect data through questionnaires, which are then analyzed statistically both descriptively and inferentially. The focus of this research is to explore information regarding the actions, knowledge, opinions, behavior and values of respondents (Cresswell, 2018). The sample consisted of 100 students memorizing the Qur'an at the Bangkalan Madura Islamic boarding school, selected using an accidental sampling technique. The instruments used for measurement are the psychological well-being scales based on Ryff (1989) with a reliability of 0.914, and the academic stress scale based on Sarafino and Smith (2011) with a reliability of 0.802. Both scales use a Likert format with four answer choices. Data were analyzed by testing the assumptions of normality, linearity and heteroscedasticity using the Kolmogorov-Smirnov test, followed by hypothesis testing through simple linear regression analysis.

RESULTS AND DISCUSSION

 A. Research Results

In simple linear regression analysis, several requirements must be met, including the normality test, linearity test, and heteroscedasticity test. This evaluation is important to ensure that the use of simple linear regression meets the criteria for classical assumptions in data analysis. Complying with these assumptions correctly will improve the fit of the linear model and the accuracy of the calculation results.

1. Normality test

Table 3.1 Normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Y	.098	100	.014	.950	100	.004
X	.098	100	.017	.927	100	.041
a. Lilliefors Significance Correction						

The findings indicate that the significance value for the dependent variable (Y) is 0.014, and for the independent variable (X), it is 0.017. The results of the normality test reveal that the data is not normally distributed, as the significance value (sig.) is 0.00, which is less than 0.05.

The graph below will provide an overview of the distribution of data on the academic resilience scale and school engagement scale. Following are the normalization results via Q-Q Plot:
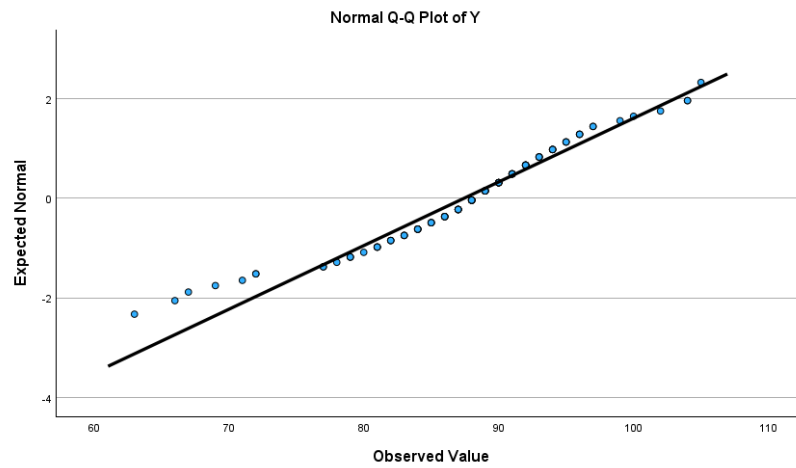

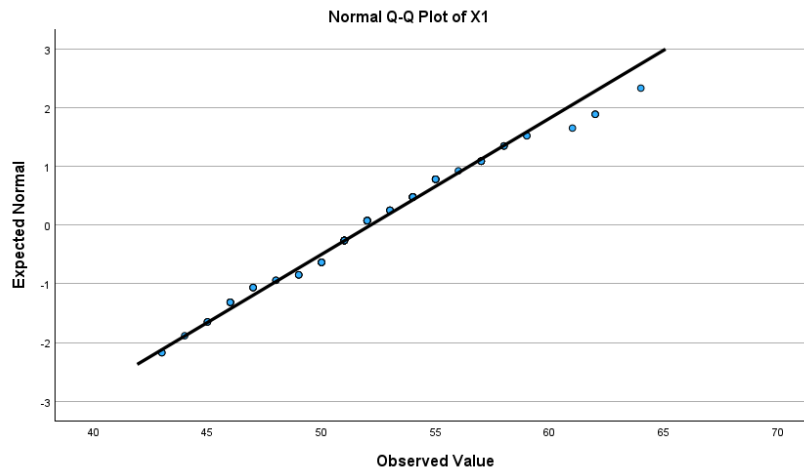Figure 3.1 Psychological Well-being Scale Normality Test Graph

Figure 3.2 Academic Stress Scale Normality Test Graph

2. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig
Y* X	Between Groups	(Combined)	1186.904	19	62.469	1.030	.438
		Linearity	622.368	1	622.368	10.258	.002
		Deviation from linearity	564.536	18	31.363	.517	.813
	Within Groups		4853.606	80	60.670		
	Total		6040.510	99			

If the linearity test results show a significance value greater than 0.05, it indicates a significant linear relationship between the independent variable (X) and the dependent variable (Y). The linearity test results between academic stress (X) and psychological well-being (Y) show a significance value of 0.813, which is greater than 0.05. This confirms a significant linear relationship between X and Y. Consequently, the regression model used to predict Y based on X meets the linearity assumption.

3. Heteroscedasticity test

Table 3.3 Heteroscedasticity test result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1.	Constant	9.684	6.379		1.518	.132
	X	-.086	.122	-.071	-.703	.484

a. Dependent Variable: RES2

According to the Glejser heteroscedasticity test results, a significance value of 0.484 was obtained. Since this value is greater than 0.05, it indicates that there is no heteroscedasticity problem in the data. This means that the regression model used is not affected by unbalanced variations in the error distribution.

4. Hypothesis test

The hypothesis testing process is an important stage to determine the truth of the proposed hypothesis. In this research, hypothesis testing was carried out through data analysis using a simple linear regression method. This method is used to project the value of the dependent variable based on manipulation of the independent variable as a predictor (Sugiono, 2016). In simple linear regression analysis, there are several hypothesis tests that can be applied, such as the F test and determination analysis (adjusted R square), which help evaluate the suitability of the model and how well the independent variables can predict the dependent variable.

Table 3.4 Simple Linear Regression Test Results

ANOVA[a]

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regressions	622.368	1	622.368	10.248	.001[b]
	Residual	5418.142	98	55.287		
	Total	6040.510	99			

a. Dependent Variable: Y PWB

b. Predictors: (Constant), X SA

Based on this table, an F value of 10.248 is obtained with a significance of 0.001. Because the significance is less than 0.05 (0.001 < 0.05), the hypothesis can be accepted. This shows that there is a significant relationship between psychological well-being variables and academic stress, which can be considered substantial.

Table 3.5 Data Display Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.321[a]	.302	.084	7.427

a. Predictors: (Constant), X SA

Based on the table above, it is known that the R Square value is 0.302 or 30.2% (from 0.302×100%) where this value is the contribution made by variable X to variable Y. Thus academic stress affects psychological well-being by 30.2% and the rest is influenced by factors other than academic stress.

Table 3.6 Coefficient in Regression Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	57.123	9.054		6.302	<,001
	X SA	-.581	.163	.321	3.355	.001

a. Dependent Variable: Y PWB

The constant result of 57.123 means that if academic stress is 0, then the psychological well-being felt by each individual is 57.123. Then the academic stress regression coefficient of -0.581 means that for every 1% increase in academic stress, the individual will experience a decrease in psychological well-being of -0.581. A negative coefficient indicates a negative relationship between academic stress and psychological well-being, meaning that as academic stress decreases, psychological well-being increases, and vice versa.

B. Discussion

The results of hypothesis testing show that the research question about whether academic stress has an impact on the psychological well-being of students memorizing the Koran at Islamic boarding schools has been answered. Regression analysis revealed that academic stress had a significant influence on the psychological well-being of students memorizing the Koran. The F test results, showing a significance value (Sig.) of 0.001, which is less than the threshold of 0.05, demonstrate that academic stress (X) significantly impacts psychological well-being. Moreover, the regression coefficient for academic stress is -0.581, indicating a negative relationship between the two variables. This means that as academic stress decreases, psychological well-being increases, and conversely, as academic stress increases, psychological well-being decreases.

The relationship between academic stress and psychological well-being has been proven by several previous studies. Yelena (2012) discovered a connection between academic stress and psychological well-being among first-year students at the University of Indonesia. Similar results were also presented by Astuti (2021), who showed that students' psychological well-being during the Covid-19 pandemic had a negative relationship with the academic stress variable. This means that the lower the level of academic stress, the higher the level of psychological well-being. Stress refers to an individual's negative reactions such as feeling depressed, irritated, nervous, and angry, while psychological well-being refers to an individual's positive reactions such as a positive attitude, warmth, quality of life, and satisfaction.

The academic stress variable influences psychological well-being by 30.2%, while the rest is influenced by other factors. According to Ryff (1995), there are four factors that influence psychological well-being, namely internal and external factors. Internal factors include age, gender, religiosity, personality, and stress. External factors include culture and social support. Barseli & Ifdil (2017) define academic stress as pressure resulting from academic conditions that are not in accordance with an individual's abilities, which can cause bad responses physically, mentally, behaviorally and emotionally. Nezlek et al. (2019) stated that individuals who do not experience stress and are more grateful in facing daily life tend to have good psychological well-being. This is also caused by different individual responses to the stressors they receive, depending on their individual stress management (Agolla & Ongori, 2009).

In general, the results of this research can be used as a reference for improving the psychological well-being of other individuals. One way is to deal with academic stressors appropriately so that you can avoid academic stress. Having good psychological well-being is very important for students who memorize the Koran. With good psychological well-being, students can avoid unpleasant conditions, such as academic stress. Avoiding academic stress allows students to focus more on studying and memorizing the Al-Qur'an well.

CONCLUSION

Based on the statistical test results, it can be concluded that academic stress significantly impacts psychological well-being. Specifically, higher levels of academic stress are associated with lower psychological well-being among students memorizing the Qur'an in Islamic boarding schools. Conversely, lower levels of academic stress correspond to higher psychological well-being for these

students. Effectively managing academic stressors is crucial for students memorizing the Qur'an to prevent the adverse effects of academic stress on their psychological well-being.

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