

The Islamic Religious Education Teacher Program on Students' Mental Health of Elementary School

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ABSTRACT

This research explores the impact of the Islamic Education Teacher Education Program on the mental well-being of students at SDN 01 Pendowo Asri, Dente Teladas. Through comprehensive analysis, the research aims to evaluate the extent to which the program contributes to improving students' mental well-being. This research focuses on three main aspects: first, increasing religious knowledge; second, develop an understanding of moral values; and third, students' ability to deal with stress. The findings of this study significantly demonstrate the positive impact of the program on students' mental well-being. The implications of these findings emphasize the important role of Islamic education in supporting and improving students' mental well-being in the school environment, creating a more balanced and supportive atmosphere for student growth and development. The Islamic Education Teacher Education Program can have a significant impact on the mental health of students at SDN 01 Pendowo Asri, Dente Teladas. These impacts include various psychological aspects.

Keywords: *Mental Health, Islamic Religious Education Teacher*

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INTRODUCTION

Basically, humans want peace in their lives. Peace is a deep need for every individual because it covers various aspects of mental health which include calm, happiness and well-being. Peace comes from a sense of balance, stability, and peace in thoughts, feelings, and relationships. When someone feels peaceful, they tend to be better able to overcome stress, face challenges, and live life with courage and self-confidence. (Riwan, 2017, p. 12)

In an effort to achieve peace, many people seek a deeper understanding of themselves, develop skills for managing emotions, and build supportive relationships. Additionally, practices such as meditation, reflection, and exercise can also help create peace in one's mind and body. Self-awareness about what is important to oneself and living in line with personal values are also important components of achieving peace. (Riwan, 2017, p. 13)

In a society often filled with stress and distraction, creating space for peace has become increasingly important. It allows humans to live authentically, appreciate the small moments, and live fulfilling and meaningful lives. By seeking peace, humans can find harmony within themselves and with the environment around them, bringing a better and more meaningful life to themselves and others. Islamic Religious Education has long been recognized as one of the main pillars in shaping the character and

mental well-being of individuals, especially in the context of formal education. (Sarwo, 2022, p. 3) Focusing on spiritual and moral aspects in Islamic religious education makes a significant contribution in developing students' psychological well-being. (Sarwo, 2022, p. 4)

Research on Indonesian Muslims shows that religion can predict mental health by around 40.3%. (Trimulyaningsih, 2019). In this context, research entitled "Islamic Religious Education Teacher Program on the Mental Health of Students at SDN 01 Pendowo Asri Dente Teladas" highlights the importance of the role of Islamic religious teachers in forming and improving the mental well-being of students in a specific elementary school.

Mental health is a vital foundation for the well-being of every individual. Just as our bodies need physical care, our minds and emotions also need the same attention and care. This is not only important for personal happiness, but also for productivity, healthy relationships, and positive contributions in society.

Good mental health covers various aspects, from awareness of our emotions, the ability to deal with stress, to the ability to relate to other people in a healthy way. This involves deep self-awareness, the ability to overcome challenges and obstacles, and the ability to build and maintain meaningful relationships. (Fajarwati Kholig et al., 2022) Improving mental health and preventing it. Among mental health experts, the terms used to refer to mental health vary, and the criteria created are not the same textually, even though they have the same meaning. Zakiah Daradjat said that mental health is preventing a person from experiencing symptoms of mental disorders and illnesses, being able to adapt, being able to utilize all existing potential and talents as fully as possible and leading to shared happiness and achieving spiritual harmony in life. (Musripah, 2022, p. 186) This research explores the impact of the program on students' mental well-being with a focus on religious knowledge, understanding of moral values, and ability to cope with stress. SDN 01 Pendowo Asri Dente Teladas as research subjects, we aim to provide a deeper understanding of the contribution of Islamic religious education in creating a learning environment that supports students' mental well-being.

Based on the description above, the author is interested in writing related to the Islamic religious education program on students' mental health. And the author hopes that this writing can be useful for the development of knowledge in the field of Islamic education. Specifically, what is the relationship between Islamic education teacher programs and students' mental health?

METHOD

According to Bhangu, et al (2023) provide a view of qualitative research methods as "Qualitative research methods are widely used in the social sciences and the humanities, but they can also complement quantitative approaches used in clinical research". As is known, clinical studies can be claimed as part of which is very quantitative, but from the view above, a new understanding can be received in understanding qualitative research methods. Apart from that, as part of the development of science, understanding a scientific disciplinary study is not rigid, because qualitative methods can provide an overview of various phenomena that develop over time. development of the times, this can be interpreted to convey the conditions of reality from various aspects of human life. (Adiwijaya, 2014, p. 3) Case

Study comes from the English translation "A Case Study" or "Case Studies". taken from the word "Case" which according to the Oxford Advanced Learner's Dictionary of Current English (1989; 173), interpreted N as 1). "instance or example of the occurrence of sth., 2). "actual state of affairs; situation", and 3). "circumstances or special conditions relating to a person or thing". Sequentially the meaning is 1). Example of something happening, 2). The actual conditions of the situation or situation, and 3). Certain environments or conditions about people or things. (Adiwijaya, 2014, p. 66)... Case studies are the right approach to explore in-depth information about the experiences of individuals or groups in a certain context. In this case, the case study will focus on the experiences of students at SDN 01 Pendowo Asri Dente Teladas regarding the Islamic religious education teacher program and its impact on their mental well-being.

RESULTS AND DISCUSSION

The implementation of the PAI teacher activity program at SD 01 Pendowo Asri has had a positive impact on students' mental well-being. Here are the results when it comes to mental health:

One, Congregational Dhuha Prayers and Congregational Midday Prayers: Carrying out congregational prayers regularly helps students feel more connected to God and experience togetherness in worship. This can provide a sense of calm and happiness, as well as reduce stress and anxiety. (Ahmad Yanuri, 2021, p. 164)

two, School Spirituality and Recitation of Asmaul Husna: School spiritual activities and recitation of Asmaul Husna help students to reflect on the attributes of Allah, the Most Gracious and Most Merciful. This can increase self-confidence, reduce fear, and provide mental strength in facing life's challenges. (Susanto & Kustianing, 2019) *three*, Celebration of Islamic Days: Celebrating Islamic days is a good thing as long as it is not accompanied by acts that are prohibited by Islam. Because there is evidence in the Qur'an that tells us to remind people of the days of Allah, Allah SWT says:

And reminds them of the days of God (QS. Ibrahim: 51)

In the Sunnah there is also a recommendation to do this. In. Sahih Muslim narrated that the Prophet SAW fasted on Mondays, and he said. That is the day I was born. (Latif, 2019, p. 158) Celebrations of Islamic holidays such as Isra Mi'raj, the Prophet's Birthday, and Muharram provide opportunities for students to celebrate togetherness in faith. This strengthens social bonds between students and teachers, increases the sense of attachment to the community, and provides a positive uplifting experience. *four*, Express Islamic Boarding School and Religious Extracurriculars: Through express Islamic boarding school activities and religious extracurriculars such as tahfidz, lectures, quizzes, calligraphy, and imla', students have the opportunity to better understand the teachings of the Islamic religion. This can provide a sense of accomplishment and increase self-confidence, as well as reduce feelings of anxiety by increasing understanding of the purpose of life and the afterlife. (Susanto & Kustianing, 2019).

Halal Bi Halal: Halal Bi Halal friendship activities help students to feel a sense of love and affection in a community. This can increase feelings of acceptance and appreciation, as well as reduce feelings of loneliness and social isolation. (Arumsari et al., 2020)

Overall, the implementation of the PAI teacher activity program at SD 01 Pendowo Asri made a major contribution to students' mental well-being. By strengthening spiritual and religious aspects, students can develop the mental strength needed to better face life's challenges.

From this narrative, there is a connection between mental health and religious activities carried out at SD 01 Pendowo Asri, such as congregational prayers, reading Asmaul Husna, celebrating Islamic holidays, Islamic boarding schools, religious extracurriculars, and Halal Bi Halal activities. To support this with verses from the Koran and hadith, let's look at some relevant verses and hadith:

Congregational Dhuha Prayers and Congregational Midday Prayers:

Al-Quran Surah Al-Baqarah (2:238): "Hold on to prayer, and pray with the middle prayer (dzuhur) and stand for God with reverence". (Fahd, 2020, p. 58)

Muslim History Hadith: "Whoever prays midday prayer in congregation, then he is under the guarantee of Allah."

Recitation of Asmaul Husna:

Al-Quran Surah Al-A'raf (7:180): "Allah has asmaa'ul husna (good names), so supplicate to Him by mentioning those names..."

Hadith Narrated by Bukhari and Muslim: "Indeed, Allah has ninety-nine names, one hundred minus one. Whoever counts them (memorizes them), he will enter heaven." (Ardi, 2013)

Islamic Great Day Celebrations:

Al-Quran Surah Ali 'Imran (3:103): "And hold fast all of you to the rope (religion) of God, and do not be divided. Remember the favor of God to you when you were enemies before (the time of Jahiliyyah), then God united your hearts, then you became brothers by the grace of God; and you were on the edge of hell, then God saved you from it. Thus God explained His verses to you, so that you may be guided."

Hadith Narrated by Bukhari and Muslim: "Whoever revives a good tradition in Islam, he will have the same reward as the person who practices it without reducing the reward of the person who practices it."

Kilat Islamic Boarding School and Religious Extracurriculars:

Al-Quran Surah Az-Zumar (39:9): "Are those who know the same as those who do not know? Verily, those who have God will be able to receive lessons."

Hadith Narrated by At-Tirmidhi: "Whoever takes a path to seek knowledge, Allah will surely make the path to heaven easier for him."

Halal Bi Halal:

Al-Quran Surah Ar-Rum (30:21): "And among the signs of His power is that He creates for you spouses of your own kind, so that you may find peace of mind and He makes love and mercy between you. Verily, in such things there are indeed signs (of God's greatness) for people who think."

Hadith Narrated by Bukhari: "Indeed, believers are like buildings that strengthen each other, (then he grasped his fingers one with the other)."

By carrying out these activities, students at SD 01 Pendowo Asri can gain mental health benefits which are illustrated in the verses of the Koran and the hadith of the Prophet Muhammad SAW.

There are two meanings for the term "program", namely a specific and a general understanding. According to general understanding, a program can be interpreted as a plan. In particular, if a student is asked by the teacher what his program will be after graduating in completing his education at the school he is attending, then the meaning of the program in this sentence is a plan or design of activities that will be carried out

after graduating. This plan may be in the form of a desire to continue to higher education, look for work, help parents in managing a business or perhaps they have not yet decided on any program. Apart from that, there are also children who are very dependent on their parents so they will give the answer that their future program is waiting for their parents' decision. Ahmad Tafsir defines Islamic education as guidance given by someone to someone so that he or she develops optimally in accordance with Islamic teachings. (Bahri, 2022 , p. 4)
(Tafsir, 1994:32).

Meanwhile, Abdul Mujib said that Islamic education seeks to aim for a balance between meeting needs and physical and spiritual development through guidance, direction, teaching, training, care and supervision, all of which are within the corridors of Islamic teachings. Ramayulis believes that Islamic education is a process of transinternalizing knowledge and values. -Islamic values to students through teaching, habituation, guidance, nurturing, supervision and development of their potential, in order to achieve harmony and perfection in life in this world and in the afterlife. (Ramayulis, 2015:38). (Rahmat, 2020, p. 35)

Mental Health A condition that allows optimal physical, intellectual and emotional development of a person and that development is in harmony with the circumstances of other people. (Mental Health Law No. 3 of 1966). (Puji Ningsih, 2021, p. 40) Indicators of mental Health include positive attitude toward self, growth, actualization, development, integration, autonomy, self reality perception and environmental mastery (Indicators of mental health include a positive attitude towards oneself, growth, development, self-actualization, wholeness, self-freedom, perception according to reality and skills in adapting to the environment). (Stuart & Laraia, Principle and Practice Psychiatric Nursing, 1988). (Fakhriani, 2019)

Mental health refers to a good emotional, psychological and social state. It involves a person's ability to cope with stress, maintain healthy relationships with others, make sound decisions, and adapt to changes and challenges in life. Good mental health also involves a feeling of well-being that allows a person to enjoy life and feel meaning. This is not only about the absence of mental illness, but also about the ability to function well in everyday life.(Fakhriani, 2019) The mental health of elementary school aged children is an important thing to pay attention to. Children at this age are experiencing a lot of physical, emotional and social development, so they are vulnerable to stress and mental health problems. (Suryanto et al., 2017)

Some things that need to be considered regarding the mental health of elementary school aged children include:

Open Communication: It is important to create an environment where children feel comfortable talking about their feelings and experiences. This helps them to express feelings that may be difficult to understand.

Behavioral Observations: Watch for changes in your child's behavior, such as changes in sleep patterns, appetite, or social interactions. Drastic changes in behavior can be a sign of a mental health problem.

Family Involvement: Families play an important role in supporting children's mental health. Providing support, affection and time together can help children feel safe and protected.

Emotional Skills Development: Children need to be taught how to identify and manage their emotions. This can be done through talking, games, or creative activities.

Education about Mental Health: It is important for children to understand that mental health is as important as physical health. Education about mental health can help reduce stigma and increase their understanding of feelings and emotions.

Support from Schools: Schools also have an important role in supporting children's mental health. They may provide counseling services or programs that support children's emotional well-being.

Involve a Mental Health Professional: If necessary, do not hesitate to seek help from a mental health professional, such as a child psychologist or counselor. They can provide evaluations and interventions that suit the child's needs. (Ali, 2020, p. 68)

Children who experience mental problems in elementary school can show various characteristics. However, keep in mind that each child is a unique individual, and these signs do not necessarily apply to all children.

Some characteristics that teachers, parents, or inclusive caregivers may notice: Some characteristics of a healthy mentality include:

One, Emotional Balance: The ability to manage emotions healthily, including the ability to recognize, accept, and cope with a wide range of emotions.

two, Independence: The ability to be independent emotionally and in decision making, and not rely too heavily on others for happiness or problem solving.

Three, Resilience: The ability to recover from challenges, failures, or stress quickly and effectively, and learn from those experiences.

Four, Adaptability: The ability to adapt to changes in life, both positive and challenging, with flexibility and an open attitude.

Five, Life Balance: Maintain a balance between work, leisure, social relationships, exercise, and adequate rest to support physical and mental well-being. *AND*

more, Self-awareness: Having a good understanding of oneself, including strengths, weaknesses, and personal values, as well as the ability to recognize and evaluate one's own thoughts, emotions, and behavior.

Seven, Healthy Interpersonal Relationships: Able to build meaningful and supportive relationships with others, and have effective communication skills.

Eight, Purpose and Meaning in Life: Having a clear purpose in life and a sense of meaning in daily activities, which can provide motivation and direction in life.

nine, Healthy Behavior: Have healthy sleep patterns, eating patterns and physical routines, and avoid harmful habits such as the use of addictive substances.

Ten, Emotional Intelligence: The ability to understand and manage one's own and other people's emotions well, including the ability to empathize and understand other people's perspectives. (Eka, n.d., p. 43)

Characteristics of elementary school aged children whose mental health is deteriorating:

First, Behavioral Changes: Children may show sudden changes in their behavior, such as becoming more shy, more aggressive, or more withdrawn from social interactions.

Second, Academic Difficulties: The child may experience difficulties in learning and may show a decline in their academic performance for no apparent reason.

Three, Inability to Socially Interact: Children may have difficulty interacting with peers or even with teachers, which can lead to social isolation.

Four, Unstable Emotions: Children may show unstable emotions, such as being irritable, restless, or crying for no apparent reason.

Five, Unrelated Physical Disorders: The child may complain about headaches, stomachaches, or other physical symptoms that have no obvious physical cause.

more, Inability to Focus or Concentrate: Children may have difficulty maintaining attention or concentration, which can affect their ability to learn and participate in school activities.

Seven, Changes in Sleep or Eating Patterns: Children may experience sleep disorders such as insomnia or oversleeping, as well as changes in their eating patterns.

Eight, Inability to Manage Emotions: Children may have difficulty managing their emotions in a healthy way, such as dealing with anxiety or frustration. (Ina, 2021, p. 73)

Islamic religious education programs can have some positive impacts on the mental health of students in primary schools, although the impacts may vary depending on program implementation and context. The following are some of the links between Islamic religious education programs and the mental health of elementary school students:

Provide a Sense of Spiritual Need: Islamic religious education programs can help students feel spiritually connected to their beliefs and values. This can provide a sense of emotional and mental well-being, as well as strengthen a sense of identity and meaning in life. (Asyari et al., 2021)

Teaching Positive Values: Islamic religious education often teaches values such as patience, honesty, compassion, and the willingness to share. Understanding and applying these values in everyday life can help students develop social skills, improve interpersonal relationships, and manage conflict better. (Ma'rufi, n.d.)

Providing Social Support: Islamic religious education programs often create an environment where students can feel supported by a community of peers and educators. This social support is important for students' mental health, because it can help them overcome stress, anxiety and other emotional problems. (As Sururi & Muslikah, 2020)

Teaching Relaxation and Meditation Techniques: Islamic religious education sometimes includes practices such as dhikr, prayer, and meditation that can help students calm the mind and relieve stress. It can be a useful tool in improving students' mental health and well-being. (Mustary, 2021)

Provides a Spiritual Framework for Overcoming Challenges: In facing challenges and difficulties in life, an understanding of the principles of the Islamic religion can provide students with a strong spiritual framework for overcoming problems and finding solutions. This can increase mental resilience and the ability to cope with pressure (Fakhriani, 2019).

However, it is important to remember that Islamic religious education must also be delivered with an approach that pays attention to balance, inclusiveness and respect for diversity. This program should not be a source of additional stress or cause discomfort to students who may have different religious beliefs or backgrounds. Apart from that, students' mental health must be considered holistically, taking into account the various factors that influence it, not just the Islamic religious education program alone.

CONCLUSION

The conclusion from this narrative is that there is a positive relationship between mental health and the Islamic religious education program run at SD 01 Pendowo Asri. These programs, such as congregational prayers, reading Asmaul Husna, celebrating Islamic holidays, Islamic boarding schools, religious extracurriculars, and Halal Bi Halal activities, make a significant contribution to improving students' mental well-being.

The verses of the Koran and hadith mentioned in the narrative provide a basis and support for the importance of religious activities in maintaining mental health. For example, in the Al-Quran Surah Al-Baqarah (2:238) and the hadith of the Muslim History which mentions the priority of congregational prayer, as well as Surah Al-A'raf (7:180) which concerns the recitation of Asmaul Husna, all of this shows the importance of involvement in activities. religion as a way to achieve calm and happiness. Thus, through these programs, students at SD 01 Pendowo Asri can obtain mental health benefits illustrated in Islamic teachings. These activities not only help in developing spirituality, but also in strengthening social connections, increasing self-confidence, and teaching positive life values. As a result, students become better prepared to face life's challenges and build sustainable mental well-being.

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