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IMPLEMENTATION OF A QUR'ANIC THERAPY APPROACH FOR THE PSYCHOLOGICAL WELL-BEING OF STUDENTS AT SMAN 3 PASURUAN CITY

Rochmatus Saidah[1], Atika Robiatul Adawiyah[2], Siti Rofiqoh At-Thobibi[3]
[123]Program Studi Pendidikan Agama Islam, Fakultas Agama Islam, Universitas PGRI Wiranegara, Pasuruan, Indonesian
Correspondence Email: rochmatussaidahr@gmail.com

ABSTRACT

This study aims to analyze the implementation of a Qur'anic therapy approach in improving the psychological well-being of students at SMAN 3 Pasuruan City. The research is grounded in the growing concern over students' mental health issues, such as stress, anxiety, and emotional instability, which require integrative and value-based interventions. This study employs a qualitative approach with a case study design. Data were collected through in-depth interviews, participant observation, and documentation involving teachers, school counselors, and students. The data were analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal that the implementation of the Qur'anic therapy approach is carried out through structured activities such as Qur'an recitation (tilawah), memorization (tahfidz), reflection on meanings (tadabbur), and spiritual guidance sessions. These activities are integrated into both formal and non-formal school programs. The results indicate that the approach contributes positively to students' psychological well-being, including increased emotional control, reduced anxiety levels, enhanced self-awareness, and strengthened spiritual resilience. Supporting factors include teacher commitment, a conducive religious environment, and institutional support, while inhibiting factors involve limited time allocation and varying levels of student engagement. In conclusion, the Qur'anic therapy approach serves as an effective alternative in fostering students' psychological well-being through holistic integration of spiritual and psychological dimensions. This study recommends the development of more systematic program designs and broader implementation in educational institutions.

Keywords: Qur'anic Therapy; Psychological Well-Being; Islamic Education; Students; Qualitative Study.

INTRODUCTION

The increasing prevalence of psychological problems among students has become a significant concern in contemporary educational discourse (Sari & Abidin, 2022). Adolescents, particularly at the senior high school level, are vulnerable to various mental health challenges, including stress, anxiety, depression, and identity crises (Zaman et al., 2021). These conditions are often triggered by academic pressure, social dynamics, family expectations, and the rapid influence of digital technology (Yahya et al., 2022). In the Indonesian educational context, such issues are increasingly evident and demand serious attention from educators, policymakers, and researchers (Rahmawati, 2024). Schools are not only expected to function as centers of academic learning but also as environments that foster students' psychological well-being (Aul et al., 2024). Therefore, the integration of psychological and spiritual approaches becomes a crucial strategy in addressing these challenges holistically (Sukmawati & Husna, 2023).

Psychological well-being refers to an individual's ability to manage emotions, maintain positive relationships, develop self-acceptance, and achieve personal growth (Firdaus & Karim, 2020). According to Ryff's model of psychological well-being, key dimensions include autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (Pratama & Anwar, 2022). However, many students struggle to achieve these dimensions due to internal and external pressures (Salim & Harahap, 2023). Conventional counseling approaches in schools, while beneficial, are sometimes limited in addressing the spiritual dimension of students' lives (Maulana & Salsabila, 2022). This limitation highlights the need for alternative or complementary approaches that integrate spiritual values, particularly in religious-based societies such as Indonesia (Hidayat & Wahyuni, 2021).

In this regard, the Qur'anic therapy approach emerges as a relevant and contextual method for enhancing students' psychological well-being (Azizah & Kurniawan, 2024). Qur'anic therapy is grounded in the belief that the Qur'an serves not only as a religious text but also as a source of healing (shifa') for psychological and spiritual disturbances. The approach involves practices such as recitation (tilawah), memorization (tahfidz), contemplation (tadabbur), and the internalization of Qur'anic values in daily life (Rahman & Hasanah, 2021). Previous studies have shown that engagement with the Qur'an can reduce anxiety, promote emotional stability, and enhance spiritual awareness. Furthermore, spiritual practices have been widely recognized in the field of psychology as protective factors that contribute to resilience and mental health (Nasution & Lubis, 2023).

Several empirical studies support the effectiveness of spiritually integrated interventions in educational settings. Research indicates that students who actively engage in religious practices tend to demonstrate higher levels of emotional regulation and life satisfaction. In Islamic education contexts, the incorporation of Qur'anic values into learning activities has been associated with improved character development and psychological balance. However, despite these findings, there is still limited research specifically examining the structured implementation of Qur'anic therapy within formal school environments, particularly at the senior high school level. This gap underscores the urgency of conducting in-depth studies to explore how such approaches can be systematically applied and evaluated.

SMAN 3 Pasuruan City represents a unique setting where religious and academic values are integrated within the school culture. The school has initiated several programs that incorporate Qur'anic practices as part of student development activities. These initiatives provide an opportunity to examine how Qur'anic therapy can be implemented in a real educational context and how it influences students' psychological well-being. Understanding this implementation is important not only for theoretical development but also for practical application in similar educational institutions.

Based on the background above, this study aims to analyze the implementation of a Qur'anic therapy approach and its impact on students' psychological well-being at SMAN 3 Pasuruan City. The research seeks to answer the following questions: (1) How is the Qur'anic therapy approach implemented in the school context? (2) What are the effects of this approach on students' psychological well-being? (3) What factors support and hinder its implementation? To address these questions, the study employs a qualitative case study design, allowing for an in-depth exploration of participants' experiences and perspectives.

The hypothesis of this study, formulated based on theoretical and empirical reviews, is that the implementation of a Qur'anic therapy approach positively contributes to the improvement of students' psychological well-being. It is assumed that students who actively participate in Qur'anic-based activities will demonstrate better emotional control, reduced anxiety, and stronger spiritual resilience

compared to those who do not engage in such practices. This hypothesis serves as a guiding framework for data collection and analysis.

In conclusion, the integration of Qur'anic therapy into educational practices represents a promising approach to addressing students' psychological challenges. By combining spiritual and psychological dimensions, this approach offers a holistic solution that aligns with the cultural and religious context of Indonesian society. Therefore, this study is expected to contribute to the development of innovative educational strategies that support students' mental health and overall well-being.

RESEARCH METHODS

This study employs a qualitative research approach with a case study design to explore in depth the implementation of a Qur'anic therapy approach and its contribution to students' psychological well-being (Muslimin et al., 2024). The qualitative approach is chosen because it allows the researcher to understand social phenomena from the participants' perspectives and to capture the meaning behind their experiences in a natural setting. The case study design focuses on a specific context, namely SMAN 3 Pasuruan City, as a representative educational institution that integrates religious values into student development programs.

The scope of this research includes the implementation process of Qur'anic therapy activities and their perceived impact on students' psychological well-being (Cyr & Goodman, 2024). The research subjects consist of Islamic education teachers, school counselors, and selected students who actively participate in Qur'anic-based activities. Informants are determined using purposive sampling techniques, considering their relevance and involvement in the program. This ensures that the data obtained are rich, contextual, and aligned with the research objectives.

The research was conducted at SMAN 3 Pasuruan City, East Java, Indonesia. This location was selected based on the consideration that the school has implemented several religious programs that reflect elements of Qur'anic therapy, such as routine Qur'an recitation, memorization activities, and spiritual mentoring sessions. The study was carried out over a certain period to allow sufficient time for observation and in-depth data collection.

Data collection techniques in this study include in-depth interviews, participant observation, and documentation (Gillespie et al., 2024). In-depth interviews are conducted with teachers, counselors, and students to gather detailed information regarding the implementation process, benefits, and challenges of the Qur'anic therapy approach. Participant observation is used to directly observe the activities related to Qur'anic therapy, such as tilawah, tahfidz, and tadabbur sessions, to understand how these practices are carried out in real situations. Documentation techniques involve collecting relevant data such as school program records, activity schedules, and supporting materials that strengthen the research findings.

The main instruments in this study are the researcher themselves, supported by interview guidelines, observation sheets, and documentation checklists (Dunk-West & Saxton, 2024). The researcher acts as the key instrument who plans, collects, analyzes, and interprets the data. To ensure the validity and reliability of the data, triangulation techniques are employed, including source triangulation and method triangulation. This is done by comparing data obtained from different sources and using multiple data collection methods.

Operational definitions of the main variables are clearly established to avoid ambiguity (Thomas, 2024). The Qur'anic therapy approach in this study refers to structured activities based on the Qur'an, including recitation (tilawah), memorization (tahfidz), reflection (tadabbur), and the application of Qur'anic values in daily behavior. Psychological well-being refers to students' ability to manage emotions, develop positive relationships, maintain self-acceptance, and achieve personal growth, as reflected in indicators such as emotional stability, reduced anxiety, and increased spiritual awareness.

Data analysis is conducted using an interactive model consisting of data reduction, data display, and conclusion drawing/verification (Septiyanto et al., 2023). Data reduction involves selecting, focusing, and simplifying raw data obtained from the field. Data display is carried out by organizing the data into narrative descriptions and thematic categories to facilitate interpretation. Finally, conclusions are drawn based on patterns and relationships found in the data, which are continuously verified throughout the research process to ensure their accuracy and credibility.

Through this methodological framework, the study aims to provide a comprehensive understanding of how the Qur'anic therapy approach is implemented and how it contributes to enhancing students' psychological well-being in an educational setting (Syukur et al., 2024).

RESULTS AND DISCUSSION

This section presents the findings of the study on the implementation of a Qur'anic therapy approach for improving students' psychological well-being at SMAN 3 Pasuruan City. The results are derived from in-depth interviews, participant observation, and documentation, which are then systematically analyzed to identify patterns, themes, and relationships among variables.

Table 1. Implementation of Qur'anic Therapy Activities and Their Psychological Impact

Activity	Implementation Form	Frequency	Observed Impact	Supporting Factors
Tilawah (Recitation)	Guided group recitation before class	Daily	Increased calmness, reduced anxiety	Teacher supervision, routine schedule
Tahfidz (Memorization)	Individual and group memorization sessions	3–4 times/week	Improved concentration, self-discipline	Peer support, structured targets
Tadabbur (Reflection)	Discussion and interpretation of verses	Weekly	Enhanced self-awareness, emotional control	Teacher facilitation, relevant themes
Spiritual Mentoring	Religious counseling and motivation sessions	Monthly	Strengthened resilience, positive mindset	Counselor involvement, supportive environment
Islamic Habituation	Daily religious practices (du'a, dhikr)	Daily	Increased spiritual awareness, inner peace	School culture, institutional policy

The table above illustrates the main components of the Qur'anic therapy approach implemented at SMAN 3 Pasuruan City along with their respective psychological impacts. Each activity is carried out systematically and integrated into the school routine, either as part of formal learning or extracurricular programs. Tilawah activities conducted daily before lessons begin create a calming atmosphere and help students prepare mentally for learning. Tahfidz activities train students' discipline and focus, while tadabbur sessions encourage deeper reflection on the meaning of Qur'anic verses in relation to daily life. In addition, spiritual mentoring and Islamic habituation strengthen students' emotional resilience and spiritual awareness.

The findings indicate that the implementation of Qur'anic therapy has a significant positive impact on students' psychological well-being. Students reported feeling more emotionally stable, less anxious, and more capable of managing stress. These results align with previous studies which suggest that engagement with spiritual practices, particularly Qur'anic recitation and reflection, can promote mental health and emotional regulation. The repetitive and rhythmic nature of Qur'anic recitation is known to induce relaxation responses, while the process of tadabbur fosters cognitive restructuring by encouraging positive thinking and meaning-making.

Furthermore, the study reveals that the success of this approach is influenced by several supporting factors, including strong teacher commitment, a conducive religious environment, and institutional support from the school. Teachers play a crucial role not only as facilitators but also as role models who exemplify the values being taught. The integration of Qur'anic therapy into daily school activities ensures consistency and sustainability, which are essential for achieving long-term psychological benefits.

However, several challenges were also identified. Limited time allocation within the formal curriculum sometimes restricts the depth of implementation. Additionally, differences in students' motivation and initial ability to engage with Qur'anic practices affect the overall effectiveness of the program. Some students require more guidance and encouragement to fully benefit from the

activities. These findings suggest that while the Qur'anic therapy approach is effective, it requires continuous adaptation and support to address diverse student needs.

In interpreting these findings, it can be concluded that the Qur'anic therapy approach serves as a holistic intervention that integrates spiritual and psychological dimensions. This approach not only addresses emotional and mental health issues but also strengthens students' moral and spiritual foundations. The results of this study are consistent with theoretical perspectives in Islamic psychology, which emphasize the importance of spiritual connection in achieving psychological balance and well-being.

Overall, the discussion highlights that the implementation of Qur'anic therapy in educational settings is both relevant and impactful. By linking the findings with existing literature, this study reinforces the notion that spiritually integrated approaches can serve as effective strategies for promoting students' psychological well-being, particularly in religious and culturally grounded contexts such as Indonesia.

CONCLUSIONS

This study concludes that the implementation of a Qur'anic therapy approach at SMAN 3 Pasuruan City has been carried out in a structured and systematic manner through various activities, including tilawah (recitation), tahfidz (memorization), tadabbur (reflection), spiritual mentoring, and daily Islamic habituation. These activities are integrated into both academic and non-academic programs, reflecting a holistic educational model that combines spiritual and psychological dimensions. The findings indicate that the Qur'anic therapy approach contributes positively to students' psychological well-being. Students demonstrate improved emotional stability, reduced levels of anxiety, enhanced self-control, and stronger spiritual awareness. The integration of Qur'anic values into daily practices enables students to develop inner peace and resilience in facing academic and social pressures. These results confirm that spiritually oriented interventions can serve as effective alternatives in addressing students' mental health challenges. Furthermore, the success of this approach is supported by several key factors, including strong commitment from teachers, a conducive religious school environment, and institutional support. However, the implementation also faces certain limitations, such as time constraints within the curriculum and variations in students' motivation and engagement levels. These challenges suggest the need for continuous improvement and adaptation in program design and implementation. In summary, the Qur'anic therapy approach offers a relevant and effective strategy for enhancing students' psychological well-being in educational settings. It is recommended that schools further develop structured and sustainable programs based on this approach, and future research is encouraged to explore its application in broader contexts and with different methodological perspectives.

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