# School Anxiety in Indonesian Madrasahs: Exploring A Growing Hidden Crisis

**Nur Hidayah[1], Umi Anugerah Izzati [2], Hendra Hidayat [3], Fitri Wahyuni [1], Wahyu Nanda Eka Saputra [4], Husni Hanafi [1], Nanda Alfan Kurniawan [1], Mila Yunita [1]**

[1])*Department of Guidance and Counseling, Faculty of Education,*
*Universitas Negeri Malang, Indonesia*
[2])*Department of Psychology, Faculty of Psychology,*
*Universitas Negeri Surabaya, Indonesia*
[3])*Department of Electronics Engineering Education, Faculty of Engineering,*
*Universitas Negeri Padang, Indonesia*
[4])*Department of Guidance and Counseling, Faculty of Teaching and Educational Science,*
*Universitas Ahmad Dahlan, Indonesia*

**KEYWORDS**

Students anxiety, Madrasah anxiety, Test anxiety, Social anxiety, Health anxiety,

**ABSTRACT:**

**Introduction**: Education in Indonesia is managed by educational and cultural, and religious policies. The Ministry of Religion oversees the level of primary education to higher education. Madrasah is one level of secondary education that is shaded by spiritual wisdom. Madrasah Tsanawiyah in Indonesia formulates special programs and pesantren as an effort to improve the quality of students. Academic demands such as optimization of competency appeals trigger problem list as anxiety in students.

**Objectives**: Based on these circumstances, this study aims to photograph the condition of school anxiety in Madrasah..

**Methods**: This study uses a quantitative method of a cross-sectional survey. The research subjects were Madrasah Tsanawiyah students in Indonesia who were divided into regular students, special program students, Ma'had, and Non-Ma'had students. The sampling technique used random cluster sampling by randomly taking each representative category. The analysis in this research uses descriptive analysis and visual analysis.

**Results**: The results showed that most of the students experienced anxiety in school. Social anxiety and test anxiety is the common problem compared to health anxiety.

**Conclusions**: The results showed that most of the students experienced anxiety in school. Social anxiety and test anxiety are common problems compared to health anxiety.

## 1. Introduction

Indonesia is a country that officially believes in religions including Buddhism, Hinduism, Christianity, Confucianism, Islam, and Catholicism. Islam is the dominating state throughout the world (1,2). Likewise, in Indonesia, referring to demographic data, the population in Indonesia is predominantly Muslim (3). Since Indonesia's independence, it has been seen that Islam has become the religion most widely adhered to by its citizens. This is contained in the history of Pancasila, which formulates that every human being is obliged to carry out Islamic law for its adherents. Over time, that statement became one of the nation's pillars, "Pancasila," the first precept, reads about belief in one and only God (4–7).

The religious aspects contained in Pancasila as the basis of the state have an impact on the education sector in Indonesia. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System reveals that education is divided into formal education, informal education, and non-formal education which complement each other (4,8–10). Formal education levels include basic education, secondary education, and higher education. Basic education underlies

secondary education, secondary education is a continuation of basic education, which includes general secondary and vocational high schools, and higher education is education after high school organized by universities (11,12).

The two main pillars of Indonesia's education system are religious-based education or schools and regular schools (4,10,13). Dualism management makes various differences in the synergy of each institution. Both cover basic education, secondary education, and higher education. Basic education in religious studies is called madrasah Ibtidaiyah, secondary education includes madrasah Tsanawiyah and madrasa aliyah, while higher education includes STAIN, IAIN, and UIN (3,14).

Highlighting formal education in Indonesia within the ministry of religion, namely madrasah. An effort to improve the optimization of the development of students in several madrasah in Indonesia sparked various innovations in education. The special program is one of the efforts to optimize the improvement of the quality of students. Specifically, the purpose of implementing advance special classes in the scope of madrasa education is to improve the image of madrasah (10,15,16). The special program is to filter several students with qualified competencies to be involved in learning that is advance in terms of facilities and competencies. In addition, boarding school is one of the things opened by several madrasah in the context of character building, personality development, and inculcating life values (17–19).

The programs implemented in each madrasa have positive or negative potential for students. High demands for students who are members of dormitories or in advance schools have a certain impact (16,20). Impacts that may occur include psychological or physical. Referring to a case study conducted in a Madrasah in Lampung shows that the implementation of special classes will create obstacles if there is the unpreparedness of students (21,22). In addition, several cases show that boarding schools cause some unexpected conditions for some students (21,23). In addition, several cases show that boarding schools cause some unexpected conditions for some students.

A high standard of competence in MTs students is a good thing for students, but anxiety will occur. One of the factors that influence student anxiety is the high standardization expected by the school. Given this fact, some students may think of facing the challenge of facing everything in learning one of them (24,25). When facing an exam will have an effect on the exam process because it affects student motivation, this will have a long-term impact on learning outcomes, work, and even access to further education.

Special programs other than superior and advanced classes are Islamic boarding schools. This program requires students to stay active and live in the school environment. Boarding school delivers character and personality development and integrates life values (19,26). Few years ago, after COVID-19 pandemic, our habbit to physical healthcare has finally started to change (27,28). Even after the pandemic, this change still make an impact on to making care to their health. This impact allows the potential for anxiety in Madrasah Tsanawiyah students who do not fully have self-health management skills (29,30).

Anxiety based on those triggers does not only occur in anxiety about failure or health anxiety. After COVID-19, the Madrasah that identically had facilities for boarding in Ma'had facing various stigma (10,16,31). Highlighting Madrasah Tsanawiyah students who choose to live in Ma'had to face a new environment, including migrant students as newcomer to the city. Adapting and facing various habbit

and personality is something that needs to be done, especially to make sure the healthcare of each students (32–34). This condition is one of the triggers for anxiety in students.

Some special programs might became the cause of students anxiety. Researchers also reveal that school can potentially be a significant source of anxiety for students (24,35,36). This condition needs special attention, considering that anxiety when facing something that causes a decrease in quality of life (37,38) . Therefore, anxiety at school does not require anticipation by all school personnel, considering that the education system plays an essential role in fostering a competitive learning environment that prioritizes academic performance and success.

Anxiety at school is an anxiety disorder in dealing with school environment conditions. A competitive situation needs to be created by schools to maximize learning outcomes. However, this can potentially cause good or lousy anxiety in students. With the pressure of the school environment, there are several possibilities for students. On the other hand, the inability to deal with stress will trigger thoughts of negative behavior, such as truancy behavior, delinquent behavior, and lack of motivation in the school environment.

School anxiety is predicted to occur in Madrasah Tsanawiyah students. Programs conceptualized as a form of support for student development require anticipatory action. Several factors that trigger anxiety that have the potential to occur in students include school anxiety, exam anxiety, health anxiety, and social anxiety; this research becomes the basis for counselors in describing the condition of students at school. Identifying factors that influence the emergence of school anxiety can be used as a basis for counselors in junior high schools' Guidance and Counseling assistance programs.

## 2. Objectives

This research aims to explore the various forms of school anxiety experienced by students in Indonesian madrasahs. Specifically, it seeks to measure the levels of anxiety among these students and categorize them based on distinct types of anxiety. Furthermore, the study examines how each form of anxiety contributes to overall anxiety in the madrasah setting. As a secondary objective, the research hypothesizes that health anxiety, test anxiety, and social anxiety significantly contribute to the general anxiety experienced by Indonesian madrasah students.

## 3. Methods

This research uses a quantitative method with a cross-sectional survey. The cross-sectional survey is a type of survey research that analyzes research variables formulated at a predetermined time, population, and sample (39–41). This study aims to describe school anxiety, including several aspects of exam anxiety, social anxiety, and health anxiety.

The subjects in this study were students at the Madrasah Tsanawiyah level or junior secondary level. The research location is located in the madrasa of East Java. The subjects in this study were divided into several categories, namely specific programs, Ma'had, and regular students. The sampling technique in this study used random cluster sampling. By dividing the types of several research subjects, subjects were randomly selected based on their respective clusters.

This study used a school anxiety instrument containing several aspects, including; 1) Test anxiety, 2) health anxiety, and 3) social anxiety. The instrument are the likert scale which have 15 items for each anxiety forms. The instrument are reliable with the Alpha cronbach at 0.782 (Test Anxiety), 0.698 (Health Anxiety), 0,745 (Social anxiety) and General School Anxiety Foms.. The analysis in this study uses descriptive analysis and factor analysis graphs. Descriptive analysis of the event description of anxiety and graph analysis describes the factors contributing to school students' anxiety at Madrasah Tsanawiyah in East Java, Indonesia.

## 4. Results

*5.1 Description of students' school anxiety forms in Madrasah*

The results of this study include descriptive data on school anxiety. The results of his research are as follows.
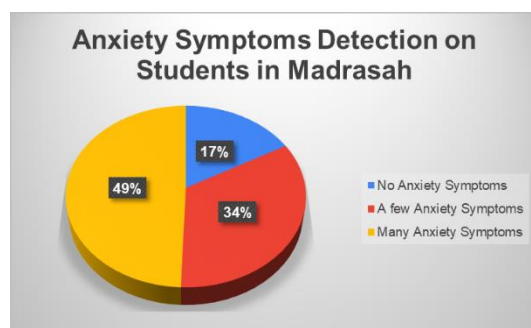


**Figure 1.** Anxiety symptoms identification

The figure 1 shows that 49% experienced high school anxiety, 34% experienced moderate school anxiety, and 17% experienced low school anxiety. More specifically, the results of this study further indicate several factors that trigger the emergence of school anxiety in students in madrasah.
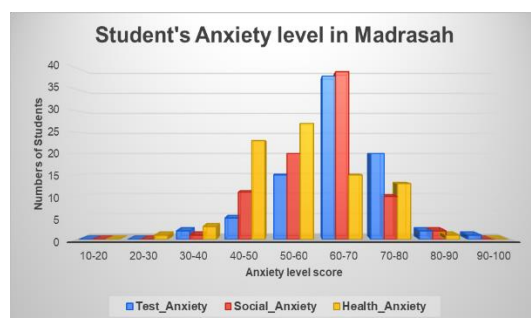


**Figure 2.** Student's Anxiety level in Madrasah

Based on the table shows that social anxiety is the highest anxiety that occurs in students in madrasah, then exam anxiety and health anxiety are the lowest factors that occur in students.

*5.2 Regresion analyses of school anxiety forms*

The following analysis stage is linear regression testing to measure the effect of each form of anxiety on students' anxiety symptoms in Madrasahs. The research data met the prerequisite tests: (1) the data

were normally distributed, (2) the data between linear variables, (3) multicollinearity did not occur, and (4) there were no signs of heteroscedasticity. The results of the regression test can be displayed in table 1. and table 2. These results are then presented as a chart of the influence between variables in Figure 3

**Table 1**. Regression model test results 1

Model Summary[b]

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .508[a] | .258 | .230 | 18.44782 |

a. Predictors: (Constant), Health_Anx, Test_Anx, Social_Anx

b. Dependent Variable: Anx_Symptoms

Sourcce: Authors

**Table 2**. Regresion coefficient test result 2

Coefficients[a]

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 (Constant) | -1.005 | 16.042 | | -.063 | .950 | | |
| Test_Anx | .222 | .249 | .101 | .891 | .376 | .724 | 1.380 |
| Social_Anx | .402 | .265 | .183 | 1.518 | .133 | .645 | 1.549 |
| Health_Anx | .633 | .197 | .346 | 3.218 | .002 | .811 | 1.234 |

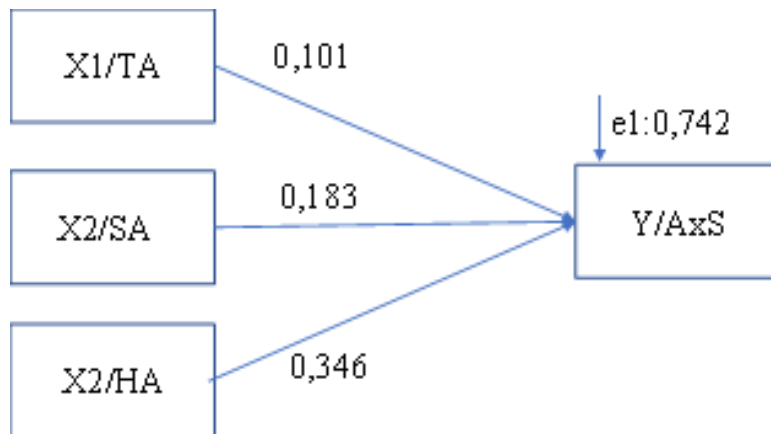a. Dependent Variable: Anx_Symptoms

Sourcce: Authors



**Figure 3.** Regression model of student school anxiety

The data results show the coefficient of each anxiety factor. The data show that school anxiety contributes on 10,1%; school anxiety contribute 18,3%; and health anxiety contribute 34,6% to the anxiety symptoms. In addition, there is still 74,2% of other factors affect school anxiety of Madrasah Tsanawiyah students in Indonesia.

## 5. Discussion

Anxiety at school is a psychological disorder in the form of excessive fear in dealing with school situations. Anxiety is always triggered by various factors (42–44). This study shows that anxiety occurs due to certain factors in Madrasah Tsanawiyah students. Madrasah Tsanawiyah students have some special conditions compared to other schools. For example, with special programs such as Islamic boarding schools and superior classes. This condition causes some potential anxiety in students; 49% experience high anxiety, 34% experience moderate anxiety, and 17% others. This data means that the number of students' anxiety in Madrasah tends to be high.

Factors that affect anxiety include anxiety, health anxiety, and social anxiety. This study shows that social anxiety in students is the highest factor compared to other factors. To develop and manage schools, several Madrasah Tsanawiyah in Indonesia makes boarding school programs or schools with boarding facilities (26,45). Islamic boarding schools implemented in educational institutions offer assistance in more optimal student development (10,46). Parents have high expectations to try to catch up and participate in programs supporting more optimal development. Some of the impacts that occur when a child's readiness and mentality are not prepared before joining a boarding school include difficulties in developing, adapting to adaptation, loneliness, to depression (34,47,48). Social problems are a major concern for students in the boarding school program.

Unusual conditions since the COVID-19 pandemic present an alternative form of learning interaction (12,43,49). E-learning settings may reduce interaction between students and interactions with teachers, thereby triggering different conditions for students. A study shows that interpersonal communication between students can provide mutually supportive interactions between students (50–52) . This problem refers to social anxiety that occurs in students who forget to support each other in class, such as when face-to-face takes place.

Social anxiety often has a negative impact on someone. Someone who experiences social anxiety is often preoccupied with negative assumptions. People with social anxiety often think they are negatively assessed by others and rejected by the environment (53–55). The fear of being evaluated by others causes the individual to change behavior. From the cognitive-behavioral perspective, fear of negative evaluation from others occurs because individuals maintain a series of distorted cognitions (56,57). Upon entering social situations, individuals with social anxiety have developed assumptions about themselves and their social world based on past experiences. If left unchecked, this deviant cognition causes behavioral deviations such as avoiding social interactions (58,59) .

In addition, social anxiety occurs because of several triggers, namely: (a) Willingness to be someone perfect in a social environment; for example, I have to look smart, (b) conditional beliefs about the consequences of his behavior, for example, if I am silent, other people don't, some of these triggers if I continue to be distorted in individual thoughts and feelings will potentially lead to social phobia conditions (57,60,61). More specifically, the perceived burden can increase social fear and hinder students' social performance, resulting in cognitions and behaviors contributing to the generation of interpersonal stress Cognitive behavioral therapy of socially phobic children focusing on cognition: a randomised wait-list control study.

As a form of assistance, it is necessary to understand that social support for students has a vital role in inhibiting or overcoming social anxiety. In direct learning settings, several interactions emerge that

trigger social support. The social support that occurs in school settings, for example, by teachers or peers. Direct interaction will bring trust, understanding, concern, and empathy (33,62,63). This interaction will provide feedback on any pressures in the classroom setting so that he can improve his self-assessment and avoid insecurity in dealing with anxiety at school. Therefore, social support needs to be created for students with the treatment that high social support tends to experience less anxiety facing exams than their peers.

In addition to the pesantren program, education under the auspices of religion presents special class programs to produce highly competent students (64–67). In this condition, the mastery of success in achieving optimal achievement is higher than that of regular program students. This result is measured from the examinations for special and regular program students having different standards. There is an assumption that this will factor into high exam anxiety. This study shows that exam anxiety is a factor that contributes 10.1% among all other aspects. This data means that the test anxiety factor occurs in some Madrasah Tsanawiyah students.

Test anxiety occurs at various ages and levels of education. Test anxiety usually increases with increasing pressure from the school environment (68–70). Previous research has shown that exam anxiety affects the exam system. Specifically, this study reveals students' motivation toward school demands has long-term implications for employment and access to further education. On the other hand, the education system plays an essential role in fostering a competitive learning environment and one that prioritizes academic performance and success.

Test anxiety, seen from a cognitive point of view, is triggered by experiences with many mistakes, lack of confidence, and rumination of failure (71–73). This concept is also supported by empirical findings showing that test anxiety and perfectionism fear are positively related to fear of failure (74,75). Therefore, students who set high standards and have high expectations for themselves are more likely to experience exam anxiety. Specifically, exam anxiety is indicated by high anxiety because they are preoccupied with mistakes, have more doubts about their performance, and are more concerned with the high expectations of others. Given this condition, those with high exam anxiety need assistance by looking at the potential that exam anxiety causes a decrease in quality or ability (76–78).

Health anxiety is one factor that arises in Madrasah students in Indonesia. Based on a psychosocial point of view, health anxiety is influenced by several factors, including; (1) having offspring who suffer from hereditary diseases, 2) experiencing certain conditions in childhood (79–81). Family social learning when dealing with maladaptive illness, the experience of events related to certain diseases, and parental anxiety when facing illness are factors that trigger health anxiety (56,82) . From a cognitive point of view, when facing certain body conditions, there are mental and behavioral dysfunctional responses, and interpretation of the type of disease increases anxiety in a person (83–85). The emergence of health anxiety in Madrasah Tsanawiyah students is under management beliefs, preferences about specific conditions, and experiences gained from families during the life process.

This study specifically photographed the anxiety conditions that occurred among Madrasah Tsanawiyah students. The influencing factors are exam requirements, social interactions, and illness concerns. The emergence of anxiety at school is due to external situations and how students respond to demands. Madrasah Tsanawiyah, with special programs such as pesantren and superior classes, needs to deal with psychological assistance such as alleviating potential anxiety. With the existing

conditions of social anxiety, Guidance and counseling need to be at the forefront in initiating alternative services that can help alleviate various anxiety problems by considering multiple underlying factors.

## 6. Conclusions

Madrasah Tsanawiyah has several special programs to maximize students' potential. Boarding schools and superior classes are special programs offered to facilitate optimal content for students. Special programs, with all their visions and missions, formulate positive outcomes for students, but those with high achievements need to consider the negative potential due to high achievement pressure. This study aims to reveal the anxiety that occurs in madrasah Tsanawiyah students. Finally, the quantitative survey results showed the emergence of anxiety; namely, 49% experienced high school anxiety, 34% experienced moderate school anxiety, and 17% experienced low school anxiety. Based on the factors of occurrence of anxiety include social anxiety, health anxiety, and exam anxiety. Examination anxiety has a magnitude of 0.101%; social anxiety contributes 0.183% to student anxiety, and event anxiety contributes 0.346% to student anxiety. Besides that, 0.742% of other factors influence school anxiety in students at Madrasah Tsanawiyah. With this condition, it is necessary to consider counseling teachers in schools to oversee the psychological side of students so that the constraints on special program policies at madrasah can be resolved.

## Acknowledgment

## Conflict of interest

There is no conflict of Interest in this research process and publication.

## Refrences

1.  Aarvik S. 'Spiritualized Islam': Reconfigurations of Islamic Dogma Among Young Non-Organized Muslims in Norway. Islam and Christian–Muslim Relations [Internet]. 2021 Jan 2 [cited 2024 Jul 30];32(1):81–96. Available from: https://www.tandfonline.com/doi/abs/10.1080/09596410.2020.1846447

2.  Tuna MH. The professionalisation of Islamic religious education teachers. British Journal of Religious Education [Internet]. 2021;44(2):188–99. Available from: https://www.tandfonline.com/doi/abs/10.1080/01416200.2021.1999905

3.  Fitriyah FK, Hidayah N, Muslihati M, Hambali IM, Ibad M. The Role of Demographic Characteristics and Spiritual Dimensions in Predicting Empathy: A Study in Muslim Pre-Service Teachers. Islamic Guidance and Counseling Journal. 2021;4(2).

4.   Hefner CM. Models of Achievement: Muslim Girls and Religious Authority in a Modernist Islamic Boarding School in Indonesia. Asian Stud Rev [Internet]. 2016 Oct;40(4):564–82. Available from: https://www.tandfonline.com/doi/abs/10.1080/10357823.2016.1229266

5.   Nilan P. Muslim youth environmentalists in Indonesia. J Youth Stud [Internet]. 2020;24(7):925–40. Available from: https://www.tandfonline.com/doi/abs/10.1080/13676261.2020.1782864

6.   Kurniawan K, Pebrianti FI, Jayana D, Achmad RK. An Educator's Perspective on the Presence of Literary Education in Indonesia's Kurikulum Merdeka (Independent Curriculum). In: Haristiani N, Yulianeta Y, Wirza Y, Gunawan W, Danuwijaya AA, Kurniawan E, et al., editors. Proceedings of the Sixth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2022) [Internet]. Paris: Atlantis Press SARL; 2022. p. 285–9. Available from: https://www.atlantis-press.com/doi/10.2991/978-2-494069-91-6_44

7.   Santyaningtyas AC, Noor MZM. Preserving of traditional culture expression in Indonesia. Asian Soc Sci. 2016;12:59–65.

8.   Gellert PK. Optimism and Education: The New Ideology of Development in Indonesia. J Contemp Asia [Internet]. 2015 Jul;45(3):371–93. Available from: https://www.tandfonline.com/doi/full/10.1080/00472336.2014.978352

9.   Sumintono B, Hariri H, Izzati UA. Attraction of Authority: The Indonesian Experience of Educational Decentralization. In: Sakhiyya Z, Wijaya Mulya T, editors. Education in Indonesia [Internet]. Singapore: Springer Nature Singapore; 2023. p. 169–89. Available from: https://link.springer.com/10.1007/978-981-99-1878-2_10

10.   Sabki AA, Hardaker G. The madrasah concept of Islamic pedagogy. Educ Rev (Birm) [Internet]. 2013 Aug;65(3):342–56. Available from: https://www.tandfonline.com/doi/abs/10.1080/00131911.2012.668873

11.   Kurniawan NA, Hidayah N, Akbar S, Ramli M, Ngussa BM, Fitriyah FK, et al. Exploring Postponing Career Decisions of Indonesian Vocational Students from Biopsychososial Dimension: A Path Analysis. South East Eur J Public Health. 2024 Sep 2;375–85.

12.   Hidayah N, Ramli M, Fauzan L, Hanafi H, Yunita M. Measuring Student's School Engagement in Blended Learning Model. 2022 8th International Conference on Education and Technology (ICET) [Internet]. 2022 Oct;245–9. Available from: https://ieeexplore.ieee.org/document/9990800/

13.   Fitzpatrick J, Ogrady E, Oreilly J. Promoting student agentic engagement through curriculum: exploring the Negotiated Integrated Curriculum initiative. Irish Educational Studies [Internet]. 2018 Oct;37(4):453–73. Available from: https://www.tandfonline.com/doi/abs/10.1080/03323315.2018.1512882

14.   Puad LMAZ, Ashton K. Teachers' views on classroom-based assessment: an exploratory study at an Islamic boarding school in Indonesia. Asia Pacific Journal of Education [Internet]. 2020;41(2):253–65. Available from: https://www.tandfonline.com/doi/abs/10.1080/02188791.2020.1761775

15.   Muhith A. Model of Strengthening the Pedagogic Competence of Islamic Religious Education Teachers in Improving the Quality of Education in Junior High Schools in Jember Regency. Jurnal Pendidikan Agama Islam. 2021;18(1):125–44.

16.   Darimis D, Hidayah N, Atmoko A, Ramli M, Fitriyah FK, Hanafi H. Treating verbal bullying among students between cognitive behavioral counseling and group counseling with discussion. Pegem Journal of Education and Instruction [Internet]. 2022 Oct;12(4):253–9. Available from: https://www.pegegog.net/index.php/pegegog/article/view/1595

17.   Masland LC, Lease AM. Characteristics of academically-influential children: achievement motivation and social status. Social Psychology of Education [Internet]. 2016 Mar;19(1):195–215. Available from: https://link.springer.com/article/10.1007/s11218-015-9314-x

18.   Salleh MSM, Mahbob NN, Baharudin NS. Overview of " Generation Z " Behavioural Characteristics and Its Effect Towards Hostel Facility. International Journal of Real Estate Studies. 2017;11(2):59–67.

19. Syam AR, Wiyono BB, Imron A, Burhanuddin, Ikhwan A. Leadership behaviour of a boarding school in Indonesia. Pegem Journal of Education and Instruction [Internet]. 2023;13(1):100–8. Available from: https://pegegog.net/index.php/pegegog/article/view/1741

20. Hidayah N, Afdal A, Budiman N, Hanafi H, Yunita M. Assessing ideal teacher's personality: Students' perspective and expectations. EduLearn [Internet]. 2023 Nov;17(4):669–76. Available from: http://edulearn.intelektual.org/index.php/EduLearn/article/view/20772

21. Raley SK, Shogren KA, Rifenbark GG, Thomas K, McDonald AF, Burke KM. Enhancing Secondary Students' Goal Attainment and Self-Determination in General Education Mathematics Classes Using the Self-Determined Learning Model of Instruction. Advances in Neurodevelopmental Disorders 2020 4:2 [Internet]. 2020 Mar;4(2):155–67. Available from: https://link.springer.com/article/10.1007/s41252-020-00152-z

22. Nur Hidayah, Lutfi Fauzan, Nur Eva, Fitri Wahyuni, Mohamad Aziz Shah Bin Mohamed Arip, Firi Khoirul Fitriyah, et al. From Watson-Glaser to "A2DIK": Validating a New Framework for Assessing Higher Education Students' Critical Literacy Skills. Frontiers in Health Informatics [Internet]. 2024 Nov 17 [cited 2024 Dec 16];6566–73. Available from: https://healthinformaticsjournal.com/index.php/IJMI/article/view/612

23. Nur Hidayah, Lutfi Fauzan, Nur Eva, Fitri Wahyuni, Mohamad Aziz Shah Bin Mohamed Arip, Firi Khoirul Fitriyah, et al. Evaluating Madrasah Counselor Personality Traits: A Service Quality Based on Students' Perspective. Frontiers in Health Informatics [Internet]. 2024 Nov 17 [cited 2024 Dec 16];6555–65. Available from: https://healthinformaticsjournal.com/index.php/IJMI/article/view/613

24. Raymo LA, Somers CL, Partridge RT. Adolescent Test Anxiety: An Examination of Intraindividual and Contextual Predictors. School Ment Health. 2018;

25. Ciccarelli M, Nigro G, D'Olimpio F, Griffiths MD, Cosenza M. Mentalizing Failures, Emotional Dysregulation, and Cognitive Distortions Among Adolescent Problem Gamblers. J Gambl Stud [Internet]. 2021 Mar;37(1):283–98. Available from: https://link.springer.com/10.1007/s10899-020-09967-w

26. Rahmatullah AS, M. Suud F, Azis N. Healing Bullying Behavior on Santri at Islamic Boarding School. Cendekia J Education and Society [Internet]. 2022 Dec;20(2):240–58. Available from: https://jurnal.iainponorogo.ac.id/index.php/cendekia/article/view/4872

27. Peteet JR. COVID-19 Anxiety. J Relig Health. 2020;(https://doi.org/10.1007/s10943-020-01041-4).

28. Morrissette M. School Closures and Social Anxiety During the COVID-19 Pandemic. J Am Acad Child Adolesc Psychiatry. 2021 Jan;60(1):6.

29. Yunita M, Hidayah N, Atmoko A, Ramli M, Fitriyah FK, Hanafi H. Examining Counselor's Executive Function Skills Across Career Phase: Comparing Preservice, Novice and Experienced in Healthcare Performance. South East Eur J Public Health. 2024 Sep 2;310–20.

30. Fifi Khoirul Fitriyah, M. Ramli, Husni Hanafi, Nordin bin Mamat, Ayong Lianawati, Baraka Manjale Ngussa, et al. Validation of the Screen Dependency Scale in Indonesian Version to Measure Screen Addiction in Children. Frontiers in Health Informatics [Internet]. 2024 Nov 17 [cited 2024 Dec 16];6634–43. Available from: https://healthinformaticsjournal.com/index.php/IJMI/article/view/624

31. Nadhifah U, Mukhlisin. Implementasi Pendekatan Proses Kelompok dalam Pengelolaan Kelas Siswa Madrasah Tsanawiyah. Jurnal Pendidikan Islam. 2019;3(2):270–88.

32. Fadhlina N, Nawawi B, Azmi K, Jasmi B, Nizam S, Mohamed B, et al. Correlation between the Personality of Islamic Education Teachers and Students' Motivation to Learn Islamic Education. International Journal of Academic Research in Business and Social Sciences [Internet]. 2019;9(12):242–52. Available from: http://hrmars.com/index.php/pages/detail/publication-ethics

33. Asadullah MN. Trust, trustworthiness, and traditional Islamic education. Oxford Development Studies [Internet]. 2016 Apr;44(2):152–66. Available from: https://www.tandfonline.com/doi/abs/10.1080/13600818.2015.1104294

34. Davis DE, Ashby J, McElroy S, Hook J. Religious coping, coping resources, and depressive symptoms: Test of a mediation model. Couns Values. 2014;59(2):139–54.

35. Stavrulaki E, Li M, Gupta J. Perceived parenting styles, academic achievement, and life satisfaction of college students: the mediating role of motivation orientation. European Journal of Psychology of Education [Internet]. 2021 Sep;36(3):693–717. Available from: https://link.springer.com/article/10.1007/s10212-020-00493-2

36. Jowkar B, Kojuri J, Kohoulat N, Hayat AA. Academic resilience in education: the role of achievement goal orientations. J Adv Med Educ Prof [Internet]. 2014 Jan;2(1):33–8. Available from: http://www.ncbi.nlm.nih.gov/pubmed/25512916

37. Hanafi H, Hidayah N, Atmoko A, M. R, Triyono T. Cognitive fusion on counselor performance : A comparative study of the experienced and novice counselor. Pegem Journal of Education and Instruction [Internet]. 2022 Jan;12(1):48–55. Available from: https://www.pegegog.net/index.php/pegegog/article/view/1505

38. Hidayah N, Ramli M, Fauzan L, Rahman DH, Hanafi H. Mind skills training effect on prospective counsellor' performance. Cypriot Journal of Educational Sciences [Internet]. 2022 Apr;17(4):1178–91. Available from: https://un-pub.eu/ojs/index.php/cjes/article/view/7130

39. Hidayah N, Fauzan L, Wahyuni F, Hanafi H. Conceptual Development of Online Psychological Assessment Training Design for Guidance and Counseling Teachers on the Academic Life of High School Students. International Journal of Interactive Mobile Technologies (iJIM) [Internet]. 2022 Mar;16(06):81–91. Available from: https://online-journals.org/index.php/i-jim/article/view/28965

40. Creswell JW. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. London: Pearson Education; 2013.

41. Coe R, Waring M, Hedges L V, Ashley LD. Research methods & methodologies in education. Third edition. Coe R, Waring M, Hedges L V, Ashley LD, editors. Thousand Oaks, California: Sage Publications; 2021.

42. Hidayah N, Ramli M, Kirana KC, Hanafi H, Yunita M, Rofiqoh R. Conceptual Design of Digital Anxiety Detection-Tools for Students School Anxiety. In: Wiyono BB, editor. Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022) [Internet]. Atlantis Press; 2023. p. 335–41. Available from: https://www.atlantis-press.com/proceedings/icemt-22/125984319

43. Fauzan L, Hidayah N, Wahyuni F, Hanafi H, Rofiqoh R, Kurniawan NA. The effect of reverse roleplay training to improve the counselor's mind skills. EduLearn [Internet]. 2023 Nov;17(4):491–8. Available from: http://edulearn.intelektual.org/index.php/EduLearn/article/view/20752

44. Mok WSY, Chan WWL. How do tests and summary writing tasks enhance long-term retention of students with different levels of test anxiety? Instr Sci. 2016 Dec;44(6):567–81.

45. Shamoon ZA, Lappan S, Blow AJ. Managing Anxiety : A Therapist Common Factor. Contemp Fam Ther. 2017;39(1):43–53.

46. Catone G, Marwaha S, Lennox B, Broome MR. Bullying victimisation and psychosis: The interdependence and independence of risk trajectories. BJPsych Adv [Internet]. 2017 Nov;23(6):397–406. Available from: https://www.cambridge.org/core/product/identifier/S2056467800003030/type/journal_article

47. Gubler DA, Makowski LM, Troche SJ, Schlegel K. Loneliness and Well-Being During the Covid-19 Pandemic: Associations with Personality and Emotion Regulation. J Happiness Stud [Internet]. 2020 Oct;1–20. Available from: https://doi.org/10.1007/s10902-020-00326-5

48. Kleftaras G, Psarra E. Meaning in Life, Psychological Well-Being and Depressive Symptomatology: A Comparative Study. Psychology [Internet]. 2012;03(04):337–45. Available from: http://www.scirp.org/journal/doi.aspx?DOI=10.4236/psych.2012.34048

49. Juharyanto J, Sultoni A, Nasih AM, Zahro' A, Priyatni ET, Adha MA. Professional Teachers' Capability in the Implementation of Online-Based Quality Learning in Covid 19 Pandemic Era: Analysis of

Technology Infrastructure Support in Indonesia. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan [Internet]. 2021 Dec;6(12):1923–9. Available from: http://journal.um.ac.id/index.php/jptpp/article/view/15171

50. Boa EA, Wattanatorn A, Tagong K. The development and validation of the Blended Socratic Method of Teaching (BSMT): An instructional model to enhance critical thinking skills of undergraduate business students. Kasetsart Journal of Social Sciences. 2018 Jan;39(1):81–9.

51. Susilawati, Wibowo ME, Sunawan. Moral Disengagement and Classroom Incivility against the Social Responsibility Character of Junior High School Students. Islamic Guidance and Counseling Journal [Internet]. 2020 Jan;3(1):26–31. Available from: https://journal.iaimnumetrolampung.ac.id/index.php/igcj/article/view/661

52. Martin F, Borup J. Online learner engagement: Conceptual definitions, research themes, and supportive practices. Educ Psychol [Internet]. 2022;57(3):162–77. Available from: https://www.tandfonline.com/doi/abs/10.1080/00461520.2022.2089147

53. Hardy SA, Hatch HD, Nelson JM, Schwadel P. Family Religiousness, Peer Religiousness, And Religious Community Supportiveness As Developmental Contexts Of Adolescent And Young Adult Religious Deidentification. Res Hum Dev [Internet]. 2022;19(1–2):19–40. Available from: https://www.tandfonline.com/doi/abs/10.1080/15427609.2022.2086434

54. Sanders RA. Adolescent psychosocial, social, and cognitive development. Pediatr Rev [Internet]. 2013 Aug;34(8):354–9. Available from: http://www.ncbi.nlm.nih.gov/pubmed/23908362

55. Smith BH, Low S. The Role of Social-Emotional Learning In Bullying Prevention Efforts. Theory Pract [Internet]. 2013 Oct;52(4):280–7. Available from: http://www.tandfonline.com/doi/abs/10.1080/00405841.2013.829731

56. Boateng GO, Neilands TB, Frongillo EA, Melgar-Quiñonez HR, Young SL. Best Practices for Developing and Validating Scales for Health, Social, and Behavioral Research: A Primer. Front Public Health. 2018 Jun;6.

57. Melfsen S, Kühnemund M, Schwieger J, Warnke A, Stadler C, Poustka F, et al. Cognitive behavioral therapy of socially phobic children focusing on cognition: a randomised wait-list control study. Child Adolesc Psychiatry Ment Health [Internet]. 2011 Dec;5(1):5. Available from: https://capmh.biomedcentral.com/articles/10.1186/1753-2000-5-5

58. Jansen K, Kiefer SM. Understanding brain development: Investing in young adolescents' cognitive and social-emotional development. Middle School Journal. 2020 Aug;51(4):18–25.

59. Lynn T, Muzellec L, Caemmerer B, Turley D. Social network sites: early adopters' personality and influence. Journal of Product & Brand Management. 2017;

60. Chen IJ, Du C, Wang X, Zhang H. Effect of Cognitive Behavior Modification on Social Anxiety for High School Students. Creat Educ [Internet]. 2017;08(12):1803–20. Available from: http://www.scirp.org/journal/doi.aspx?DOI=10.4236/ce.2017.812124

61. Rashid H, Mendu S, Daniel KE, Beltzer ML, Teachman BA, Boukhechba M, et al. Predicting Subjective Measures of Social Anxiety from Sparsely Collected Mobile Sensor Data. In: Proceedings of the ACM on Interactive, Mobile, Wearable and Ubiquitous Technologies [Internet]. ACM   PUB27 New York, NY, USA; 2020. Available from: https://dl.acm.org/doi/abs/10.1145/3411823

62. Iranmanesh M, Moghavvemi S, Zailani S, Hyun SS. The role of trust and religious commitment in Islamic medical tourism. Asia Pacific Journal of Tourism Research [Internet]. 2018 Mar 4 [cited 2024 Jul 30];23(3):245–59. Available from: https://www.tandfonline.com/doi/abs/10.1080/10941665.2017.1421240

63. Asai K, Hiraizumi T, Hanzawa R. Reliability and validity of the Japanese version of the active-emphatic listening scale. BMC Psychol. 2020;8(59):1–11.

64. Khalid F, Mirza SS, Bin-Feng C, Saeed N. Learning Engagements and the Role of Religion: Sage Open [Internet]. 2020 Jan;10(1):1–14. Available from: https://journals.sagepub.com/doi/10.1177/2158244019901256

65. Von Benda-Beckmann F, Von Benda-Beckmann K. Identity in dispute: law, religion, and identity in Minangkabau. Asian Ethnicity [Internet]. 2012 Sep;13(4):341–58. Available from: https://www.tandfonline.com/doi/full/10.1080/14631369.2012.710073

66. Vivienne MB dan D. Religious education and identity formation: encountering religious and cultural diversity. British Journal of religious education. 2017;Vol. 39, n:231–3.

67. Hardy SA, Nelson JM, Frandsen SB, Cazzell AR, Goodman MA. Adolescent Religious Motivation: A Self-Determination Theory Approach. Int J Psychol Relig [Internet]. 2020;1–15. Available from: https://www.tandfonline.com/doi/abs/10.1080/10508619.2020.1844968

68. Oing T, Prescott J. Implementations of Virtual Reality for Anxiety-Related Disorders: Systematic Review. JMIR Serious Games [Internet]. 2018 Nov;6(4):e10965 (1–13). Available from: http://www.ncbi.nlm.nih.gov/pubmed/30404770

69. Xu J, Huang YT. The Mediating Effect of Listening Metacognitive Awareness Between Listening Test Anxiety and Listening Test Performance. Asia-Pacific Education Researcher. 2018 Aug;27(4):313–24.

70. Segool NK, von der Embse NP, Mata AD, Gallant J. Cognitive Behavioral Model of Test Anxiety in a High-Stakes Context: An Exploratory Study. School Ment Health. 2014;6(1):50–61.

71. Yeo LS, Goh VG, Liem GAD. School-Based Intervention for Test Anxiety. Child Youth Care Forum. 2016 Feb;45(1):1–17.

72. Keng SL, Smoski MJ, Robins CJ. Effects of Mindful Acceptance and Reappraisal Training on Maladaptive Beliefs About Rumination. Mindfulness (N Y) [Internet]. 2016 Apr;7(2):493–503. Available from: https://link.springer.com/article/10.1007/s12671-015-0480-x

73. García FE, Cova F, Rincón P, Vázquez C. Trauma or growth after a natural disaster? The mediating role of rumination processes. Eur J Psychotraumatol [Internet]. 2015 Jul;6(1). Available from: https://www.tandfonline.com/doi/abs/10.3402/ejpt.v6.26557

74. Grisham EL, Jones NM, Silver RC, Holman EA. Do Past Events Sow Future Fears? Temporal Disintegration, Distress, and Fear of the Future Following Collective Trauma. Clinical Psychological Science [Internet]. 2022 Dec;216770262211194. Available from: http://journals.sagepub.com/doi/10.1177/21677026221119477

75. Haghbin M, McCaffrey A, Pychyl TA. The Complexity of the Relation between Fear of Failure and Procrastination. Journal of Rational - Emotive and Cognitive - Behavior Therapy. 2012;30(4):249–63.

76. Legault L, Inzlicht M. Self-determination, self-regulation, and the brain: autonomy improves performance by enhancing neuroaffective responsiveness to self-regulation failure. J Pers Soc Psychol [Internet]. 2013 Jul;105(1):123–38. Available from: https://pubmed.ncbi.nlm.nih.gov/23106250/

77. Williams OA. Critical Literacy in Practice: How Educators Leverage Supports and Overcome Challenges to Enact Critical Literacy Pedagogy in Their Classrooms - Olivia A. Williams, 2022. Lit Research [Internet]. 2022;71(1). Available from: https://journals.sagepub.com/doi/10.1177/23813377221115190

78. Williams JM, Greenleaf AT, Albert T, Barnes EF. Promoting Educational Resilience among African American Students at Risk of School Failure: The Role of School Counselors. Journal of School Counseling [Internet]. 2014;12(9):1–34. Available from: https://eric.ed.gov/?id=EJ1034726

79. Mukhalalati BA, Taylor A. Adult Learning Theories in Context: A Quick Guide for Healthcare Professional Educators. J Med Educ Curric Dev [Internet]. 2019;6:1–10. Available from: /pmc/articles/PMC6458658/

80. Luberto CM, Hall DL, Chad-Friedman E, Park ER. Theoretical Rationale and Case Illustration of Mindfulness-Based Cognitive Therapy for Fear of Cancer Recurrence. J Clin Psychol Med Settings [Internet]. 2019 Dec;26(4):449–60. Available from: https://pubmed.ncbi.nlm.nih.gov/30756278/

81.    Barton KS, Tate T, Lau N, Taliesin KB, Waldman ED, Rosenberg AR. "I'm Not a Spiritual Person." How Hope Might Facilitate Conversations About Spirituality Among Teens and Young Adults With Cancer. J Pain Symptom Manage. 2018;55(6):1599–608.

82.    Cheung RYM, Ng MCY. Mindfulness and Symptoms of Depression and Anxiety: the Underlying Roles of Awareness, Acceptance, Impulse Control, and Emotion Regulation. Mindfulness (N Y). 2019;2019(10):1124–35.

83.    Panu P. Anxiety and the ecological crisis: An analysis of eco-anxiety and climate anxiety. Sustainability (Switzerland). 2020 Oct;12(19).

84.    Schröders J, Wall S, Hakimi M, Dewi FST, Weinehall L, Nichter M, et al. How is Indonesia coping with its epidemic of chronic noncommunicable diseases? A systematic review with meta-analysis. Vol. 12. 2017.

85.    Sadeghimoghaddam S, Alavi M, Mehrabi T, Bankpoor-fard AH. The Effect of Two Methods of Relaxation and Prayer Therapy on Anxiety and Hope in Patients with Coronary Artery Disease: A Quasi-Experimental Study. Iran J Nurs Midwifery Res. 2019;24(2):102–7.