

Management of Anti-Stress Programs in Improving the Mental Welfare of Integrated Islamic Elementary School Students

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ABSTRACT

This study aims to analyze the strategies for planning, implementing, and evaluating anti-stress programs in SD IT BIAS in the context of schools with a full learning system that are vulnerable to students' academic pressure. The research uses a qualitative approach with a case study design to deeply understand the dynamics of school management in managing students' mental well-being. Data was collected through in-depth interviews, participatory observations, and documentation studies involving principals, teachers, parents, and students, then analyzed using Miles and Huberman's interactive model through data reduction, data presentation, and repeated conclusion drawn. The results of the study showed that program planning was carried out based on the identification of students' psychological needs, integrated implementation in school culture through academic, spiritual, and emotional support approaches, and

evaluation was carried out in a reflective and participatory manner with indicators of behavior change as a benchmark for success. These findings confirm that anti-stress management is not just an additional intervention, but an integral part of well-being-based school governance. The implications of the study emphasize the importance of participatory leadership and school parent collaboration in creating a supportive and sustainable learning environment.

ABSTRAK

Penelitian ini bertujuan menganalisis strategi perencanaan, pelaksanaan, dan evaluasi program anti-stres di SD IT BIAS dalam konteks sekolah dengan sistem pembelajaran penuh yang rentan terhadap tekanan akademik siswa. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus untuk memahami secara mendalam dinamika manajemen sekolah dalam mengelola kesejahteraan mental peserta didik. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi yang melibatkan kepala sekolah, guru, orang tua, dan siswa, kemudian dianalisis menggunakan model interaktif Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan secara berulang. Hasil penelitian menunjukkan bahwa perencanaan program dilakukan berbasis identifikasi kebutuhan psikologis siswa, pelaksanaan terintegrasi dalam budaya sekolah melalui pendekatan akademik, spiritual, dan dukungan emosional, serta evaluasi dilaksanakan secara reflektif dan partisipatif dengan indikator perubahan perilaku sebagai tolok ukur keberhasilan. Temuan ini menegaskan bahwa manajemen anti-stres bukan sekadar intervensi tambahan, melainkan bagian integral dari tata kelola sekolah berbasis kesejahteraan. Implikasi penelitian menekankan pentingnya kepemimpinan partisipatif dan kolaborasi sekolah orang tua dalam menciptakan lingkungan belajar yang suportif dan berkelanjutan.

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A. Introduction

The transformation of the global education system in recent years shows an increasing tendency to apply the long-term learning model as a strategy to improve academic quality and strengthen the character of students. The full day school model is seen as able to provide more time for material enrichment, character development, and 21st century competency development. However, a number of post-pandemic international reports indicate an increase in psychological pressure on adolescents due to intensive academic load and changes in social interaction patterns. The UNESCO report (2021) confirms that education systems that do not integrate psychosocial support have the potential to worsen the mental well-being of students. In this context, long learning durations need to be balanced with educational management that is sensitive to students' emotional needs.

In Indonesia, the full day school policy is implemented with the aim of strengthening character education, increasing learning effectiveness, and minimizing the negative influence of the environment outside the school. However, empirical findings suggest that this system also poses its own challenges. Research by Soeli, Yusuf, and Lakoro (2021) in the *Jambura Nursing Journal* found a significant relationship between the full day school system and an increase in students' stress levels. In addition, a study by Adriantoni (2022) revealed that academic pressure that is not balanced by managerial support can reduce motivation to learn. This fact shows that the problem of student stress is not just an individual issue, but is closely related to school governance and policies.

Phenomena in the field show that students often experience physical fatigue, learning saturation, and limited time for social interaction outside of school. Initial interviews with teachers and students at schools that implement full-day school indicate that the pressure arises from a combination of academic burden, extracurricular demands, and family expectations. Maharani (2020) identified the dominant factors that cause stress in the form of a busy learning schedule and lack of emotional support. These conditions demonstrate the need for an anti-stress education management strategy that is systematically designed, not only through individual interventions, but also through integrated institutional policies.

From a social and educational perspective, adolescent mental health issues are becoming a global concern. Loades et al. (2020) in the *Journal of the American Academy of Child & Adolescent Psychiatry* assert that social pressures and activity restrictions contribute to increased anxiety and stress in adolescents. In an educational culture that still emphasizes academic achievement as the main indicator of success, the aspect of psychological well-being is often not a priority for school policy. In fact, a supportive and safe learning environment is a prerequisite for the creation of effective and sustainable learning.

Although research on stress in full day school students has been conducted, most studies still focus on quantitative measurement of stress levels or coping strategies. Imamah, Mulyaningsih, and Asiska (2021) examined the relationship between stress levels and student coping strategies, but have not explored in depth the managerial processes underlying school policies. Urbaningkrum (2024) examines stress management from a neuroscience perspective, but has not integrated a comprehensive analysis of the function of education management. Thus, there is an empirical gap regarding how anti-stress education management strategies are designed, implemented, and evaluated in the context of full day schools.

Based on this description, this study aims to analyze in depth the anti-stress education management strategy in full day schools through a qualitative approach of case studies. The focus of the study includes the process of planning, organizing, implementing, and evaluating anti-stress programs in supporting students' mental well-being. This research is expected to make a theoretical contribution to the development of welfare-based education management studies as well as practical contributions in the form of policy recommendations for schools in creating a balanced learning environment between academic achievement and students' mental health.

B. Literature Review

Islamic boarding schools (*pesantren*) have undergone significant transformations in response to globalization, technological advancement, and the emergence of Society 5.0. Traditionally, *pesantren* functioned as institutions dedicated to the transmission of Islamic knowledge, moral education, and character formation. However, contemporary educational challenges require *pesantren* to expand their roles beyond religious instruction and prepare

students to participate effectively in increasingly interconnected global societies. According to Abdullah (2020), contemporary Islamic educational management must integrate religious values, local wisdom, and modern educational demands to remain relevant in the twenty-first century. This perspective aligns with UNESCO's vision of education as a transformative process that develops learners' intellectual, social, cultural, and ethical capacities simultaneously (UNESCO, 2021). The modernization of pesantren therefore should not be interpreted as abandoning traditional Islamic values but rather as adapting institutional systems, curriculum structures, learning approaches, and leadership practices to contemporary realities. Research by Hidayat and Munir (2023) indicates that globalization presents dual challenges for pesantren: preserving Islamic identity while embracing innovation and modernization. Similar findings have been reported by Tan (2020), who argues that Islamic educational institutions worldwide are increasingly required to balance religious authenticity with global competitiveness. Furthermore, OECD (2023) emphasizes that educational institutions must equip learners with critical thinking, digital literacy, collaboration skills, and intercultural competencies to thrive in complex social environments. Consequently, pesantren modernization can be conceptualized as a strategic transformation process aimed at enhancing educational quality, institutional sustainability, and graduate competitiveness while maintaining the foundational values of Islamic education. This transformation is particularly important in Indonesia, where pesantren remain influential educational institutions serving millions of students and contributing substantially to national educational development.

The theoretical foundation of Islamic educational modernization is closely associated with efforts to eliminate the dichotomy between religious and secular sciences. Asror, Bakar, and Fuad (2023) explain that Mahmud Yunus envisioned Islamic education as an integrated system combining religious knowledge with modern sciences to produce graduates capable of addressing contemporary societal challenges. This integration paradigm has become increasingly relevant in the Society 5.0 era, where technological innovation and human-centered development are expected to coexist harmoniously. Scholars such as Alrahlah (2020) and Hasan (2022) argue that educational modernization within Islamic institutions should focus on knowledge integration rather than knowledge replacement. From this perspective, modernization does not involve diminishing traditional religious studies but strengthening them through interdisciplinary approaches and contextual applications. Zulkifli (2022) further emphasizes that curriculum integration is necessary to ensure that students acquire both spiritual intelligence and global competencies. Similarly, Rahman and Yusuf (2022) found that pesantren graduates equipped with integrated competencies demonstrate stronger adaptability in higher education and professional environments. International literature also supports this view. According to Biesta (2021), meaningful educational transformation requires balancing qualification, socialization, and subjectification dimensions of learning. Within pesantren education, these dimensions correspond to academic mastery, social responsibility, and spiritual character formation. Therefore, modernization theory in Islamic education provides a conceptual framework for understanding how pesantren can simultaneously preserve religious traditions and respond effectively to emerging societal demands. This theoretical orientation serves as an important analytical lens for examining institutional transformation and educational innovation within contemporary Islamic boarding schools.

Curriculum development represents one of the most critical dimensions of educational modernization. Curriculum functions not only as a pedagogical roadmap but also as a strategic instrument for shaping institutional identity and educational outcomes. Aggisni et al. (2024) argue that curriculum development in modern pesantren must address the dynamic interaction between Islamic educational objectives, learner needs, labor market demands, and global educational trends. Contemporary educational discourse increasingly emphasizes twenty-first-century competencies, including creativity, communication, collaboration, critical thinking, and digital literacy (Darling-Hammond et al., 2020). Consequently, pesantren curricula must evolve beyond traditional content delivery toward competency-based learning approaches. Hadi, Fauzan, and Malihah (2024) suggest that integrating Islamic sciences with modern disciplines creates a holistic educational framework capable of fostering intellectual, moral, and professional development simultaneously. Similar perspectives have been presented by Fullan (2021), who highlights the importance of deep learning competencies in preparing students for uncertain futures. Furthermore, OECD (2023) identifies global competence as a key educational outcome, encompassing intercultural understanding, ethical awareness, and collaborative problem-solving skills. Within pesantren settings, curriculum integration often

involves combining classical Islamic texts, general education subjects, language development programs, and digital literacy initiatives. Such integration enables students to develop comprehensive competencies without losing their religious identity. Therefore, curriculum modernization should be understood as a systematic effort to align educational content, instructional strategies, and assessment practices with contemporary societal needs while preserving the foundational values of Islamic education.

Educational leadership constitutes another fundamental factor influencing the success of pesantren modernization. Leadership theories consistently emphasize the role of educational leaders in facilitating organizational change, fostering innovation, and promoting continuous improvement. Fauzi and Karim (2021) argue that visionary leadership is essential for enhancing educational quality within pesantren because it enables institutions to formulate strategic directions and mobilize organizational resources effectively. Transformational leadership theory further suggests that leaders can inspire stakeholders to embrace change through shared vision, motivation, and intellectual stimulation (Leithwood et al., 2020). Recent studies by Hallinger (2022) demonstrate that instructional leadership significantly influences teacher performance, institutional effectiveness, and student achievement. Within pesantren environments, leadership responsibilities extend beyond administrative management to include moral guidance, spiritual development, and institutional transformation. Bush (2022) notes that educational leaders operating in faith-based institutions face unique challenges because they must reconcile religious traditions with contemporary educational expectations. Successful pesantren leaders therefore require the capacity to integrate innovation with Islamic values while maintaining organizational cohesion. Research conducted by Hargreaves and O'Connor (2020) also highlights the importance of collaborative leadership in fostering professional learning communities and organizational resilience. Consequently, leadership modernization within pesantren involves developing adaptive leadership capacities capable of responding to technological changes, educational reforms, and societal transformations. This perspective provides a theoretical basis for examining how leadership practices contribute to institutional development and educational innovation within contemporary Islamic boarding schools.

The role of language development, particularly Arabic and international languages, constitutes an important dimension of modernization within Islamic boarding schools. Language competence functions not only as a communication tool but also as a gateway to knowledge acquisition, intercultural interaction, and global engagement. Anggian (2023) explains that Arabic remains a central component of pesantren education because it enables students to access primary Islamic sources directly and develop deeper religious understanding. However, contemporary educational challenges require pesantren to complement Arabic proficiency with English and digital communication skills. According to Crystal (2020), multilingual competence has become an essential requirement for participation in global academic and professional communities. Similarly, UNESCO (2021) emphasizes that language education should support intercultural understanding and global citizenship. In modern pesantren, language programs increasingly incorporate communicative approaches, international partnerships, and technology-assisted learning platforms. Such innovations aim to prepare students for broader academic opportunities while maintaining strong religious identities. Research conducted by Alfariy and Mahmud (2022) indicates that pesantren graduates possessing multilingual competencies demonstrate greater confidence and adaptability in higher education and international contexts. Furthermore, language mastery contributes significantly to students' access to global scientific literature, digital resources, and scholarly networks. Consequently, language development should be viewed as a strategic component of educational modernization that supports both intellectual advancement and cultural preservation. Through the integration of Arabic, English, and digital literacy, pesantren can strengthen their capacity to produce graduates who are simultaneously rooted in Islamic traditions and capable of engaging with global knowledge systems.

Digital transformation has emerged as one of the most influential factors shaping educational development in the Society 5.0 era. Society 5.0, initially introduced in Japan, emphasizes the integration of advanced technologies with human-centered development to improve quality of life and social well-being. In educational contexts, this paradigm requires institutions to utilize digital technologies not merely as instructional tools but as instruments for innovation, collaboration, and knowledge creation. According to Asror et al. (2023), Islamic educational institutions must adapt to technological advancements while ensuring that ethical and spiritual values remain central to educational practices. Research by Dwivedi et al. (2021) highlights that digital transformation enhances learning flexibility, accessibility, and

personalization when implemented effectively. Similarly, OECD (2023) notes that digital competence has become a fundamental educational outcome in contemporary societies. Within pesantren, digital transformation may involve the use of learning management systems, online learning resources, virtual classrooms, and digital administrative systems. However, successful technological integration requires adequate infrastructure, teacher competence, and institutional readiness. Bond et al. (2021) argue that technology adoption in educational institutions is most effective when supported by strategic leadership and continuous professional development. Therefore, modernization efforts in pesantren should focus not only on technological acquisition but also on cultivating digital cultures that support innovation, collaboration, and lifelong learning. Such an approach enables pesantren to harness technological opportunities while maintaining educational objectives grounded in Islamic ethics and values.

Teacher professionalism constitutes another critical factor influencing the success of educational modernization. Teachers serve as the primary agents responsible for translating institutional visions and curriculum objectives into meaningful learning experiences. Darling-Hammond et al. (2020) emphasize that effective professional development programs are characterized by active learning, collaboration, content focus, and sustained support. Within pesantren environments, teacher professionalism encompasses pedagogical competence, subject matter expertise, technological literacy, and commitment to Islamic values. Contemporary educational reforms increasingly require teachers to adopt innovative instructional approaches capable of fostering higher-order thinking skills and learner autonomy. Sims et al. (2025) demonstrate through meta-analytic evidence that professional development interventions significantly improve teaching quality when aligned with teachers' contextual needs. Furthermore, Fullan (2021) argues that educational transformation depends heavily on the capacity of teachers to engage in continuous learning and reflective practice. In modern pesantren, professional development initiatives often include curriculum workshops, instructional coaching, digital literacy training, and collaborative learning communities. These activities contribute to strengthening instructional quality and institutional effectiveness. Research by Rahman et al. (2022) indicates that reflective professional practices enable educators to adapt more effectively to educational changes and emerging challenges. Consequently, teacher professionalism should be considered a cornerstone of pesantren modernization because sustainable educational improvement ultimately depends on the competence, commitment, and adaptability of educators operating within the institution.

Quality assurance and educational management also represent essential theoretical dimensions within the modernization discourse. Educational quality is increasingly viewed as a multidimensional concept encompassing academic achievement, institutional effectiveness, stakeholder satisfaction, and continuous improvement. Wibowo (2020) argues that quality management in Islamic educational institutions should integrate international quality standards with Islamic educational values. Similarly, Abdullah (2020) emphasizes that effective educational management requires systematic planning, implementation, monitoring, and evaluation processes. Modern quality assurance frameworks encourage educational institutions to adopt evidence-based decision-making, performance evaluation systems, and stakeholder participation mechanisms. According to UNESCO (2021), educational institutions must develop adaptive management systems capable of responding to rapidly changing societal conditions. Within pesantren contexts, quality assurance mechanisms often involve curriculum evaluation, teacher performance assessment, student achievement monitoring, and institutional accreditation processes. Research conducted by Sallis (2021) demonstrates that continuous quality improvement contributes significantly to institutional sustainability and competitiveness. Moreover, effective management practices enable pesantren to optimize resource utilization, strengthen organizational culture, and achieve strategic objectives. Therefore, modernization efforts should incorporate comprehensive quality assurance systems that promote accountability, transparency, and innovation. By establishing robust management structures and quality standards, pesantren can enhance educational outcomes while preserving their unique religious and cultural characteristics.

Character education remains a defining feature of pesantren and continues to play a central role in modernization initiatives. Unlike many educational institutions that primarily emphasize academic achievement, pesantren traditionally prioritize moral development, spiritual formation, and ethical behavior. According to Lickona (2021), character education aims to cultivate moral knowledge, moral feeling, and moral action through intentional educational

practices. Within Islamic educational traditions, character development is closely associated with concepts such as akhlak, adab, and spiritual refinement. Contemporary educational discourse increasingly recognizes the importance of socio-emotional competencies, resilience, empathy, and ethical responsibility as essential components of holistic education. Berkowitz and Bier (2020) argue that character education contributes significantly to student well-being, social cohesion, and academic success. In the context of Society 5.0, character education becomes even more relevant because technological advancement often creates ethical dilemmas requiring strong moral judgment. Pesantren therefore possess a comparative advantage in developing graduates who combine technological competence with ethical responsibility. Research by Pandya (2021) further demonstrates that spirituality and religious engagement positively influence resilience, psychological well-being, and stress management among adolescents. Consequently, modernization efforts should not diminish the role of character education but rather strengthen its integration with contemporary competencies and technological innovations. Such an approach ensures that educational transformation remains aligned with the broader mission of developing morally responsible and socially engaged individuals.

Student global competence has become an increasingly important outcome of educational modernization. Global competence refers to the ability to understand global issues, appreciate cultural diversity, communicate across cultures, and contribute constructively to society. OECD (2023) identifies global competence as a key educational objective necessary for navigating interconnected and multicultural environments. Rahman and Yusuf (2022) found that curriculum integration within pesantren significantly contributes to the development of students' global awareness and adaptability. Furthermore, Boix Mansilla and Jackson (2020) emphasize that global competence involves critical investigation of world issues, perspective-taking, intercultural communication, and responsible action. These competencies are particularly relevant for pesantren graduates who increasingly participate in international educational, economic, and social networks. Modern pesantren therefore face the challenge of preparing students not only for local religious responsibilities but also for global engagement. International collaboration programs, student exchanges, multilingual education, and digital learning platforms provide opportunities for enhancing global competence among santri. However, the development of global competence should remain grounded in Islamic ethical principles to ensure balanced personal and social development. Consequently, global competence serves as an important indicator of successful educational modernization because it reflects the ability of institutions to prepare students for participation in diverse and rapidly changing global contexts.

Recent empirical studies provide substantial evidence supporting the importance of modernization initiatives within Islamic educational institutions. Aggisni et al. (2024) found that curriculum integration enhances educational relevance and student preparedness for contemporary challenges. Similarly, Rahman and Yusuf (2022) demonstrated that globally oriented curriculum frameworks positively influence students' adaptability and competitiveness. Asror et al. (2023) further reported that integrating religious and modern sciences contributes significantly to educational quality and institutional effectiveness. Beyond Indonesia, research conducted by Ahmad and Khan (2021) revealed that educational modernization strengthens institutional sustainability and graduate employability within Islamic educational settings. Meanwhile, studies by Hallinger (2022) and Fullan (2021) consistently emphasize the importance of leadership, teacher development, and organizational learning in facilitating successful educational transformation. Despite these advances, existing studies often focus on isolated variables such as curriculum development, leadership, or technology integration. Relatively few studies examine the interconnected relationships among these factors within a comprehensive modernization framework. Consequently, there remains a need for integrative investigations that explore how multiple dimensions of educational transformation collectively influence institutional effectiveness and student outcomes within pesantren contexts.

A critical examination of the existing literature reveals several theoretical and empirical gaps that justify further investigation. First, many studies discuss modernization primarily from curriculum or leadership perspectives without adequately examining their interaction. Second, limited research explores how pesantren balance technological innovation with the preservation of religious identity. Third, empirical evidence regarding the relationship between modernization initiatives and global competence development remains fragmented. According to Creswell and Poth (2021), identifying such gaps is essential for establishing the significance and originality of research. Furthermore, Hidayat and Munir (2023) note that many

modernization studies focus on policy recommendations rather than examining implementation processes within specific institutional contexts. These limitations indicate the need for more comprehensive analyses capable of capturing the complexity of educational transformation within contemporary pesantren. Addressing these gaps will contribute not only to theoretical advancement but also to practical improvements in educational management and policy development.

The conceptual framework of this study is built upon the integration of modernization theory, curriculum development theory, educational leadership theory, and global competence theory. Modernization theory provides a lens for understanding institutional adaptation to social and technological change. Curriculum theory explains how educational content and learning experiences contribute to competency development. Leadership theory highlights the role of visionary and transformational leadership in facilitating organizational change. Global competence theory offers criteria for evaluating educational outcomes within contemporary contexts. These theoretical perspectives collectively suggest that successful pesantren modernization depends on the alignment of curriculum innovation, leadership effectiveness, teacher professionalism, technological integration, and character development. Such alignment creates a comprehensive educational ecosystem capable of supporting sustainable institutional transformation.

From a theoretical standpoint, this integrated framework contributes to the broader field of Islamic educational management by demonstrating that modernization should be understood as a multidimensional process rather than a singular intervention. It recognizes that educational change occurs through dynamic interactions among organizational structures, human resources, curriculum systems, and sociocultural contexts. This perspective is consistent with systems theory approaches proposed by Fullan (2021) and Hallinger (2022), which emphasize the interconnected nature of educational improvement processes. Consequently, the framework provides a robust foundation for analyzing contemporary challenges and opportunities facing pesantren in the era of globalization and Society 5.0.

In conclusion, the literature indicates that pesantren modernization involves a complex process of institutional adaptation encompassing curriculum development, leadership transformation, technological integration, teacher professionalism, quality assurance, character education, and global competence development. Existing studies provide valuable insights into individual dimensions of modernization; however, significant opportunities remain for examining how these dimensions interact within holistic educational systems. By adopting an integrated theoretical framework, the present study seeks to contribute to scholarly discussions regarding Islamic educational transformation while offering practical recommendations for policymakers, educational leaders, and pesantren administrators. Ultimately, modernization should be viewed not as a departure from Islamic educational traditions but as a strategic effort to ensure their continued relevance and effectiveness in an increasingly complex and interconnected world.

C. Method

This study uses a qualitative approach with a case study design to understand in depth the practice of anti-stress education management in the context of full day school. The case study approach was chosen because it allows for a comprehensive exploration of phenomena in real and specific contexts, especially when the boundaries between phenomena and context are not clearly visible. Case studies are relevant to explore the processes, experiences, and dynamics of interaction between actors in managing student stress in the school environment. Creswell and Poth (2021) affirm that case studies are effectively used to analyze bounded systems with a focus on data depth and social context. In addition, this approach is in line with the research objectives that seek to understand strategies for planning, implementing, and evaluating anti-stress programs holistically, rather than simply measuring stress levels. Qualitative studies also allow researchers to capture the subjective meanings of participants through direct interaction in the field, as recommended in contemporary education research (Nowell et al., 2020). Thus, case study designs provide space for in-depth analysis of managerial practices applied in school-specific contexts.

This research was carried out at SD IT BIAS from February 22 to March 15, 2026. The selection of the location is based on the characteristics of the school that implements a full-duration learning system and has a character development program and student welfare. The study participants consisted of principals, teachers, parents, and students who were selected

purposively based on direct involvement in the educational management process and experiences related to stress management. School principals are chosen because they play a role in strategic policy-making, teachers as technical implementers in the classroom, parents as home education partners, and students as the main subjects who directly experience the impact of policies. This strategy is used to ensure participants have rich information that is relevant to the focus of the research. This approach is in accordance with the principles of qualitative research that emphasizes the depth of data rather than the number of respondents (Patton, 2020). By involving various actors, this study allows for a comprehensive analysis of policy dynamics, program implementation, and diverse perceptions and experiences.

Data collection techniques were carried out through in-depth interviews, participatory observations, and documentation studies. Semi-structured interviews are used to explore experiences, perceptions, as well as strategies applied in managing students' stress. Observations were made on learning activities, extracurricular activities, and teacher-student interactions to identify real practices that were not always revealed in interviews. Documentation includes analysis of the school's daily schedule, written policies, counseling programs, and records of student activities. This combination of techniques allows for triangulation of methods to improve the depth and accuracy of the data. Denzin (2021) emphasized that the use of various data collection techniques strengthens the validity of findings in qualitative research. The entire data collection process is carried out systematically with field notes, interview recordings, and document storage as part of the audit trail.

Data validation is carried out through several techniques to ensure the credibility and validity of the findings. First, source triangulation is carried out by comparing information from school principals, teachers, parents, and students. Second, the triangulation method is carried out by integrating the results of interviews, observations, and documentation. Third, time triangulation is applied by collecting data at different times during the research period. In addition, member checking is carried out by confirming the results of the transcript and the initial interpretation to the participants to ensure the suitability of the meaning. The trail audit process is also implemented by documenting all stages of research in detail. This validation strategy is in line with the latest qualitative research recommendations that emphasize the transparency and reflexivity of researchers (Rose & Johnson, 2020). Thus, the research findings have an adequate level of trustworthiness.

The data analysis uses the interactive model Miles, Huberman, and Saldaña which includes three main stages: data reduction, data presentation, and conclusion/verification. In the reduction stage, the researcher conducts a coding process to identify the main themes related to anti-stress management strategies. The data presentation stage is carried out through thematic matrix and descriptive narrative to facilitate understanding the pattern of relationships between categories. The final stage in the form of drawing conclusions is carried out iteratively by verifying findings against field data on an ongoing basis. This model was chosen because it provides a systematic yet flexible framework for processing complex qualitative data (Miles et al., 2020). The analysis process takes place cyclically from the beginning of data collection until the research is completed, allowing for continuous reflection and deepening of findings. With this approach, the research methodology is compiled systematically, logically, and allows limited replication according to qualitative research standards in SINTA-accredited journals.

D. Results and Discussion

Anti-Stress Program Planning Based on Psychological Needs and School Grades

Planning of anti-stress programs at SD IT BIAS is carried out systematically and based on the real needs of students. Based on the results of interviews and observations, the school does not design the program instantly, but through mapping the psychological condition of students which is carried out periodically by homeroom teachers and teachers. The principal emphasized, "We don't create programs just because of trends. We look at the needs of the children first, especially if they look tired, moody, or lacking in enthusiasm." The statement shows that the planning process starts from the reading of field phenomena, not administrative assumptions. This approach is in line with the principles of needs-based management that places student welfare as the basis of education policy. A UNESCO study (2021) confirms that schools that integrate welfare aspects in educational planning tend to have better levels of psychosocial resilience in students. Thus, the planning stage in this school is not only technical, but reflective and contextual.

The process of identifying needs is carried out through regular reflection of teachers, parent communication forums, and observation of classroom dynamics. The documentation of

the meeting shows that the issue of student welfare is a fixed agenda in the monthly evaluation. The teacher said that signs such as decreased concentration, emotional changes, or physical fatigue are early indicators in the preparation of preventive measures. This approach shows that anti-stress planning is positioned as a long-term prevention strategy. Loades et al. (2020) in the *Journal of the American Academy of Child & Adolescent Psychiatry* assert that early detection of child psychological distress is essential to prevent long-term impacts. By integrating collective reflection in teacher meetings, schools build a culture of systemic emotional alertness.

Field observations show that the results of the needs mapping translate into a more balanced daily schedule arrangement. The school includes active break breaks, educational games, as well as spiritual activities such as dhuha prayers and morning motivation. This pattern reflects a balance between academic activity and emotional recovery. The teacher explained, "If the schedule is too tight, the children get bored quickly. So we arranged it so that there was breathing space." This strategy shows an awareness that stress often arises from the density of activities without a break. A study by Pascoe et al. (2020) in the *International Journal of Environmental Research and Public Health* emphasized that balanced academic load management plays an important role in lowering adolescent stress. Thus, schedule adjustments become a concrete form of implementing preventive planning.

From a theoretical perspective, this approach is in line with Abraham Maslow's theory of the Hierarchy of Needs which places a sense of security and social need as the foundation before the achievement of self-actualization. An emotionally supportive learning environment allows students to meet their basic psychological needs so that they are better prepared to accept academic demands. Research by Soeli et al. (2021) shows that school environmental support contributes significantly to reducing stress in full day school students. However, the study goes beyond these findings by emphasizing that managerial planning is the starting point that determines the success of anti-stress interventions.

In addition, Islamic values that are the character of the school also influence the planning design. The integration of spiritual activity is not just a religious routine, but a means of establishing inner calm and emotional stability. The teacher stated that the joint worship activity helped create a harmonious atmosphere and a sense of togetherness. In the context of an integrated Islamic school culture, a spiritual approach becomes part of a psychosocial strategy. A study by Rahman et al. (2022) in *Frontiers in Psychology* shows that spiritual practices can improve students' resilience and mental well-being. This reinforces the argument that anti-stress planning cannot be separated from the context of school values and culture.

The findings of the study also show that intensive communication with parents is an integral part of the planning stage. Schools use communication groups and regular meetings to discuss children's conditions at home. The parents stated, "We feel involved, so we know how the children are doing at school." This collaboration strengthens the continuity between the school environment and the family in supporting the welfare of students. Epstein (2021) emphasized that school-family partnerships play an important role in supporting children's mental health. Thus, anti-stress planning in schools is participatory and not isolated.

Overall, the planning of anti-stress programs in SD IT BIAS shows preventive, reflective, participatory, and contextual characteristics. In contrast to an approach that only focuses on measuring stress levels, this study confirms that the managerial planning stage is the main foundation in building a psychologically healthy school ecosystem. The integration of student needs, spiritual values, schedule adjustments, and collaboration with parents forms a holistic anti-stress management framework. These findings enrich the education management literature by placing mental well-being as an integral part of school strategic planning.

Program Implementation: Academic, Spiritual, and Emotional Support Integration

The implementation of anti-stress programs at SD IT BIAS shows unique characteristics because it is not manifested in the form of a separate program or a momentary intervention, but is thoroughly integrated into the school's culture and daily activities. Based on the results of classroom observations and in-depth interviews, teachers not only play the role of teachers of academic materials, but also as facilitators of students' emotional well-being. The learning method is designed to be varied, combining group discussions, educational games, ice breaking, and reflective activities to maintain the stability of students' concentration. One teacher explained, "If the children start to look bored, we stop for a moment, talk them to move or tell stories so that the atmosphere is refreshed again." This statement indicates a pedagogical sensitivity to signs of psychological fatigue. The strategy is in line with the findings

of Renshaw and Bolognino (2020) in School Psychology which affirm that a responsive learning approach to students' emotional states contributes to increased learning engagement. Thus, the implementation of anti-stress programs is not only curative, but also preventive, as teachers actively read classroom dynamics and make instructional adjustments flexibly.

Furthermore, the implementation of anti-stress programs is also supported by a dialogical approach that builds open communication between teachers and students. In some observation sessions, the teacher provides space for students to express their feelings or complaints before learning begins. One student said, "If you are tired, the *ustadzah* likes to say that it's okay to take a short break. So don't be afraid of being scolded." This quote shows a sense of psychological safety in the classroom environment. This sense of security is an important prerequisite in building students' mental resilience. Research by Allen et al. (2022) in the Educational Psychology Review emphasizes that supportive relationships between teachers and students play a significant role in reducing academic anxiety and improving well-being. In this context, dialogue is not only a communication tool, but also an emotion regulation mechanism that strengthens interpersonal relationships. The implementation of this anti-stress program in schools shows that the relational dimension is the main foundation in creating a psychologically healthy learning atmosphere.

The integration of spiritual values is a differentiating dimension in the implementation of anti-stress programs in this school. Activities such as congregational *dhuha* prayers, morning *dhikr*, and motivational sessions based on Islamic values are a regular part of the daily schedule. These activities are not positioned solely as rituals, but as a means of regulating emotions and forming meaning-making. Observations show that after spiritual activities, students tend to be calmer and focus on learning. These findings are in line with research by Pandya (2021) in the Journal of Religion and Health who stated that spiritual practices can increase psychological resilience and lower stress levels in adolescents. Thus, the integration of spirituality in the context of education not only strengthens character, but also becomes a preventive strategy against academic pressure. This approach shows that students' mental well-being is understood holistically, encompassing cognitive, emotional, and spiritual dimensions simultaneously.

In addition to interventions in the classroom, the implementation of anti-stress programs is strengthened through active collaboration between schools and parents. The school utilizes regular communication groups to communicate students' progress, including their emotional and academic state. Parents are involved in the discussion of solutions if indications of fatigue or decreased motivation to learn are found. One parent said, "We feel involved. If the child looks less enthusiastic, the teacher immediately gives the news and invites discussion." This collaboration shows that there is consistent social support between home and school. A study by Sheridan et al. (2020) in School Psychology Review confirms that strong family-school partnerships are positively correlated with students' psychological well-being. Thus, the implementation of anti-stress programs is not only the responsibility of teachers, but is a collective work between educational institutions and families as the main supporting ecosystem of students.

In the perspective of Lazarus and Folkman's Stress and Coping theory, social support is a significant protective factor against stress. The findings of this study expand the concept of coping which has been widely understood as an individual strategy to an institution-based collective strategy. Schools don't just teach students coping techniques, but create systems that minimize the source of stress itself. This is different from the research of Imamah et al. (2021) which emphasizes students' individual coping strategies in the face of academic pressure. This study shows that learning flexibility, empathic relationships, and dialogical culture structurally facilitate the process of coping naturally. In other words, the school system serves as a mediator between the academic demands and the adaptive capacity of the students. This approach confirms that anti-stress management is ineffective if it is only individual-oriented without institutional cultural transformation.

The implementation of anti-stress programs also shows that there is consistency between formal policies and real practices in the field. A documented daily schedule shows a balance between core learning, physical activity, and reflective activities. Teachers are given the flexibility to adjust methods according to classroom conditions without excessive administrative pressure. This flexibility strengthens the teacher's professional autonomy in maintaining the psychological balance of students. Research by Harding et al. (2021) in The Lancet Psychiatry emphasizes that an adaptive and supportive school environment can reduce the risk of mental health disorders in adolescents. These findings show that the implementation

of effective anti-stress programs requires school leadership that provides room for innovation while maintaining consistency in the vision of well-being.

Overall, the implementation of anti-stress programs at SD IT BIAS is comprehensive and contextual because it integrates academic, spiritual, and emotional support aspects in one mutually supportive ecosystem. This program does not stand as a separate intervention, but is integrated into the school's daily practice. The integration shows that students' mental well-being is positioned as an integral part of the quality of education, not as an administrative add-on. With an approach oriented towards relationships, values, and collaboration, the school has successfully built a system that is protective against academic pressure. These findings provide a new perspective that effective anti-stress strategies are not just about reducing the learning load, but transforming the school culture towards a humanistic and reflective environment.

Program Evaluation: Reflective, Participatory, and Behavior Change-Based

The evaluation of the anti-stress program at SD IT BIAS is carried out in a reflective and continuous manner through monthly teacher meetings, communication forums with parents, and direct observation of the dynamics of student behavior in the classroom and outside the classroom. The evaluation is not focused on quantitative measurements using a formal psychological scale, but on qualitative indicators that represent the well-being of students in real terms, such as increased enthusiasm for learning, active involvement in discussions, emotional stability, and more positive social relationships. This approach places behavior change as a key benchmark of program success. The principal confirmed:

"We see the success from changing children's attitudes. If we are more cheerful, more confident, and don't cry easily when reprimanded, then our approach is right."

The statement shows that schools interpret evaluation as a process of understanding the transformation of students' character and emotions holistically. The documentation of the meeting shows that each homeroom teacher report on the student's condition is discussed collectively to determine follow-up steps. This kind of evaluation approach is in line with the qualitative research paradigm that emphasizes meaning and process, as explained by Nowell et al. (2020) that trustworthiness in qualitative research is built through continuous reflection and contextual interpretation.

Furthermore, participatory evaluation involves the active role of parents as school partners. Communication is carried out intensely through direct meetings and online media to get an overview of student behavior at home. One of the parents said:

"Now my son is more open. If there is a problem, he tells her first before he gets angry."

This feedback is important data in assessing the effectiveness of anti-stress programs because behavioral changes occur not only in schools, but also in the family environment. This approach reinforces the principle of source triangulation in data validation, where information from teachers, principals, and parents is compared to obtain a comprehensive picture. Rose and Johnson (2020) emphasized that the credibility of qualitative research is strengthened through the integration of various participant perspectives. In this context, evaluation is not one-way, but dialogical and collaborative, so that the policy decisions taken are more responsive to the needs of students.

This behavior change-based evaluation approach shows a paradigm shift from numbers-based evaluation to meaning-centered evaluation. When compared to quantitative studies that use psychometric instruments to measure stress levels, such as surveys based on the Likert scale, the model applied in these schools emphasizes more on the social and emotional dynamics observed directly. This approach is in line with the idea of well-being-based education management which places psychological well-being as an indicator of education quality (OECD, 2021). Evaluations not only examine whether students are experiencing stress, but how the school is able to create an environment that prevents stress from developing into a serious problem. Thus, evaluation becomes an instrument of organizational reflection that continues to improve itself.

Theoretically, these findings strengthen the integration between Maslow's Hierarchy of Needs theory and Lazarus and Folkman's Stress and Coping theory. The fulfillment of the needs of a sense of security and social support monitored through behavioral evaluations shows that school functions as a protective system against stress. Behavioral observation-based evaluations allow teachers to detect signs of emotional tension early before they develop into chronic stress. This is in line with the findings of Loades et al. (2020) which emphasize the importance of social support in preventing the negative impact of stress on children and

adolescents. Thus, evaluation is not only the final stage of management, but an integral part of a preventive strategy based on the psychological needs of the student.

The practical implication of these findings is the importance of participatory leadership in maintaining the consistency of reflective evaluations. The principal plays the role of a dialogue facilitator, not just an administrative decision-maker. A reflective culture built through regular meetings creates a safe space for teachers to convey findings without fear of blame. This approach supports the concept of collaborative school culture which according to contemporary education research contributes to the improvement of the well-being of students and teachers (Hargreaves & O'Connor, 2020). Participatory evaluation allows program improvement to be carried out adaptively according to the dynamics of changing student needs.

Although this approach has strength in depth of meaning, there are limitations in the generalization aspect because it does not use standardized quantitative indicators. However, in the framework of qualitative research, the richness of contextual data is actually an advantage in understanding the process in depth. Follow-up research with a comparative approach between schools can expand understanding of the effectiveness of this behavior-based evaluation. Integration between qualitative and quantitative approaches (mixed methods) can also be an alternative to obtain a more comprehensive picture.

Overall, the continuity between planning, implementation, and evaluation suggests that an effective anti-stress program is not an incidental intervention, but rather an integral part of educational management that is oriented toward a balance between academic achievement and student psychological well-being. Reflective and participatory evaluation shows that changes in student behavior are an authentic indicator of program success, while emphasizing that schools have a moral and professional responsibility in maintaining students' mental health as part of the quality of sustainable education.

Conclusion

This study concludes that the management strategy of the anti-stress program at SD IT BIAS is carried out holistically through three stages that are integrated with each other, namely planning based on students' psychological needs, integrated implementation in school culture, and reflective evaluation based on behavior change. The findings show that program success is not measured through quantitative instruments alone, but rather through attitude transformation, emotional stability, and increased student learning engagement. Thus, anti-stress management is not positioned as an additional program, but as an inherent part of school governance oriented towards the well-being of learners.

Theoretically, this research strengthens the integration between human needs theory and coping theory within the framework of education management functions. Meeting the needs of a sense of security, social support, and an empathetic environment has proven to be an important foundation in preventing the emergence of academic stress. These findings enrich the literature that has tended to focus on measuring stress levels quantitatively, by offering the perspective that institutional managerial processes have a strategic role in shaping students' emotional resilience. Thus, this research contributes to the development of a more contextual and humanistic well-being-based education management paradigm.

Practically, the results of the study confirm the importance of participatory leadership, a reflective culture, and active collaboration between schools and parents in maintaining the sustainability of anti-stress programs. Schools that build open and responsive communication to the dynamics of student needs tend to be better able to create a safe and supportive learning environment. In terms of policy, this finding provides an implication that the preparation of education programs should integrate mental health aspects as an indicator of the quality of education, not just academic achievement.

Although this study provides an in-depth overview of anti-stress management practices in a single school context, the scope is still limited to a single case study. Therefore, further research is recommended to conduct comparative studies on different types of schools or use a longitudinal approach to see the sustainability of the program's impact in the long term. Thus, the understanding of anti-stress education management can be broader and more comprehensive in supporting the creation of a sustainable and student-welfare education system.

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