



Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an

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Abstract

The study aimed to test the effectiveness of stress management training in reducing academic distress and increasing self-efficacy. The research used a quasi-experimental pretest-posttest control group design. It involved 10 *mahasantri* or university students who memorized the Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an and experienced a high level of academic stress and low self-efficacy. The stress management training lasted for seven sessions. The research employed the academic stress scale and general self-efficacy scale to collect data from the participants. Data analysis was conducted using an independent sample t-test based on the gain score. The results showed that stress management training was effective in reducing academic distress and increasing self-efficacy, with a relatively large effectiveness value. The results imply that low academic stress and high self-efficacy improve the chance of students completing their education and memorizing the Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an.

Keywords: academic stress; stress management; self-efficacy; Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an memorization

Mental health issues have become a focus in various contexts, including education. One issue that is increasingly receiving attention in the education sector is academic distress in students (Aloysius & Salvia, 2021). The prevalence of academic distress among students shows an upward trend over the years. A research report by Ambarwati et al. (2019) found that 57.4% of students experienced moderate levels of academic distress, while 5.9% experienced severe academic distress. It is in line with the findings of Harahap et al. (2020), who found that 13% of students experience very severe levels of academic distress, 75% experience moderate levels of academic distress, and 12% experience low academic distress—with a potential to increase to more dangerous levels.

Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing *mahasantri* (Prasetya, 2020). Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students the Al-Qur'an—memorizing *mahasantri* are individuals who attend universities and Islamic boarding schools simultaneously, with a special focus on the Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing memorization program. *Mahasantri* are more vulnerable to experiencing academic distress due to the double burden as students, *santri* (pupils at an Islamic boarding school), and Academic pressure becomes more complex for Stress Management Training to

Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing memorizers (Maya, 2017; Shulhan, 2018). As reported in a study by Izah et al. (2023), six out of seven *mahasantri* experienced moderate academic distress with symptoms lasting for weeks.

Students who memorize the Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing face several stressors that trigger academic distress, namely responsibilities as university students, as pupils at Islamic boarding schools, and memorizing the Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing. First-year students face a transition period in life, including changes in social relationships where incoming students are still attached to the peer group environment, as well as the burden of academic tasks that are more challenging than in high school (Prasetya & Hartati, 2014). Meanwhile, final-year students face stressors like difficulty in finding thesis topics, material, literature, and research data (Pratiwi & Satwika, 2022).

Mahasantri attending Islamic boarding schools has several routine activities, including studying classical books on morals, Islamic laws, divinity, and Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing memorization. The routine of students in Islamic boarding



schools also includes the congregational prayers, *muroja'ah* (review) of the Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing and classical religious literature, and adherence to certain rules such as curfews, dress standards, behavior, and ethical standards in interactions (Candrawati et al., 2022). There are consequences for violations of these codes. The punishment received by students when violating rules includes physical punishment, fines, requests to conduct certain activities, and the most severe punishment, expulsion from the boarding school (Musayyifi & Madrah, 2022; Rukiyati et al., 2024).

The complex academic load can cause distress in *mahasantri* in the future. Izah et al. (2023) found that the sources of distress in students living in boarding schools are related to the dual pressures of being a university student and a *santri*. The stress experienced by *mahasantri* is often caused by adaptation problems, marked by the inability of individuals to manage their time. This condition is mainly experienced by *mahasantri*, who serve as administrators in student organizations and boarding schools. The moral burden that arises from the demand to be a role model for younger students also contributes to the pressure felt.

Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing memorization is an important part of the educational process in Islamic boarding schools, but it can be challenging for students experiencing difficulty achieving the set memorization targets. Khamida and Zul-fah (2019) found that the pressure to meet the Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing memorization target can cause distress in *mahasantri*, which is characterized by symptoms like dizziness, fear, and worry if they do not succeed in achieving the memorization target. In addition, intense academic demands and a packed schedule at boarding schools and universities contribute to the stress experienced by students who memorize the Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing memorization test (Khairina, 2022). Students who have already memorized the Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-Qur'an—memorizing are responsible for maintaining their memorization, implying that they are worried about losing their memorization (Munawaroh et al., 2021).

The academic demands faced by *mahasantri* as Academic pressure becomes more complex for Stress Management Training to Reduce Academic Distress and Increase Self-Efficacy in Students Memorizing the Al-

Qur'an—memorizing memorizers and university students, if not managed properly, can cause symptoms of distress. This finding is in line with the research of Djoar and Anggarani (2024), which stated that academic loads that are not managed properly may trigger more serious distress symptoms, among which is due to a lack of motivation. Students often have to balance the demands of the formal education curriculum and religious demands at boarding schools. Academic pressure becomes more complex for students who are the Al-Qur'an—memorizing. These students have more responsibilities than regular students. In addition to completing coursework, they must also engage in *muroja'ah* (reviewing memorization) to maintain the memorization they have achieved, which adds further complexity to the stress they face. Stress management training is therefore important to reduce academic distress and increase self-efficacy in these students (Sari & Abidin, 2022).

The academic load at boarding schools and universities faced by Al-Qur'an—memorizing students can be a source of stressors. In some cases, stressors can produce a positive response in the form of eustress, which is characterized by positive feelings, increased motivation, and greater resilience (Lazarus, 1993). However, people do not respond to all stressors positively. In some cases, stressors can trigger distress, marked by several maladaptive symptoms in various aspects, such as emotional, behavioral, cognitive, and physical. This distress generally occurs due to a lack of effective coping skills (Lazarus, 1993). This aligns with the symptoms of academic distress experienced by Al-Qur'an—memorizing *mahasantri*, including psychological symptoms, e.g., anxiety, difficulty concentrating, irritability, and crying, as well as physical and biological issues, e.g., irregular sleep patterns, digestive problems, and headaches (Izah et al., 2023).

Academic distress is influenced by interrelated internal and external factors. Internal factors that trigger symptoms of academic distress include individual capacities, such as hardiness, self-control, optimism, and lack of coping strategies (Ogden, 2012; Taylor, 2012), while external factors include heavy academic loads, as well as excessive demands from school and parents to excel (Barseli et al., 2017). The findings related to the triggers of academic distress align with the sources of stressors faced by Al-Qur'an—memorizing students, which include the challenges of dual duties as students in higher education and Al-Qur'an—memorizing students in Islamic boarding schools (Candrawati et al., 2022; Rukiyati et al., 2024; Sari & Abidin, 2022).

Ineffective coping strategy skills are closely related to the emergence of academic distress experienced by Al-Qur'an—memorizing students. Jannah et al. (2019) identified coping strategies used by Al-Qur'an memorizers in a boarding environment to deal with the boredom of academic routines. Problem-focused coping done by these students includes active coping, confrontative coping, planful problem solving, and social support—seeking. Meanwhile, emotionally focused coping strategies found include self-control, positive reappraisal, and escape and avoidance. However, Khamidah and Zulhah's research revealed that 38.7% of students who memorize the Al-Qur'an still apply maladaptive coping strategies, such as

crying, daydreaming, excessive sleep, and smoking. Izah et al. (2023) described the coping method of Al-Qur'an memorizing students as being limited to spiritual coping, which is a form of emotional-focused coping. The students' efforts to divert stress include reading the Al-Qur'an and *tasawuf* books and listening to Al-Qur'an recitations and *durood*. Efforts to relieve stress through problem-focused coping include praying and seeking advice from spiritual teachers or *ustaz*. Other stress resolution efforts are trying to manage time wisely and avoiding unproductive activities like "doom-scrolling" social media platforms and hanging out.

The study found that Al-Qur'an—memorizing students tend to use maladaptive coping, with a tendency to rely on religious coping approaches. Ayun et al. (2024) indicated that religious coping does not reduce symptoms of psychological distress, highlighting that distress needs to be reviewed from the demographic background, spiritual quality, and factors causing the distress itself. Meanwhile, religious coping is an attempt to reduce emotional distress by using religious resources such as institutions, beliefs, attitudes, and worship practices (Birhan & Eristu, 2023).

A religious coping approach is not effective enough to reduce academic distress, with six out of seven Al-Qur'an memorizers reporting that they still experienced moderate academic distress (Izah et al., 2023). Stress management approaches that have been proven effective in reducing stress levels include relaxation techniques, meditation, yoga, deep breathing, and social support (Merdiaty et al., 2025), as well as cognitive behavioral-based approaches like positive reappraisal, which is an effort to give a positive assessment of difficult events (Maryam, 2017). These methods are underutilized by *mahasantri*.

Ineffective coping strategies in Al-Qur'an—memorizing students are closely related to limited resources in managing stress, especially in the ability to identify, control, and reduce stress proactively. These students tend to use spiritual—based approaches without attempting to combine them with more adaptive approaches proven to be effective in reducing academic distress.

Unmanaged academic distress can also reduce an individual's self-efficacy level. Research shows that ineffective stress management skills have a positive relationship with decreased self-efficacy (Khaleghi & Najafabadi, 2015). A study conducted by Himmah and Shofiah (2021) also confirmed the relationship between self-efficacy and academic stress, explaining that excessive pressure, such as the high level of task difficulty and demands for achievement, can interfere with students' perceptions and beliefs about themselves, thus reducing self-confidence.

High academic distress (Sudarsana, 2019) and low self-efficacy, if not managed properly, will affect academic achievement (Wijaya, 2024). This condition affects the ability to manage the learning process and balance academic demands as university students, *santri*, and Al-Qur'an memorizers. It can potentially hinder them from completing education and memorizing the Al-Qur'an on schedule (Nurhasanah & Hawadi, 2022; Reddy et al., 2018). In addition, unmanaged distress can exacerbate symptoms, such as anxiety and feelings of inadequacy. In the long term, it can lead to more serious mental health problems (Nurhasanah & Hawadi, 2022; Salsabila et al.,

2022).

Efforts to reduce academic distress and increase self-efficacy can be achieved through stress management training, enabling students to manage stress from academic loads more effectively. Khoirunnisa and Gumiandari (2023) found that stress management programs effectively help students overcome academic pressures and reduce distress symptoms. This implies that appropriate interventions play an important role in improving the mental well-being of Al-Qur'an—memorizing *mahasantri* in Islamic boarding schools. Sahranavard et al. (2019) found that group stress management can reduce stress symptoms and increase hardiness and self-efficacy in students. Darmayanti and Daulay (2020) tested stress management training on 50 *santri* and found that the training was effective in increasing happiness and reducing stress symptoms.

Stress management training provides skills to prevent prolonged distress and anticipate maladaptive responses. Suryani (2021) added that this training helps *santri* recognize sources of stress and practice stress management techniques. Additionally, the training is designed to increase mental resilience in facing future challenges (Avianti et al., 2021; Bana et al., 2023; Mahardhani et al., 2020). Effective stress management skills can help manage academic pressures, minimizing the negative impact on self-efficacy (Himmah & Shofiah, 2021).

Education is a holistic process that optimizes individual potential in various aspects, including intellectual, mental, and personality, through an interactive approach. However, in its implementation, the mental aspect is often neglected. Research shows that the well-being of *santri* in Islamic boarding schools is still at an average level (Muliadi & Hidayat, 2022). Students' well-being has been shown to correlate with academic stress, whereas academic pressures tend to reduce their well-being (Zahrah & Sukirno, 2022).

Sahranavard et al. (2019) tested the effectiveness of cognitive behavior-based stress management training on anxiety, hardiness, and self-efficacy in female medical students. Then, Darmayanti and Daulay (2020) assessed the effectiveness of stress management training on the happiness of *santri* in boarding schools, while Khoirunnisa and Gumiandari (2023) used self-instruction and self-efficacy approaches to reduce student academic stress.

Based on the findings of previous research, stress management training programs are still limited and have not been specifically designed for individuals with dual roles as university students and Al-Qur'an—memorizing pupils in Islamic boarding schools. Therefore, the development of stress management training needs to be expanded, especially for this population, by considering its relationship with other influencing variables.

Based on these considerations, the current study focused on analyzing the relationship between stress management training on two variables, namely academic distress and self-efficacy in the population of *mahasantri* or university students who also memorize the Al-Qur'an in Islamic boarding schools. This approach was expected to provide additional references for a specific population. The researcher proposed the following research questions: 1) Does stress management training effectively reduce the

academic distress of university students who are also in the Al-Qur'an memorization program? 2) Does stress management training effectively increase self-efficacy among university students who are also in the Al-Qur'an memorization program?

1. Methods

This study used a quantitative quasi-experimental pretest-posttest control group design approach. The study involved 10 participants who were divided into experimental and control groups. The researcher used the purposive sampling method, selecting participants based on the following inclusion criteria: (1) academic stress scores are in the high category, assessed by the academic stress scale. (2) The self-efficacy score is in the low category, assessed by the general self-efficacy scale instrument. (3) Active students in both Islamic boarding schools and universities. (4) At the moment, taking the Al-Qur'an memorization program (tahfidz) at the boarding school. (5) Willing to participate in the research activities, indicated by filling out the informed consent sheet. The demographic data of the research participants are shown in Table 1.

The academic stress scale used in this study is an adaptation of the instrument developed by Nugraheni (2012), with a Cronbach's alpha score of 0.89. For the self-efficacy variable, researchers adapted the General Self-Efficacy Scale (GSE) from Novrianto et al. (2019) research with a Cronbach's alpha reliability score of 0.87. Both of these scales have gone through the content validity assessment stage by experts (consisting of lecturers, psychologists, and Al-Qur'an teachers).

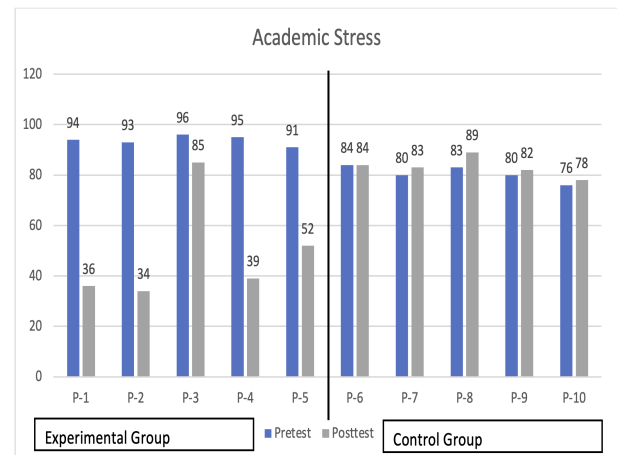
The stress management training module was adapted from the research module by Harsyaf (2018), which has been validated by professionals. This module integrates various techniques, e.g., cognitive restructuring, time management, relaxation and meditation, social support, and the application of a healthy lifestyle. The approach refers to The Stressless Workbook by Abramowitz (2012), with adjustments according to research needs and evaluation from professional assessors. The stages of training implementation are shown in Table 2.

The study employed the comparative analysis method to measure the difference in improvement (gain) between the experimental and control groups on academic stress and self-efficacy scores. Hypothesis testing was conducted for normally distributed and homogeneous parametric data using an independent sample t-test based on gain scores with the SPSS. The level of therapy effectiveness was assessed through effect size. This analysis method was chosen due to the small sample size.

2. Result

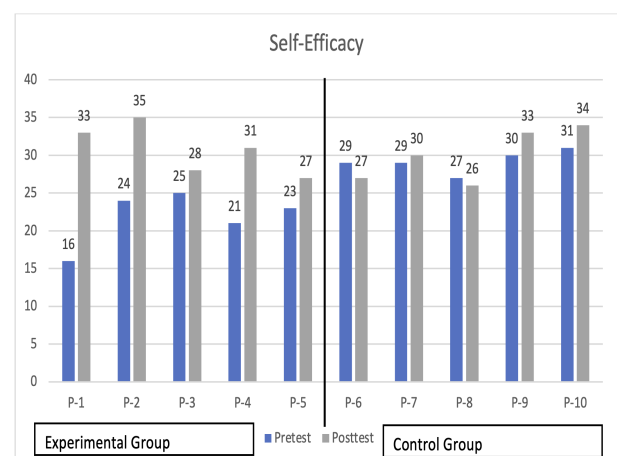
Figures 1 and 2 show the results of the study before and after the intervention, comparing the experimental and the control groups.

Figure 1
Data Distribution of Academic Stress



The comparison between the pretest and posttest (Figure 1) shows that participants in the experimental group experienced a decrease in academic stress levels, moving from the very high category to the low to high categories. In contrast, participants in the control group did not experience any changes and continued to have high levels of academic stress.

Figure 2
Data Distribution of Self-efficacy



The pretest and posttest comparison (Figure 2) shows that self-efficacy scores in the experimental group increased, moving from the very low to high categories. In contrast, participants in the control group did not experience significant changes and maintained the same level of self-efficacy (low).

Table 1
Demographics of Research Participants

Experiment Group				Control Group			
No	Initial	Age	Gender	No	Initial	Age	Gender
1.	P-1	21 years old	Male	1.	P-6	19 years old	Female
2.	P-2	19 years old	Female	2.	P-7	19 years old	Male
3.	P-3	22 years old	Female	3.	P-8	20 years old	Male
4.	P-4	21 years old	Female	4.	P-9	19 years old	Male
5.	P-5	20 years old	Female	5.	P-10	19 years old	Male

Table 2
Stress Management Training Module

Sessions	Stage	Stress Management Training Content
I	Opening and introductions	<ol style="list-style-type: none"> 1. Participants signing an informed consent form 2. Participants fill out the pretest 1 sheet 3. Establishing rapport 4. Conveying the purpose of the activity
II	Stress and problem identification	<ol style="list-style-type: none"> 1. Participants understand stress 2. Participants identifying the source of stress experienced
III	Stress management skills	Participants understand stress management skills
IV	Altering stressful thoughts	Participants can alter stressful thoughts
V	Relaxation	<ol style="list-style-type: none"> 1. Participants know relaxation techniques 2. Participants can practice the relaxation techniques
VI	Goal setting	Participants can set goals according to the SMART method
VII	Posttest and closing	<ol style="list-style-type: none"> 1. Determining the level of academic stress and self-efficacy after each session. 2. Informing participants that the session has been completed

Table 3
Difference in Academic Stress Gain Score Between Control and Experimental Groups

Class	Data	Mean	Sum of Rank	z	p
Gain Score	Control	3	15	-2.169	0.009
Academic Stress	Experiment	8	40		

Based on Table 3, the significance level of the gain score for academic stress was 0.009 ($p < 0.05$). This indicates a significant difference in academic stress between the experimental and control groups.

Table 4
Difference of Self-Efficacy Gain Score Between Control and Experimental Groups

Class	Data	Mean	SD	t	p
Gain Score	Control	-0.8	2.28035	-2.986	0.017
General-Self Efficacy	Experiment	-9	5.70088		

Based on Table 4, the significance level of the general self-efficacy scale is $0.017 > 0.05$. This means that there is a significant difference in the gain score of general self-efficacy between the experimental group and the control group.

Based on Table 5, the effect size of the academic stress variable was 0.82. While the acquisition of effect size r on the self-efficacy variable is 0.72, so it is included in the

Table 5
Effect Size Test Results

Data	r	Description
Academic Stress	0.828	Large
Self-Efficacy	0.726	Large

large category.

3. Discussion

This study aimed to see the effectiveness of stress management training in reducing academic distress and increasing self-efficacy in Al-Qur'an—memorizing *mahasantri*. The findings showed that stress management training effectively reduced academic distress and increased self-efficacy among *mahasantri* who was memorizing the Al-Qur'an.

The stress management training is designed to increase awareness of the importance of applying coping strategy skills in daily life (Maghfiroh, 2016). This awareness is then directed to a series of teaching stress management skills, e.g., anxiety reduction skills, which is done by modifying irrational thought processes to be more rational, relaxation and meditation, and adaptation skills, as well as improving access to social support. This finding aligns with that of Kurniasih and Liza (2018), who stressed that management training is effective in reducing academic stress in students, and that this success is inseparable from the group approach used. The small group approach will trigger information sharing, discussions of problems and solutions, and provision of support and reassurance

to each other.

Stress management training has been shown to be effective in reducing symptoms of distress in students who memorize the Al-Qur'an. Several studies support this finding, such as Azam and Abidin (2014), which examined the effectiveness of dhikr relaxation training in reducing stress levels in students. In addition, Ramadhan (2012) found a relationship between psychological well-being and decreased academic stress in students who memorize the Al-Qur'an. Group stress management training has also been proven to improve the well-being of students, while enriching their knowledge in coping with various academic demands. Through this training, students can evaluate their experiences in a more positive way and take lessons from what they think and feel (Darmayanti & Daulay, 2020).

Several studies support the role of stress management training in improving self-efficacy. Bushy et al. (2004) suggested that stress symptoms correlate with self-efficacy levels, and one effective stress management technique is cognitive-behavioral stress management (CBSM). This approach is proven to increase self-efficacy because it teaches individuals to identify cognitive distortions that cause stress and reduce stress symptoms through relaxation and meditation techniques (Jafar et al., 2015). This finding is also supported by Alfinuha et al. (2021), who found that stress management interventions are effective in increasing self-efficacy. In the CBSM approach, participants are trained to manage stressful thoughts, negative feelings, and behaviors, e.g., through assertive communication, social support seeking, and progressive muscle relaxation exercises.

Sahranavard et al. (2019) said that group stress management training is effective in increasing the self-efficacy of *mahasantri* because, in the training process, participants are directed to increase awareness of stress symptoms experienced, such as in the form of lack of confidence. The training begins by increasing awareness of the automatic irrational thoughts that arise every time an individual responds to stressful situations, then linking them to the emergence of maladaptive behavioral, emotional, and physiological responses. Stress management training directs the individual to do self-talk to change the irrational thoughts that arise and combine it with muscle relaxation and breathing techniques. The group training approach directs participants to strengthen each other's commitment and responsibility for their lives. Then, self-efficacy is influenced by the willingness to be responsible for fulfilling their targets.

Stress management training is also effective in improving the quality of students' mental health in responding to academic challenges in higher education (Bana et al., 2023). Emotion regulation assistance can reduce academic distress, which eventually improves the mental health of students. An effective assistance program is carried out for eight sessions, which include opening, introduction to the concept of academic stress, situation selection, situation modification, attentional deployment, cognitive change, response modulation, and closing (crystallization) (Setyowati et al., 2023).

Effective stress management skills can motivate individuals to rebuild self-confidence for future obstacles.

Schwarzer et al. (1997) revealed that when stress is successfully managed, individuals can cope better with life challenges and increase their self-efficacy. Ehteshamzadeh et al. (2016) also said that stress management training can improve self-efficacy and quality of life. The study examined the effects of stress management training on women who just got divorced and found that the intervention helped participants develop problem solving skills to overcome obstacles faced. As their coping skills improved, participants had more confidence in their ability to succeed in difficult situations.

The group approach also supports the success of the intervention process, the implementation of interventions in groups triggers a sense of commonality and togetherness between participants, encouraging the process of sharing information and perspectives in responding to a problem, which in turn enriches the participants' coping strategy references. This finding is in line with Yalom and Leszcz (2020) research, which discovered that group counseling plays a role in providing space for participants to share experiences without judgment so that there is a sense of belonging and the emergence of new, better hopes. The therapeutic process encourages group members to have the freedom to be their whole selves, be open with the group, and have mutual trust, care, and support for each other.

The success of the training is closely related to the complexity of the stressors experienced. In groups, this training showed effectiveness in reducing academic distress and increasing self-efficacy. However, individually, the training showed a limited effect in reducing distress and increasing low self-efficacy in Participant 3. It happened because the stressors experienced by Participant 3 were not only academic-related, as she had limited social support because her parents were divorced, and she was always exposed to their disputes. Taylor (2018) said the role of external factors, such as social support and physical and psychological comfort in the family, can influence students to find alternative ways of coping with academic stressors, and so more complex types of stressors, such as parental divorce can affect academic stress and self-efficacy in *mahasantri* (Yusuf & Yusuf, 2020).

There are several limitations of the research, including a) the sample size was small, which is an obstacle to generalization; b) the length of time a *santri* spent in the Islamic boarding school was not taken into account; c) the research only focused on examining distress related to academic pressures while there were personal problems that were not discussed during the intervention that affected its effectiveness. Through the identification of these limitations, future researchers are expected to make improvements and further development.

4. Conclusion

Stress management training is effective in reducing academic stress and increasing self-efficacy in Al-Qur'an—memorizing *mahasantri*. The success of the training is reflected in the improvement of stress management skills, such as the application of breathing relaxation techniques, identification of stress sources and their impacts, and formulation of solution—focused adaptive coping strategies. The group approach also played

a role in encouraging participants to share information, discuss problems and solutions, and provide mutual support, thus helping them cope more effectively with difficult situations.

4.1 Recommendation

Qur'anic memorization students need to increase their sensitivity to stressful situations and apply learned stress management skills. For student boarding schools, the results of this study can serve as a reference for designing stress management training programs as a preventive measure against the risk of more serious distress. Future research is recommended to explore the effectiveness of this training with a broader range of participants by involving diverse samples.

5. Declaration

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5.2 Funding

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5.3 Author Contributions

The first researcher contributed to planning, conceptualizing, conducting the research, and writing the manuscript. The second and third researchers contributed by providing supervision during the research process and reviewing the manuscript.

5.4 Conflict of Interest

The authors declare that they have no conflict of interest with any party.

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