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Analysis of students' mental health through the perspective of tarbawi hadiths using systematic literature review (SLR)

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Abstract
The mental health of students in the perspective of the hadith tarbawi is not explained directly. However, these hadiths provide insights indirectly in the study of mental health. The purpose of this study was to find out the mental health of students in the perspective of tarbawi traditions. This study uses the Systematic Literature Review (SLR) qualitative research method as a form of process of identifying, evaluating, and interpreting all available study materials in an effort to provide answers to certain research questions. Documents found in the period from 1768 to 2021 reach 200 publications. Then a limitation was carried out which fulfilled six Quality Assessments so that only 6 articles were selected. Then the six articles were coded with the help of Nvivo software. The results showed that students' mental health in the perspective of hadith tarbawi found three things, namely the development of resilience in students, social encouragement and also maintaining positive relationships with the surrounding environment. This is what is able to instill a good attitude in students and give birth to a healthy soul.

Keywords: Mental health, hadith tarbawi, building resilience

How to Cite: Alfiah, A., Arbi, A., Arwan, A., Suhaimi, S., Miftahuddi, M., Anwar, A., Murniati, A., Istiqomah, I., Darmawati, D., Zatrahadi, M., & Zola, N. (2021). Analysis of students' mental health through the perspective of tarbawi hadiths using systematic literature review (SLR). *Konselor, 10*(4), 112-118. doi: https://doi.org/10.24036/02021104122113-0-00

Introduction

The perspective of the hadith tarbawi in assessing students' mental health sees this as part of spiritual and soul well-being. In the hadith of the Prophet Muhammad SAW, it is emphasized that every individual must pay attention to his mental and spiritual condition so that he remains healthy and stable (Bukhari, 2012b; Khon, 2015; Munir, 2015). One way is to increase worship and strengthen the relationship with Allah SWT. Students' mental health can also be improved through increased adaptability and coping with pressure, as well as maintaining emotional balance (Nizar & Hasibuan, 2011; Sayadi, 2009). Every individual must also have a patient and optimistic attitude when facing difficulties, because this is a test and trial from Allah SWT (Azhari, 2012; Zaenuri, 2020; Zulaikho, 2014).

Overall, the hadith tarbawi perspective views students' mental health as an integral part of mental and spiritual well-being, and emphasizes the importance of strengthening relationships with God and strengthening oneself in overcoming life's pressures and challenges (Abdul, 2016; Majid, 2012; Muslim, 2012). In the hadith of the Prophet Muhammad, there is no hadith that specifically addresses students' mental health. However, there are several hadiths that can provide views and values related to mental health, such as:

"Indeed, patience is a part of faith" (HR. Muslim).

This hadith emphasizes the importance of being patient in dealing with life's pressures and difficulties, which can strengthen mental health.

"Be patient, because indeed the character of a patient person is the nature of those who are guided by Allah" (HR. Bukhari).

This hadith explains that patience is a trait of a wise and open-minded person, which can strengthen mental health.

"Make remembrance of Allah in every situation, then surely Allah will make it easy for you" (HR. Muslim).

This hadith emphasizes the importance of worship and remembrance to strengthen the relationship with Allah, which can help maintain mental and spiritual health (Aryanto, 2017; Jannah, 2015; Reza, 2016). Tarbawi's hadith does not specifically mention mental health in students. But in Islam, it is important to pay attention to the health of the soul and mind (Afendi, 2016; Hasanudin et al., 2017; Suryadi, 2011), as in the hadith of Rasulullah SAW which says (Bukhari, 2012a): " Indeed, in the body there is a piece of flesh, if it is healthy, the whole body will be healthy, and if it is sick, the whole body will be sick. That is soul" (HR. Bukhari).

Thus, the important points in the context of mental health in students are by prioritizing mental and mental health, preventing and overcoming mental health problems through appropriate medication and social support, developing healthy living habits, such as exercising, getting enough sleep, and eating healthy foods, avoiding stress and build resilience by praying, meditating, and managing emotions well, supporting and maintaining positive relationships with friends, family, and the surrounding environment (Nugraheni & Indarjo, 2018; Rusydi, 2012; Tirtawati, 2016). Therefore this research was conducted with the aim of knowing the mental health of students in the perspective of the hadith tarbawi (Ainissyifa & Amelia, 2018; Suhaili & Hidayatullah, 2017; Suyadi & Sutrisno, 2018). The reason researchers conducted research on the mental health of students with tarbawi hadith is because this research is still a research topic that is still widely discussed. The following is a view of active authors regarding research on student mental health or tarbawi traditions in the Vosviewer network via the Google Scholar database:
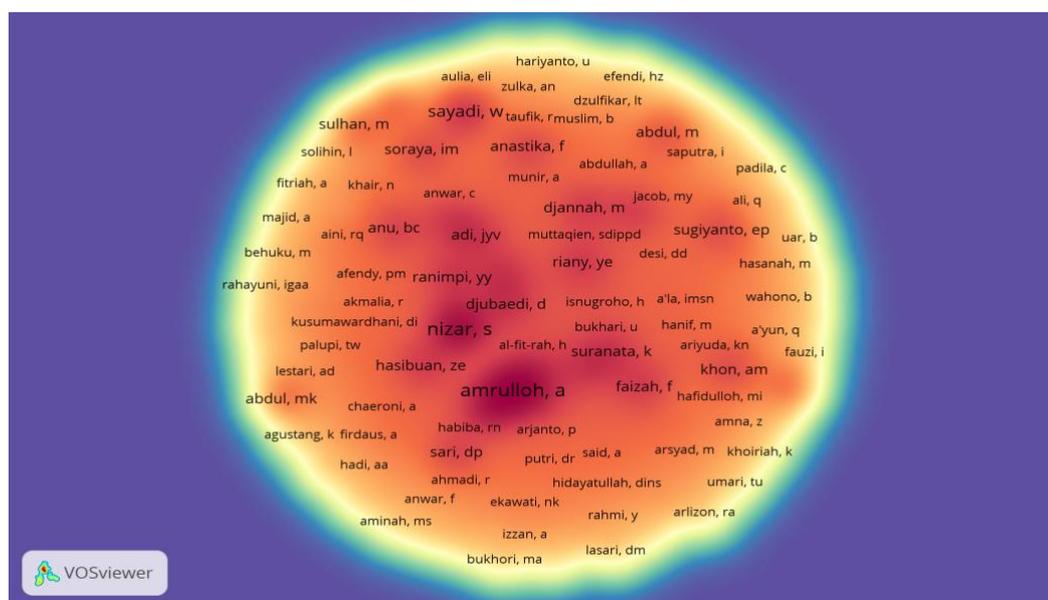
Figure 1. Visualization of the Author Network

Method

Systematic Literature Review (SLR) refers to the method for finding, assessing, and interpreting all available literature related to the problem formulation or topic area studied (Calderón & Ruiz, 2015). Systematic Literature Review (SLR) as a form of process of identifying, evaluating, and interpreting all available study materials in an effort to provide answers to certain research questions (Kitchenham et al., 2009).

The purpose of this literature review is to obtain a theoretical basis that can support solving the problem under study and reveal various theories that are relevant to the case; More specifically, this study examines

in depth how students' mental health is in the perspective of the hadith of Tarbawi. Stages of systematic literature review (SLR) research. The stages of the Systematic Literature Review (SLR) research include:

Stage 1: Formulating the Problem
During this phase, the researcher formulates an in-depth research question. This research question was developed to respond to the requirements of the selected problem, namely: how is the mental health of students in the perspective of hadith tarbawi?

Step 2: Finding Literature (Identification)
After topic formation and problem articulation, the next stage is the search for relevant publications, or the search process. This literature review is a detailed synthesis of various research studies that have been decided according to a particular theme. The literature search date is February 8, 2023. The data used in this study is secondary data obtained not through direct observation but from the results of previous research by researchers. Secondary data sources consist of publications from reputable national journals on predetermined topics. A literature search for this research was conducted using the Google Scholar database with the Indonesian search terms "tarbawi hadith" OR "student mental health". The search procedure or search process is used to retrieve relevant sources from the Google Scholar database to address the problem formulation (RM). Based on the identification results, 200 articles were obtained from https://scholar.google.com. Then all articles are limited based on the abstract of each document.

Step 3: Selecting the results of a literature search that are in accordance with the quality assessment (feasibility screening)
This step determines whether or not the data found is appropriate for use in SLR research. By using the PICOS method, inclusion and exclusion criteria were determined at this stage (Budgen & Brereton, 2006). (Population, Intervention, Comparison, Outcomes, Study) which looks like the table below:

Table 1. Format PICOS

Title	Inclusion	Exclusion
Criteria	Inclusion (which includes the criteria for selected articles)	Exclusion (those that do not meet the criteria for selected articles)
Population	Study of hadith tarbawi and students' mental health	Studies that are not related to hadith tarbawi and students' mental health
Intervension	No action	No action
Comparison	There's no comparison	There's no comparison
Outcome	Relevance of hadith tarbawi with students' mental health	-
Study	Qualitative	Besides Qualitative
Year of Publication	1768-2021	outside 1768-2021
Language	Indonesian	Besides Indonesian

1. Population: the population here refers to various studies on tarbawi traditions and students' mental health.
2. Intervention: Because this research involves social science research, the researcher does not include an intervention/action component (not medical research).
3. Comparison: Researchers did not include comparative aspects in this study because they did not compare the results of the study to the hadith of Tarbawi and students' mental health.
4. Outcome: the outcome in question is how the results of research on tarbawi traditions and students' mental health are.
5. Study: Using a qualitative research study, this research was conducted by researchers using a qualitative methodology.
6. Year of publication: researchers limit research publication years from 1768-2023 so that research can cover a variety of relevant studies.
7. Language: researchers limit articles to Indonesian only.

In order for articles that are permitted to reach the required criteria, a Quality Assessment (QA) will be carried out / Assessment of the quality of the feasibility of the article, and must meet the following quality assessment criteria:

Table 2. Quality Assesment

No	Quality Assesment	Information

1	QA 1	Is the identity of the journal complete?
2	QA 2	In the abstract/conclusion section does the article tell about the hadith tarbawi or students' mental health?
3	QA 3	Does the article contain the factors that most influence the hadith tarbawi and students' mental health?
4	QA 4	Does the article include the type of research, data collection techniques and what research tools are used to research tarbawi traditions and students' mental health?
5	QA 5	Was the article published in 1768-2021?
6	QA 6	Is the article in Indonesian?

Table 3. Articles according to 6 Criteria

No	Title	Author	Link Journal	QA1	QA 2	QA 3	QA 4	QA 5	QA 6	Inf
1	Re-interpretasi hadis tarbawi tentang kebolehan memukul anak didik ali	Ali Imron	https://ejournal.uin-suka.ac.id/tarbiyah/JPI/article/view/1118	Y	Y	Y	Y	Y	Y	L
2	Lingkungan pendidikan dalam al-qur'an dan hadis	Hasbullah	https://jurnal.uinbanten.ac.id/index.php/tarbawi	Y	Y	Y	Y	Y	Y	L
3	Upaya guru dalam pembentukan akhlak siswa melalui kegiatan ekstrakulikuler baca tulis al-qur'an di madrasah aliyah negeri kota batu ibrahim	Ibrahim Maulana Syahid Nur A'la; M. Hanif; dan Ika Anggraheni	http://ejournal.kopertais4.or.id/pantura/index.php/alhikmah/article/view/3567	Y	Y	Y	Y	Y	Y	L
4	Hubungan shalat dhuha dengan kesehatan mental siswa madrasah tsanawiyah	M. Ihfadh Hafidulloh, Siti Fatonah	https://www.ejurnal.poltekkes-tjk.ac.id/index.php/JKEP/article/view/578	Y	Y	Y	Y	Y	Y	L
5	Hubungan peran guru pai dengan kesehatan mental siswa di smk negeri 1 cibinong selama covid-19	Muhyani, Ainiyah Hidayanti Yusup, Yono Universitas	http://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/2360	Y	Y	Y	Y	Y	Y	L
6	Kesiapan pembelajaran tatap muka dan kesehatan mental siswa sekolah dasar akibat pembelajaran daring	Della Novita Sari, Fatdilah Nuraini Alfansuri, Risa Qurotun Aini, Muhammad Nur Kapit, Arum Tunjung Wulandari	https://ejournal.uinsaid.ac.id/index.php/academica/article/view/4130	Y	Y	Y	Y	Y	Y	L

Based on the results of the assessment through the quality assessment, documents will be selected which will be reviewed in depth. So that later only a few articles that meet the criteria will be executed into coding

with the help of the Nvivo software. The selected documents by type of article after a quality assessment was carried out, only six articles met the criteria (Phillips & Lu, 2018; Woods et al., 2016; Zamawe, 2015).

Stage 4: analyzing some of the literature from the results of articles that have passed QA.
Related to this research Bazeley & Jackson, (2013) argues that NVivo is highly effective in managing and analyzing qualitative content analysis research data. Therefore, for research, NVivo 12 Plus is used for data management and analysis which includes the process of: (1) data coding; (2) verify and clean data; (3) collect data, (4) request data; and (5) analyzing data. Researchers use Nvivo software to help analyze data more accurately (Bandur, 2019; Meneses Falcón, 2019; Rojas-Figueroa et al., 2019). Vivo follows Brandão, (2015) software used to assist researchers in analyzing qualitative data, such as images, diagrams, audio, web pages, and other document sources. Furthermore, the six articles that have gone through a quality assessment are then analyzed using the Nvivo software. The results are in the form of themes that explain students' mental health in the perspective of tarbawi traditions or in Islam.

Stage 5. make research conclusions
Understanding the search results summarized in the analysis stage is the fifth step. This section offers answers to the questions presented in the problem formulation phase. The overall responses address only the scope of the question, and the number of responses is proportional to the problem statement.

Results and Discussion

Berdasarkan hasil koding yang dilakukan pada enam artikel terpilih terdapat tiga sub utama yang menjelaskan tentang Kesehatan mental siswa dalam perspektif hadis tarbawi. Ketiga sub tema besar tersebut diantaranya membangun resilience, dukungan social, dan menjaga hubungan positif. Berikut gambar 2 bentuk visualisasi jaringan Kesehatan mental siswa dalam perspektif hadis tarbawi.
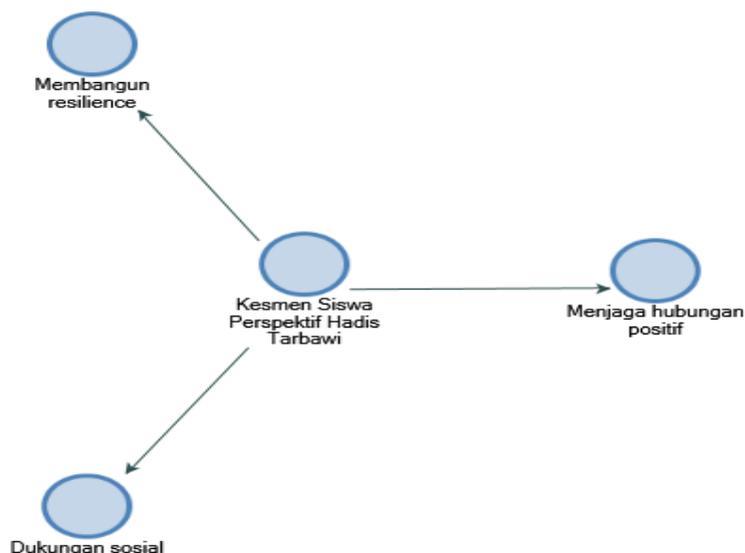

Figure 2. Coding Network for Students' Mental Health Themes from the Perspective of Hadith Tarbawi

Based on the picture above it can be understood that in mental health students need to build their resilience so that students are able to understand their own feelings, grow self-confidence and be able to overcome problems. As during the teaching and learning process there needs to be warm interaction and communication between students and teachers both physically and mentally and the readiness of both parties in the learning process (Hikmah et al., 2020). Besides that, in building resilience, students need to provide an understanding regarding belief in Allah, such as believing in Allah's attributes and also maintaining religious orders and avoiding its prohibitions.

Build confidence by giving praise and recognition when appropriate, showing students that they are valued, and helping them overcome problems and believe in their abilities. Then Support education and development educate students on how to solve problems, deal with stress and build life skills (novita sari et al., 2021). Every student is different and requires a different approach to building their resilience. The best approach is to understand the individual needs of students and provide appropriate support and direction Furthermore, regarding the sub-theme of social support, it explains that every student needs social support.

Although the social support provided must be adapted to the needs of the students themselves. Forms of social support can be in the form of encouragement in the development of students' social skills. Such as training students in good communication, working together in teams, and also being able to manage their feelings and emotions (Muhyani et al., 2022). Providing spiritual direction is like educating students about spiritual values and beliefs, teaching them to pray and meditate, and helping them find meaning and purpose in life.

As Al Ghazali in Ihya Ulum al-Din said "small children should be taught the Koran, hadiths, biographies of good people and some Islamic law" (Nisa, 2016). Then Ibn Rushd revealed that the Qur'an should be taught to young children first. The aim is solely to prepare physically and intellectually in this teaching so that he can drink his native language and so that his soul will be instilled with the teachings of faith. The lesson that can be learned from this hadith is that before teaching and learning activities begin, appreciation, pretests, and other things must be given to prepare students to take the next lesson (Iqbal, 2011; Khon, 2015; Wijaya, 2009).

Then the last sub-theme is about maintaining positive relationships. This means that students are given directions to be able to maintain positive relationships such as with friends, family, teachers and the surrounding environment. Because the educational environment plays a role in supporting the teaching and learning process, a comfortable and supportive atmosphere is needed for the implementation of an education and also influences the achievement of the desired educational goals (Hasbullah, 2018). Then cultivate optimism by educating students to see positive situations and focus their attention on the good things in their lives.

So the mental health of students in the perspective of hadith tarbawi emphasizes students in building resilience, social encouragement and also maintaining positive relationships with others. Thus of course students are better able to know their own condition, how to behave, be responsible and other positive behaviors. As in the mastery of important attitudes in Islamic Education as a form of knowledge of student abilities. As in the hadith of the Prophet SAW: "Meaning: Part of the goodness of one's Islam is that he will leave all activities that are useless like this (in vain)" (H.R. Turmudzi).

Conclusion

According to Tarbawi's hadith, students' mental health is not explained directly. But indirectly, these hadiths contribute to the study of mental health. Student mental health in the perspective of hadith tarbawi emphasizes three things, namely building student resilience, social support for students and maintaining positive relationships with the surrounding environment. This is done so that students are better able to know their own condition, how to behave, be responsible and other positive behaviors. Based on the results of the coding carried out by Student Health in the perspective of the Tarbawi Hadith, three main subs emerged which were the most prominent. Three of these sub-themes build resilience, social support and maintain positive relationships. So by prioritizing mental health, preventing and overcoming mental health problems through proper medication and social support, developing healthy living habits, such as exercising, getting enough sleep, and eating healthy foods, avoiding stress and building resilience by praying, meditating, and managing emotions well, as well as supporting and maintaining positive relationships with friends, family, and co-workers, are the most important factors in the context of mental health in students.

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