



A SPIRITUAL APPROACH TO HANDLING COLLEGE STUDENT MENTAL HEALTH PROBLEMS AFTER THE PANDEMIC AT LK3 UIN JAKARTA

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Abstract:

College Students always experience ups and downs in managing their lives, both as College students and as children in their families and social environment. Not to mention the adaptation of the learning process which is quite fast, from the pandemic to the changes after the pandemic. So it becomes a natural thing that during their study period, it is not uncommon for College students to experience mental health problems. The UIN Jakarta Family Resilience Consultation Institute (LK3) tries to present a spiritual approach to addressing mental health problems faced by College students. So that there is a research formulation in the form of a spiritual approach like what is used by LK3 UIN Jakarta in overcoming mental health problems for College students.

This research will use qualitative research techniques with descriptive research types to provide an overview of the spiritual approach to handling College student mental health problems after the pandemic at UIN Jakarta LK3. This study also uses bibliography studies, observations, and interviews to dig deeper into the spiritual approach provided by LK3 in dealing with mental health problems in College students. The research results obtained were that during the pandemic there was a spike in mental health cases experienced by College students, especially on the problem of adaptation to the learning process. Similar to the post-pandemic period, mental health problems were experienced by College students in terms of learning adaptation issues. LK3 UIN Jakarta tries to use a spiritual approach to overcoming mental health problems in College students. This spiritual approach is carried out in several ways, namely aspects of worship practice (Prayer Fulfillment), Belief in life (Universality), and responsibility for one's life (Relationship).

Keywords: *Spiritual, Mental Health, College Students.*

INTRODUCTION

Mental health issues are still a hot topic to be discussed to provide awareness to ordinary people who do not really understand the ins and outs of mental health. This issue is also essential and familiar again in education, especially in higher education, where students become vulnerable groups with mental health disorders. Student vulnerability can refer to the factors that can increase the risk of students experiencing various problems or difficulties, including mental health disorders. Health Cognitive development significantly contributes to academic growth and successful student. College students are often considered a group that is quite vulnerable to mental health problems.

Baik et al. (2019) stated that students' mental health has become public health problem that has become increasingly problematic in recent years finally with the increasing number of empirical studies showing that College students are a 'high-risk population' for psychological distress and impairment mentally. Student mental health really needs to be considered, because students are in a period of transition between

towards adulthood that has the potential to experience unstable condition both socially and psychologically. Under these conditions, you can cause stress and anxiety that have an impact on the mental health of students, This is because the lecture period is stressful time and challenging.

Students experience high academic pressure, such as assignment deadlines, exams, and high-performance demands. In addition, they also face social forces such as making friends, adjusting to a new environment, and maintaining a balance between academic and non-academic activities. Related to this problem causing stress, according to Azzhra (2016), psychological distress can be formed from the emergence of anxiety, sadness, irritability, a level of self-awareness, and decreased quality of life. Anxiety that persists in students will become a particular problem and hinder behaviour in daily routines. Adapted dense activities such as studying, socializing and worship, if not appropriately managed, will harm psychologically.

The COVID-19 pandemic is causing unplanned and unwanted social changes across all levels of society and confusing all aspects of human life. The COVID-19 pandemic has become a global crisis whose consequences attack the public health system and affect the economy and education. In the education sector, there have been many components and changes in learning methods that cause mental health disorders to increase, one of which occurs in students. On February 8, 2023, as reported by Kompas.com, it was explained that according to American Psychological Association (APA)[2], there is an increase in the phenomenon of stress among adolescents and students during the COVID-19 pandemic, with an index of 55.1 per cent. At the same time, in 2021, Fauziyyah and Citra Awinda[3] also explained that student anxiety in Indonesia was found to have an average range of 40 per cent collected from 205 participants aged 15-18 years. This is indeed a severe concern in various countries, including in Indonesia. The numbers mentioned in the research above show that the COVID-19 pandemic significantly impacts the mental well-being of adolescents and students. Moreover, it can affect various aspects of life, including physical health, social relations, and academic achievement.

The COVID-19 pandemic can increase the risk of mental health problems, such as anxiety, depression, and stress in college students. Social isolation and changes in daily life can cause difficulties in maintaining mental health. The Ministry of Education and Culture issued Circular Number 36962/MPK.A/HK/2020, which stated that all teaching and learning activities in both schools and tertiary institutions should use online learning methods as an effort to prevent the development and spread of COVID-19[4]. Based on the circular letter, many educational institutions are required to switch to online or online learning. Stress and anxiety can attack students due to confusion in dealing with online learning methods and piles of assignments with close deadlines [5].

In Yanti NW and Bimmaharyanto, it is said that anxiety tends to produce confusion and distortion of perception. These distortions can interfere with the student's learning process, reduce the ability to focus attention, reduce memory, and interfere with the ability to relate one thing to another. The results of research by Cao et al. (2020) on 7,143 students showed that 0.9% of students experienced severe anxiety, 2.7% experienced moderate pressure, and 21.3% experienced mild anxiety 5. Whereas in Kompas Online, regarding the data on the number of mentally ill sufferers, it is said that there are 11.6% or 17.4 million people experiencing mental and emotional disorders in the form of anxiety disorders and depression.

Not only during the COVID-19 pandemic, but after the pandemic is over, we will start a new everyday life, a life that will not be the same as before. After the pandemic, student mental health is still a problem too. That change occurred after the COVID-19 pandemic required an adaptation process. The shift in learning methods that were initially carried out online or online to offline resulted in increased anxiety for students because, initially, they were used to dealing with lecturers and their friends online. Now they had to prepare to deal with it directly mentally. In addition, students need to adapt to their campus environment. They must be familiar with various things, the teaching methods that the lecturers have, not least the lecturers who look scary to them. After the COVID-19 pandemic, the campus situation returned to normal. It caused a source of academic stress which included: monotonous conditions, noise, too many tasks,

exaggerated expectations, ambiguity, lack of control, dangerous and critical situations, undervalued, ignored, missed opportunities, confusing rules, conflicting demands, and coursework deadlines. If stress is moderate to severe, it can hinder learning and reduce academic ability, affecting the student achievement index.

Anxiety that has spread to adolescents can cause problems and curb their behaviour in carrying out daily routines. Adapted solid activities such as studying, socializing and worship, if not appropriately managed, can have a dangerous psychological impact on students themselves.

In dealing with students' mental health problems, a spiritual approach can also be essential to overall mental health care. A spiritual practice can be one way to help students who are experiencing a mental health crisis. However, its success may vary depending on the individual applying it. Additionally, it is essential to note that spiritual approaches can vary depending on individual beliefs and culture. Therefore, a system that is sensitive to unique cultures and religions must be implemented in implementing a spiritual practice. An alternative to solving mental health problems is spiritual psychotherapy, which focuses on a religious approach. Strengthening worship can answer fear, confusion, depression and other mental disorders.

According to Aliah, the spiritual dimension is something that cannot be ignored in mental health education. Neglect of the spiritual dimension in the modern era can become a spiritual crisis because the existence of alienation can cause depression which will be hidden and can make the individual become suicidal with a feeling of hopelessness and floating. Various incidents that are considered extraordinary often become a burden that can cause psychological disorders. For example, there is anxiety and panic.

A spiritual approach can help reduce stress, anxiety, and depression, which can affect a person's physical health. Spirituality can also help individuals find meaning in their lives and provide motivation and purpose in life that can affect mental and physical health. A spiritual approach can also significantly contribute to human health when examined more closely. Several studies have shown that individuals with firm spiritual or religious beliefs tend to live healthier and longer lives. This can happen because Spirituality can provide a sense of meaning and purpose in life, increase a sense of hope and optimism, and help a person feel connected to other people and the world around him. Wahyuni (2014) says that prayer and prayers to Allah SWT are ways of inner relief that will restore peace of mind to those who do it. Getting closer to the Creator will also provide clues about the values and meaning of life. It is hoped that a person's anxiety can gradually decrease during treatment. However, it is essential to remember that spiritual approaches should never be used as a substitute for proper medical treatment. Instead, it can be used as an adjunct to Spirituality and as a form of mental health therapy. This perspective states that mental health encompasses the entirety of human existence, including the spiritual dimension that can help a person overcome life's challenges and feel connected to something bigger than himself. The results of research in this field conducted by Snyderman (1996) concluded that "Medical therapy alone without prayer and remembrance is incomplete; On the other hand, prayer and dhikr alone without medical therapy are ineffective." As well as Christy's opinion (1996) states that "prayer and dhikr are also medicine (prayer as medicine)".

Therefore, according to Zakiah Darajat, the role of Islamic education has a vital role in mental health because it can provide guidance in life, help with difficulties, calm the mind, provide moral control, and, finally, is a treatment for mental disorders. Because according to Zakiah, Spirituality can be an alternative to overcoming the difficulties suffered in modern society.

The Syarif Hidayatullah University Jakarta Family Resilience Consultation Institute or abbreviated as LK3 UIN Jakarta can play an essential role in helping students deal with mental health problems that may arise as a result of the post-pandemic. Whereas LK3 also has clergy who have a role in a spiritual approach to dealing with client problems. So researchers are interested to see how is the spiritual path in dealing with mental health problems after the pandemic at LK3 UIN Jakarta.

RESEARCH METHODS

In this study, researchers used qualitative research, according to Sukindi in Siyoto and Ali Sodik. Qualitative methods reveal the uniqueness found in individuals, groups, communities, and organizations in everyday life as a whole, in detail and scientifically justifiable. The research approach on this occasion is to understand the spiritual path in dealing with student mental health after the Covid-19 pandemic with several stages as follows: Data Collection, Data Analysis, Data Interpretation and Conclusion Drawing. Qualitative research usually involves in-depth and structured data collection through interviews. Data can be collected using interviews with LK3 Clergymen of UIN Jakarta, Nunung Khoiriyah, MA; Head of LK3, Nurkholis Hamdy, M.IntDev; LK3 Social Worker, Yulianti, MA; as well as two beneficiary students from LK3 with the initials AY and HA. After data analysis and data interpretation are made, the researcher can conclude the research findings and provide recommendations for further research development.

RESULTS AND DISCUSSION

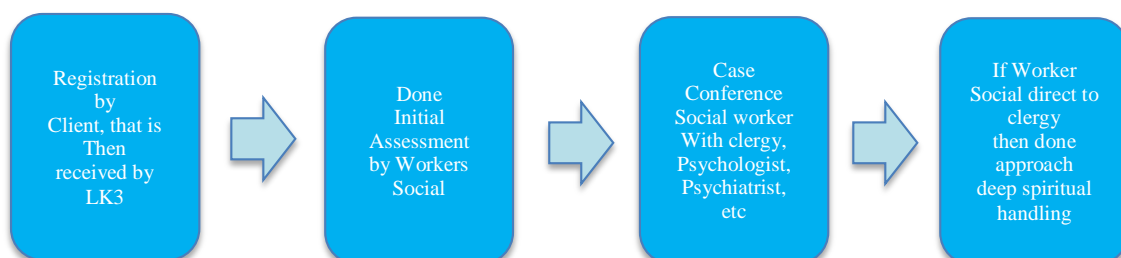
Lk3 UIN Syarif Hidayatullah Jakarta is one of the institutions engaged in the social sector due to collaboration with the Director General of Family Empowerment and Social Institutions Directorate General of Social Empowerment and Poverty Alleviation Ministry of Social Affairs of the Republic of Indonesia in providing higher education based services. Higher education has a strategic role in creating a prosperous society.

The Family Welfare Consultation Institute (LK3) is a consulting medium for individuals and families who experience social-psychological problems in their families and interfere with the implementation of roles and functions as individuals, family members, and members of other social groups. Some of the target problems handled by LK3 include social psychological issues, Domestic Violence (KDRT), divorce, economic problems, and other social problems; all of these problems can be solved by referring to the relevant institution in solving the problem.

In carrying out the LK3 program activities, we involve the entire Syarif UIN LK3 team. Hidayatullah Jakarta which consists of social workers, psychologists, doctors, clergy, and other related professions. We also recruit volunteers from deliberately chosen students who are at the forefront of seeking and carrying out social identification and mapping. The aim is to gather information about students who are potential recipients of LK3 services.

Based on the data entered into LK3, it was found that after the Pandemic, there were 21 clients accepted. Here LK3 plays an essential role in helping students overcome mental health problems that may arise due to the post-pandemic. Some of the parts that LK3 can carry out include: First, Providing counselling services: LK3 can provide counselling services that can help students in dealing with stress, anxiety, depression, and other mental health problems that may arise as a result of a pandemic. Counselling can be done face to face or online, depending on student preference. Second, Providing information about mental health: LK3 can provide students with knowledge and education about mental health. This can help students understand the symptoms that arise and how to deal with mental health problems that may be experienced.

1.1 The following is the flow of handlers carried out by LK3 in handling clients.



In relation here, to improve mental health, the important thing for social workers in caring for clients is to explore and build spiritual involvement that is by the values and beliefs of the client itself because the critical point is not to be coercive but directing through the awareness and will of the client. Itself. As discussed in the title above, the spiritual approach used by the LK3 institution of UIN Syarif Hidayatullah is through spirituality, whose relationship is based on the spiritual religion of Islam.

There are three things clergy members do in making a spiritual approach to clients: awareness of spiritual experiences, incorporating Islamic values and performing worship. The clergy carry out these three roles as a spiritual approach that is carried out after a social worker recommends a spiritual practice through the church.

The first is awareness of spiritual experience; this is done by clergy when making initial interventions for clients. This method is done by interacting with clients, such as asking how the client has had the spiritual experience and then providing awareness through this spiritual experience. The clergyman will be very open with the client and not appear to be patronizing the client.

Incorporating Islamic values do, the Clergy carry out the second spiritual approach. Here the clergy tries to provide valuable input. Islam is by the problems experienced by clients. For example, Islam teaches us to be patient when facing exams. Then trust Muslims must do that in dealing with the issues they face.

The third or last is related to the implementation of worship; this is done so that clients can be even better at carrying out their worship rituals. Implementation of worship what is done is usually the most common thing, namely carrying out prayers and paying for the verses of the holy Koran; the clergy will justify how the worship is carried out client. This will usually be done at the end of activities with the church as a sign of the end of the intervention carried out through a spiritual approach by the clergy.

Because we need to know that in Islam, the Al-Quran is called a healer for all diseases of the soul or heart. So it is believed that this Al-Quran therapy It has a calming effect and promotes relaxation, so that it can help reduce and even eliminate negative physical and mental disturbances that can divert negative thoughts into positive thoughts and reduce stress levels as well worry. Which in turn can increase hope and quality of life the student himself. Of course, spiritual does not only discuss prayers but also accompanied by various activities and active guidance in it, which of course matters The UIN Jakarta LK3 has facilitated this in handling the problem according to the client's needs being addressed.

After the spiritual approach is carried out, it is hoped that there will be three aspects expected. This is by the Piedmont view in Ridho 13 which develop three aspects of spiritual behaviour called the Spiritual Transcendence Scale (STS) namely First, Prayer Fulfillment or the practice of worship in the form of feelings of joy and happiness caused by the client's self-involvement in transcendent reality. Second, Universality or Universality is the belief in the unity of natural life universe in life with the client self. And the last or the third is Connectedness or relatedness is in the form of the belief that someone is part of a larger human reality so that it can go beyond generations or specific groups.

Comparison Table Between Before and After Clients with LK3.

TEORI	SEBELUM LK3	SESUDAH LK3
Prayer Fulfillment (practice of worship)	AY's client: Feeling lacking HN Clients: Standards of Worship has been done	Klien AY : diingatkan kembali untuk rajin beribadah Klien HN : konsisten terhadap ritual ibadahnya
Universality or Life Belief	AY's client: Feeling alone HN Client: Feeling alone	AY's client: Sure that around there are people that supports it

		HN clients: depend on God
Connectedness (relatedness) or Responsibility to his life	AY Client : Free / Broken home HN Client: Wants to run away	AY's Client: Desire Running college with Good HN Client: Feeling more value family

Prayer Fulfillment or the practice of worship in the form of feelings of joy and happiness due to the client's self-involvement in transcendent reality. Before done spiritual approach, AY's clients feel lacking in practising their worship and when after going to LK3, AY felt reminded again to be diligent in prayer and grateful for that. As for the HN client, they think they have implemented it worship according to the standard rituals of prayer, namely praying five times a day and reciting the Koran and after the prayer LK3 himself feels that he will remain consistent in carrying out his worship because of this that turned out to be helping him overcome the anxiety that was in him himself.

Second, Universality or Universality is the belief in the unity of natural life the universe in life with the client self. Both clients feel alone and feel like she has no one in this world. After attending LK3, client AY feels sure that many people support him and for HN's clients feeling surrendered to Allah is one of the beliefs that are very important for solve the problem.

And finally or the third is Connectedness or relatedness in the form of the belief that a person is an existing part of a larger human reality so that it can transcend generations or specific groups. AY clients feel he is free because of the problems of his parents who divorced, so he feels like a broken home child. After the AY client is done intervention with clergy, he now feels the desire to continue his studies well as it appears and, of course, accompanied by good worship as well. Whereas the HN client feels like running away because he feels anxiety problems he faced, but now HN's client feels he values his family more.

CONCLUSION

After the pandemic, it turns out that there are still many mental health problems in adolescents, and this is with the acceptance of LK3 clients who feel that they have mental health symptoms. In handling it, three things are done by LK3 UIN. Jakarta in carrying out a spiritual approach through clergy to clients, namely awareness of spiritual experience, incorporating Islamic values and implementing worship. This turned out to get a good response in the client solving problems faced by clients.

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