

## Mental Health Concept in Islamic Education

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### Abstract

Mental health issues can pose a hindrance to the growth and development of students in the educational process and their pursuit of a future. Support from family, educational institutions, and the community is crucial. Unfortunately, currently, mental health service programs in Islamic educational institutions are not consistent, and there is no systematic management of mental health education based on Islamic principles, resulting in suboptimal early detection of mental health disorders. However, Islam places significant emphasis on human mental health. This article aims to explain the principles of managing mental health education based on Islamic teachings. The research method used is qualitative with a literature review approach. The principles of managing mental health in educational institutions involve both promotive and preventive aspects and engage various stakeholders, including guidance counselors, parents, medical professionals, psychologists, and psychiatrists. These principles encompass efforts to eliminate the stigma surrounding mental health issues, implement sustainable programs, assist staff, students, and teachers in early detection of mental health disorders, foster two-way communication, provide mental health services, and enhance well-being. Additionally, Islamic teachings pay special attention to human mental health by promoting the purification of the soul with sincerity, a moderate approach, setting an example, maintaining obedience, avoiding sinful acts, and drawing closer to Allah.

**Keywords:** Education, Health, Islam

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## INTRODUCTION

Mental health issues are problems that not only affect individuals but also impact their families and surrounding environments. The effects can even extend to the community level, negatively affecting Indonesia's competitiveness (Saunders, Quinn, Duivenbode, Zasadzinski, & Padela, 2024; Sikoki, Larastiti, Suriastini, & Pujiastuti, 2024; Singh dkk., 2024). Data shows that around 6.2%, or about 19 million children and adolescents aged 15-24 years, experience mental health disorders (KEMENKES, 2019). This age group includes students and teenagers pursuing various levels of education, with the risk of emotional mental health disorders doubling after the age of 16 compared to those under 15 years.

Triggers of mental disorders in children, such as emotional disorders, appear earlier (Endale dkk., 2024; Faisal Hamdani, 2024; Islam, 2024). Today's children and adolescents are heavily influenced by technology, including gadgets, which affect their thinking abilities and emotional responses to their environment. This can lead to feelings of alienation, lack of social interaction, and disruptions in learning and performance. Therefore, early prevention and appropriate treatment are necessary.

Mental health issues among children and adolescents are a global concern requiring collective attention (Arab & Halawani, 2024; Devikrishna, Mishra, & Singh, 2024; Zagonari, 2024). Efforts have been made to reduce the stigma associated with mental health disorders among students in schools. If preventive and promotional actions are not taken, children's mental health issues can become more serious. However, mental health services in schools are not yet a routine part of the education system. Therefore, enhancing students' mental health through school health programs is crucial. This includes health promotion, treatment of mental illness symptoms, and addressing social isolation.

Mental health screenings in children aim to detect emotional mental disorders as early as possible to provide appropriate treatment according to recommendations (Adewuyi dkk., 2024; Alghamdi, 2024; Choudhri, Adams-Campbell, Bright, Zhu, & Dash, 2024). These efforts include preventive and promotive screening or early detection to improve mental health and prevent mental disorders. This involves counseling, healthy living coaching, and identifying issues such as emotional disorders, stress causes, and stress management in adolescents.

In addressing this issue, health literacy plays a crucial role in linking the education and health sectors (Egbewale, Oyedele, Bump, & Sudfeld, 2024; Meena, Yadav, & Saha, 2024; Tannerah dkk., 2024). Collaboration between information providers and learning sources, such as teachers, is needed to improve students' health literacy (Rahmah, 2021). Furthermore, understanding mental health literacy, which can help individuals recognize, manage, and prevent mental health disorders, is also essential (Mackenzie dkk., 2024; Maheshwari, Sodhi, Sharma, & Basu, 2024; Shah dkk., 2024). Unfortunately, not all educators pay attention to the backgrounds of the students they teach. Therefore, emphasizing the role of health behavior standards in the surrounding community is necessary.

To reduce the risk of mental health disorders in children and adolescents, it is important to integrate mental health education management within educational institutions. This must be a shared commitment from all parties, as it ultimately affects learning motivation, study discipline, and student achievement (Hussien, McManus, Prapavessis, Sopper, & Mottola, 2024; Jiang dkk., 2024; Jones, 2024). Therefore, a mental health education management system needs to be developed to advance mental health education and prepare students for the future (Huda, 2023).

Islam, as a religion that prioritizes mercy, serves as a universal and sustainable moral guide (Rasyid, 2016). The concept of Islam that emphasizes mercy should be internalized by Muslims to cultivate good character and noble morals (Jafari, Rabbani, Arani, Zarei, & Arani, 2024; Tekbaş dkk., 2024; Waqar dkk., 2024). The Islamic view of mental health emphasizes the individual's ability to manage harmony based on the Qur'an and As-Sunnah as guidelines for happiness in this world and the hereafter (Alucozai, Richards, Ward, & Loomis, 2024; Atci,

2024; Jang, Costa, Rusinga, & Setchell, 2024). Islam pays great attention to physical and mental health, maintaining the balance of the human body. In Islamic education, understanding and strengthening mental health is an important trust (Alucozai dkk., 2024; Atci, 2024; Jang dkk., 2024). Religious and spiritual approaches can help individuals manage their mental health better.

In the context of Islamic education, efforts to enhance the intellectual and moral aspects of individuals are crucial (Abu-Odah dkk., 2024; Adegboyega & Adewusi, 2024; Islam dkk., 2024). Islamic education must be optimally managed, as it is a means to improve the quality of human life in various aspects. To integrate Islam and education, Islamic educational institutions need to become agents of Islam-based mental health. Integrated mental health services within the education system can improve mental health and achieve educational goals.

This study aims to describe the management of Islam-based mental health education, including preventive and promotive efforts within educational institutions, principles of mental health education management, and Islamic views on maintaining mental health, including aspects of spirituality and religiosity.

## RESEARCH METHOD

The research method used is qualitative research in the form of a literature review or literature study. This study utilizes books, research journals, institutional reports, and other literature as the main sources or objects for gathering information. Qualitative research typically produces information in the form of notes and descriptive data found in the texts studied (Fatiregun dkk., 2024; Masudur Rahman & Thowhidul Islam, 2024; Wardhana, Aditya, Christiono, Failasufa, & Ryendra, 2024). According to Creswell (2012), a literature review is a written summary containing information about articles, journals, books, and other documents that describe theories and information related to both past and current issues, and it organizes these sources into topics and documents necessary for the research (Billah, Hassan, Haron, & Zain, 2024; Nazari dkk., 2024; Piwko, 2024). Therefore, this study will focus on analyzing and synthesizing the information found in relevant literature for the research topic under investigation.

## RESULTS AND DISCUSSION

### Management of Education and Mental Health

The management of education and mental health plays a crucial role in shaping balanced and high-quality individuals. This section discusses the integration between Islamic education management and mental health education in achieving common goals (Jayathilaka & Weeratunga, 2024; Mamun dkk., 2024; Suparmi, Prasetya, Rahmawati, & Lailaulaan, 2024). With a focus on the Islamic perspective, this research underscores the importance of planning, organizing, and directing human resources within educational institutions, while highlighting early detection of mental health disorders and preventive approaches through education. Thus, this article provides insights into how Islamic education can serve as a foundation for building strong mental health, aligned with religious principles and contemporary needs.

### Islamic Education Management

Education, according to Suradika (2019), can be defined as deliberate efforts made by individuals or groups to prepare students through guidance, teaching, and/or training activities according to their future needs (Elboga dkk., 2024; Gerdin, 2024; Ikamari, 2024). From this definition, it can be concluded that education is a consciously undertaken human activity. Like most human activities, education management also involves a series of processes. According to

Stoner, management is a series of processes including planning, organizing, directing, and controlling human resources to achieve the desired goals (Indayani & Andriani, 2018).

Education, as a lifelong process, involves various components, both software and hardware. The integration of these components is key to addressing current educational needs and challenges. Human needs for education are a fundamental human right, as explained by Yusuf (2018). Education helps build a perfect human image and is the main strategy in shaping quality individuals. The essence of education and the role of humans in education have been present since the creation of Prophet Adam, the first human. God taught Prophet Adam the names of things and tested him, as explained in the Qur'an (QS. 2:31). This shows that education has been an essential part of human history since the beginning.

Education management can be defined as the art and science of managing educational resources to create a learning environment and process that allows students to develop actively for broader benefits (Huda, 2023). It involves a series of activities that constitute the management of cooperation within an educational organization to achieve educational goals (Kristiawan, 2020). Planning is a key element in the management of educational institutions, demonstrating independence, partnership, participation, openness, and accountability. It encompasses aspects such as student affairs, administration, and school environment (Suhaimah, 2015).

Thus, Islamic education management is a process involving people, education systems, and educational institutions aimed at developing students with character and morals in accordance with Islamic teachings.

### **Mental Health Education**

Education and health are inseparable aspects in preparing high-quality and competitive students. Warastuti (2013) defines health education as a process of behavioral change towards a healthy lifestyle arising from self-awareness, whether at an individual, group, or community level. The role of health education, as explained by Notoatmodjo (2012), focuses on promoting healthy behavior as part of health efforts.

The principle of "prevention is better than cure" serves as a guideline, with health education aiming to change behavior according to health norms to achieve health-beneficial conduct (Widodo, 2014). Mental disorders, especially among students experiencing growth periods, are a serious concern today. Fakhriyani (2019) explains that physical and psychological development, as well as the ability to cope with stress, interact with others, and make decisions, are important factors. Mental health includes harmony in life, the ability to face problems, experiencing happiness, and having a positive understanding of oneself (Daradjat, 2007).

Symptoms of mental health disorders among students aged 15-24 years, including depression and anxiety, have a high incidence rate, with about 80-90% of students experiencing these symptoms (KEMENKES, 2020). Early detection coordinated between family, school, and health, educational, and social professionals is crucial to improving children's development in the educational process (KEMENKES, 2016).

Guidance and counseling in educational institutions, according to Mitchell (2009), play a role in identifying individuals at risk of mental health disorders. Early detection of mental health disorders classifies patients based on psychological complaints as normal, borderline, or abnormal (Fitri et al., 2019). This early detection is important to avoid more serious mental disorders later (Rizkiah, 2020).

Therefore, mental health education aims to build awareness and concern among stakeholders, with a preventive approach through early detection and a promotive approach

through socialization to change mental health behavior. This is an integral part of the educational process in current educational institutions.

**Mental Health in Islam**

In Islamic teachings, the Qur'an and As-Sunnah are considered the sources of teachings that provide undoubted true guidance. The Qur'an is a holy book revealed by Allah and provides clear instructions and explanations (Ramayulis & Nizar, 2010). Islamic teachings encompass various aspects of life, including the definition of mental health. Mental health in Islam involves the individual's relationship with oneself, fellow humans, the environment, and God, aiming for a meaningful life that brings happiness both in this world and the hereafter (Rizkiah, 2020).

Islam emphasizes the importance of living a balanced life and integrating spiritual, biopsychosocial perspectives. Islam teaches individuals to maintain worship and not separate worldly and afterlife affairs. Islam integrates these aspects, as stated in Allah's words, "And whoever is blind in this [life] will be blind in the Hereafter and more astray in way" (QS. 17:72). Thus, Islam pays great attention to achieving a peaceful and serene life, especially in the context of avoiding mental health disorders.

To understand the sources of mental health problems in the Islamic context, Tanhan (2017) and Tanhan & Young (2022) identify three categories of Islamic cultural perceptions of mental illness: first, direct teachings from the Qur'an and As-Sunnah interpreted as tests; second, supernatural influences involving jinn, devils, desires, black magic, and the like; third, weak faith that can disrupt mental health, all emphasizing the importance of living a balanced life and combining spiritual, biopsychosocial perspectives.

Furthermore, the characteristics of a healthy mind in the Islamic context include tranquility (sakinah), peace (thuma'ninah), relaxed state (arraha), sufficiency (kifayah), acceptance of circumstances, self-care ability, responsibility, independence, social cooperation, joy, satisfaction, and happiness (Suhaimi, 2015).

Islam encourages individuals to build mental strength, both spiritually, physically, and intellectually. This includes maintaining and preserving mental health with an Islamic paradigm, encompassing physical, psychological, social, and spiritual aspects. Therefore, the concept of mental health in Islam covers all aspects of a balanced life and avoiding mental health disorders such as neurosis and psychosis, while adapting to the environment, interacting with others, and establishing a strong spiritual relationship with God. This is all in accordance with the principles of the Qur'an and As-Sunnah, which provide guidance for human life as a whole.

Table 1. Summary of Results

Topic	Description
<b>Islamic Education Management</b>	<ul style="list-style-type: none"><li>– Education is a deliberate effort to prepare students through guidance, teaching, and/or training activities according to their future needs.</li><li>– Education management involves a series of processes, including planning, organizing, directing, and controlling human resources to achieve educational goals.</li></ul> <p>Planning is a key element in managing educational institutions, demonstrating independence, partnership, participation, transparency, and accountability.</p>
<b>Mental Health Education</b>	<ul style="list-style-type: none"><li>– Health education is a process of behavior change towards healthy living arising from self-awareness.</li><li>– Early detection of mental health disorders is crucial, with the role of</li></ul>



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	guidance and counseling in educational institutions.
	Mental health education is an integral part of the educational process in institutions today.
<b>Mental Health in Islam</b>	<ul style="list-style-type: none"> <li>– Islam emphasizes achieving a peaceful and serene life, especially in the context of avoiding mental health disorders.</li> <li>– Islam teaches the importance of living a balanced life, integrating spiritual, biopsychosocial perspectives.</li> </ul>
	Islam encourages individuals to build mental strength, both in spirit, body, and mind.

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## Discussion

In educational institutions, approaches to mental health programs must align with students' mental health conditions and the program's objectives, as described by the Oireachtas Library and Research Service (Well-Being: Promoting Mental Health in Schools, 2012). There are three types of health programs to consider. First, general programs aim to enhance the overall mental health of all students. Second, targeted programs focus on students at risk of developing mental health issues. Third, indicated programs address existing mental health problems among students as part of intervention efforts in educational institutions.

Several principles must be considered in managing mental health. One principle is that mental health cannot be separated from physical and organismic aspects. Additionally, maintaining mental health involves moral, intellectual, religious, emotional, and social aspects of individuals. This requires integration and self-control, as well as expanding self-knowledge (Notosoedirdjo, 2017). In educational institution planning, it is crucial that the programs implemented are based on actual data, both empirically and qualitatively. This approach not only includes identifying at-risk students or early detection efforts but also involves more comprehensive actions. This approach must be systematic, including preventive, promotive, and curative efforts, and must involve the participation of all parties. The ultimate goal is to achieve good outcomes as predetermined.

School health efforts play a crucial role in educational institutions as an initial preventive step in maintaining both physical and mental health (Bezem, 2017). In Indonesia, school-based mental health programs are implemented through training and mental health promotion. These programs are directed at general practitioners, health center staff, and school teachers to help them recognize emotional and behavioral signs related to mental health in students and adolescents. Early detection of mental health is implemented through cooperation between health centers, hospitals, and school partners (Noor, 2019).

Promotive efforts in maintaining mental health are carried out at two levels, namely within the family environment and educational institutions. The goals are to prevent the onset of mental problems, prevent mental disorders, reduce factors that can cause mental disorders in society, and prevent the emergence of the impacts of psychosocial problems (Ayuningtyas, 2018). Additionally, through community approaches, these efforts include social inclusion, rejection of bullying, providing social support, increasing sensitivity and solidarity, and promoting equality and justice. In this framework, Dwivedi and Harper (2004) aim to reduce barriers in mental health and discrimination within the educational context, whether related to behavior, at-risk situations, neglect, or acts of violence. The presence of the two previously mentioned dimensions, namely promotive and intervention efforts, will ultimately help improve students' mental health. This will contribute to the success of educational services and learning for students.

In mental health education, there are three key elements: subjects, objects, and content. The subjects include educational staff and students, the objects are network platforms, and the content is mental health education provided by educational institutions. These three elements are organically integrated and form a mental health education system through interactions within certain organizational processes. Mental health education has several distinctive features. First, it uses information technology and media to manage mental health education, including the digitization of teaching resources and the creation of a new educational environment. Second, mental health education is an intellectual activity involving the development, processing, and design of educational resources and information networks. Third, mental health education is private (Qin and Wang, 2017).

The importance of mental health education can also be seen from several aspects. First, students need open communication to reduce the mental burden they feel. Therefore, educational institutions should play a role in increasing mental health awareness and promoting productive communication. Second, teachers need appropriate training to help students identify mental health issues, and educational institutions should provide the necessary resources for training and mental health support services for students. Third, mental health education can be integrated into the curriculum so that it does not burden teachers, and students can learn how to identify, describe, and manage emotions and discuss various mental health issues. Fourth, guidance counseling services in educational institutions play a primary role in helping students access mental health services. Fifth, it is also important to pay attention to teachers, as they may experience high levels of stress, which can negatively impact their emotional, social, and learning adjustments (Yunsoo, 2016).

In Islam, harmony in human relationships consists of two important aspects. The first is the vertical relationship with God (*hablum minallah*), and the second is the horizontal relationship between humans (*hablum minannas*). This harmony can be achieved by understanding, internalizing, and practicing all of God's commands and avoiding all His prohibitions (Amin, 2013). There are eleven factors influencing cultural views on mental health, including cultural beliefs about mental health services, education level, gender, behavior, race/ethnicity, economic factors, social stigma, attitudes towards receiving services, intent, self-perception, professional factors, acculturation, resources, and service behavior. In Islam, followers are encouraged to maintain mental health as a form of responsibility to Allah for the blessings He has given. Therefore, steps can be taken to maintain mental health.

In Islam, maintaining mental health and spiritual life is a central obligation. The concept of purifying the soul with sincerity teaches the importance of keeping the soul clean from negative influences and temptations that can damage it. A moderate attitude or middle way is key to achieving balance in actions and behavior, avoiding deviations, and maintaining good character. Islam encourages individuals to be exemplary in morals and ethics, maintain soul purity, and interact well with fellow human beings. Obedience to Allah and avoiding sinful acts are fundamental to maintaining mental and spiritual health. A strong relationship with Allah is central to achieving peace, tranquility, and safety. By following Allah's commands and avoiding His prohibitions, one can live according to their nature and achieve their ultimate goal of attaining peace, happiness, and safety in this world and the hereafter.

## CONCLUSION

Mental health disorders are a global issue affecting student development and the quality of education. Islamic educational institutions must pay serious attention to this matter by adopting preventive approaches such as early detection and training. Promotive steps are also

necessary to prevent mental health issues and their psychosocial impacts. This paper emphasizes the importance of mental health awareness and cooperation among all stakeholders to implement Islamic-based principles for managing mental health education. This approach is expected to have a positive impact on the future.

The author suggests integrating mental health concepts into the curriculum and providing training for teachers to recognize early signs of mental health disorders. Developing robust counseling services is also essential to support students in need. Enhanced collaboration between Islamic education experts, psychologists, and religious leaders is crucial to develop a holistic approach to maintaining students' mental health. Through community education and further research, it is hoped that the stigma surrounding mental health disorders can be reduced, and mental health programs in Islamic education can become more effective and sustainable.

## AUTHOR CONTRIBUTIONS

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

## CONFLICTS OF INTEREST

The author(s) declare no conflict of interest

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