

Overcoming Academic Stress: The Role of Spirituality in the Lives of Student in Lembaga Dakwah Kampus from Muslim Spiritual Unit of Universitas Lambung Mangkurat

Medina Dwi Saffti¹, Dinda Ritajmaha Ariyanto Putri²
¹medinadsaffti@gmail.com, ²ritajmahadinda@gmail.com

Lambung Mangkurat University

Abstract.

Stress is a physical, emotional, and mental reaction that occurs when an individual feels pressured by situations or demands that are considered beyond their capabilities. Among students, academic stress has become a common issue and can trigger various physical and mental symptoms, such as headaches, fatigue, anxiety, depression, and even a decline in learning motivation. Therefore, it is important for students to develop stress management strategies such as time management, social support, and spirituality as forms of self-defense in facing academic pressure. The research results show that the programs of the Lembaga Dakwah Kampus, Unit Kerohanian Muslim of Universitas Lambung Mangkurat, both directly and indirectly, play a role in helping students cope with academic stress in organizing without coercion.

Keywords : *spirituality, stress management, academic pressure*

Abstrak.

Stres merupakan reaksi fisik, emosional, dan mental yang muncul ketika individu merasa tertekan oleh situasi atau tuntutan yang dianggap melebihi kemampuannya. Di kalangan mahasiswa, stres akademik menjadi masalah yang umum dan dapat memicu berbagai gejala fisik dan mental, seperti sakit kepala, kelelahan, kecemasan, depresi, hingga penurunan motivasi belajar. Untuk itu, penting bagi mahasiswa untuk mengembangkan strategi manajemen stres seperti pengelolaan waktu, dukungan sosial, dan spiritualitas sebagai bentuk pertahanan diri dalam menghadapi tekanan akademik. Hasil penelitian menunjukkan bahwa program-program Lembaga Dakwah Kampus Unit Kerohanian Muslim Universitas Lambung Mangkurat, baik secara langsung maupun tidak langsung, berperan dalam membantu mahasiswa mengatasi stres akademik dalam berorganisasi tanpa paksaan.

Kata Kunci : *spiritualitas, stress akademik, tekanan akademik*

BACKGROUND INFORMATION

Students are often associated with several academic disciplines that can affect their mental and emotional well-being. The demands to achieve high academic standards, heavy workloads, social or personal pressures often become significant sources of stress. If not handled properly, academic stress can negatively impact students' academic performance, mental health, and overall quality of life. Therefore, it is important to understand various approaches that can help students cope with mental health problem, one of which, is through a spiritual approach.

Spirituality can help people develop their emotional and mental well-being and assist them in identifying their goals and aspirations in life. Spirituality often becomes a source of strength for students to remain focused and attentive in higher education, especially when facing academic challenges. Lembaga Dakwah Kampus (LDK), which is under the Unit Kerohanian Muslim(UKM) of the campus, has become an important resource for students of Lambung Mangkurat University to enhance their spiritual life. When facing various life challenges, such as academic stress, spirituality, which is related to the search for the meaning of life, the relationship with God, and self-awareness, it can provide faith and courage.

This article will examine the role of spirituality in the lives of students in the Lembaga Dakwah Kampus, Unit Kerohanian Mahasiswa Muslim (LDK UKMM) at Universitas Lambung Mangkurat, particularly in helping them overcoming their academic stress. It is believed that by understanding spirituality, a student can better comprehend the balance between academic and mental health and receive more holistic guidance while navigating daily life in the community.

THEORETICAL STUDY

Stress is the body's natural response to mental or physical pressure or threats. Known as the "fight or flight" reaction, this condition causes the body to release chemicals like cortisol and adrenaline that prepare the body to either

escape or confront obstacles (Aprinda Puji, 2023). Stress has an impact on both mental and physical health, including mood swings, muscle pain, and a racing heart. Long-term stress might increase the chance of developing health problems, including depression or sleep disturbances. Academic stress itself is related to the individual, as a student feels pressured by academic demands such as assignments, organizations, deadlines, improper time management, academic competition, or a negative environment on campus.

As a creature created by God with gifts surpassing those of other beings, in daily life, one certainly experiences failures or discrepancies between reality and previous expectations. Islam introduces stress in this life as a trial. Allah SWT says in the Qur'an, Surah Al-Baqarah (2) verse 155:

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنْفُسِ
وَالثَّمَرَاتِ ۗ وَبَشِّرِ الصَّابِرِينَ

*"And We will certainly test you with some fear,
hunger, and a lack of wealth, lives, and fruits. And give good news to
the patient".*

This passage speaks about the numerous sorts of difficulty that humans may endure in life. These difficulties are seen as tests from Allah that include anxiety, hunger, the loss of worldly goods, and life which stand for benefits. Every hardship is a chance for believers to show resilience, patience (sabr), and faith in Allah's knowledge and timing.

RESEARCH METHOD

The methodology used in the creation of this article is a qualitative method with a descriptive approach through interviews and literature studies. Data analysis uses thematic analysis to understand the role of religion and

belief in coping with academic stress. This research focuses on semi-structured interviews with various parties involved in the organizational environment, namely:

1. General Chairperson of Lembaga Dakwah Kampus – Unit Kerohaanian Mahasiswa Muslim, Universitas Lambung Mangkurat for the 2022 term, Ahmad Jayadi, S.Pd.
2. Student member of the organization.

RESULTS AND DISCUSSION

The stress management approach at Lembaga Dakwah Kampus, Unit Kerohaanian Mahasiswa Muslim (LDK UKMM) at Universitas Lambung Mangkurat emphasizes a structured and spiritually supportive environment. There are many activities in this LDK-UKMM organization, namely:

A. Dzikir and Qur'an Recitation

Each gathering revolves around deeply meaningful spiritual practices, with *dzikir* (the remembrance of God) and Qur'an recitation forming the heart of the activities. These practices are not merely rituals but intentional acts of devotion designed to elevate the participants' spiritual state. *Dzikir* is performed with focused attention, involving the repetition of sacred phrases that praise God's greatness, express gratitude, and affirm His sovereignty. This rhythmic invocation fosters a profound sense of humility and connection to the divine, offering solace to the heart and clarity to the mind. In tandem, Qur'an recitation is approached with reverence, ensuring each verse is articulated with proper tajweed and resonant melodies. The beauty of the recitation, coupled with the depth of its meanings, creates an atmosphere that invites self-reflection and spiritual awakening.

These practices serve as a sanctuary for the soul, offering peace and grounding amidst life's uncertainties and stresses. They help participants redirect their focus from worldly distractions to a deeper awareness of God's presence, enabling them to navigate challenges with a renewed sense of purpose and trust. The gatherings are more than individual acts of devotion; they foster a collective spiritual energy. Participants find themselves enveloped in a shared environment of faith and serenity, strengthening their bonds with one another while deepening their relationship with God.

The transformative power of these practices lies in their ability to calm restless hearts and provide clarity in moments of doubt. Through *dzikir*, individuals release the burdens of their thoughts, replacing anxiety with gratitude and inner peace. Similarly, the Qur'an's recitation is more than an auditory experience; it is a spiritual encounter, with each verse acting as a source of guidance, healing, and comfort. These moments become a sacred pause in the fast-paced rhythm of life, where participants can reconnect with their spiritual essence.

Beyond personal benefits, these gatherings cultivate a sense of unity and belonging. Participants are drawn together by a shared commitment to spiritual growth and mutual encouragement. The collective rhythm of *dzikir* and the unified voices in Qur'an recitation create a harmonious synergy, underscoring the communal nature of faith. Every word and every breath taken during these practices become a testament to the enduring connection between humanity and the divine. In these moments, participants experience not only the soothing presence of God but also the strength of a community walking together on the path of spiritual enlightenment.

B. Extensive Programs

With 61 programs in 2022, LDK UKMM offers a variety of activities. One notable program is the mentoring class, where students can openly discuss:

- a. Challenges they are experiencing.
- b. Share personal experiences.
- c. Engage in enjoyable activities like archery and sports, which add a physical component to stress relief.

The participants often face a variety of challenges, ranging from personal struggles to broader life stresses, which these gatherings seek to address. The environment created encourages individuals to open up about their difficulties, fostering a sense of trust and mutual understanding. This process of sharing not only lightens the emotional burden but also builds a supportive network where participants feel heard and valued. By acknowledging their shared struggles, they create a collective resilience, reminding one another that they are not alone in their journey.

Personal experiences play a significant role in these gatherings, as participants are invited to reflect on their own lives and share stories of both hardship and growth. These moments of openness provide a platform for learning and inspiration, as others may find solace or solutions in the wisdom and courage of their peers. The act of sharing creates a reciprocal dynamic, where each person contributes to and benefits from the collective pool of insights and empathy. This exchange of experiences fosters emotional healing, as participants find strength in each other's journeys and discover new ways to navigate their own.

To balance the emotional intensity of these discussions, the gatherings incorporate enjoyable physical activities such as archery, sports, and other recreational pursuits. These activities serve as a refreshing complement to the spiritual and emotional work being done. Archery, for example, teaches focus and discipline, encouraging participants to channel their energy constructively while relieving stress. Similarly, sports and games bring a sense of camaraderie and fun, offering a physical outlet that boosts endorphins and enhances overall well-being. These moments of movement and play remind participants of the importance of

maintaining a holistic approach to stress relief, blending the physical, emotional, and spiritual dimensions of their lives.

Together, these elements create a well-rounded experience that addresses the complexities of modern challenges. By combining self-reflection, communal support, and physical engagement, participants are equipped with a diverse set of tools to manage stress and cultivate a sense of balance and fulfillment.

C. Mentoring Classes

The mentoring sessions, called "kelas mentorik" focus on three components:

1. Tidawal: Initial activities or discussions.
2. Subject material: Including spiritual or motivational content.
3. Good and bad news sharing: A chance to discuss both academic and personal matters.

Mentors in these classes can be replaced if needed, providing flexibility and fresh perspectives.

D. Outdoor Reflection Activities (Tafakur Alam)

These include recommended physical activities, referred to as olahraga sunnah, which align with traditional Islamic practices. Outdoor activities promote physical well-being and serve as a refreshing break from academic pressures.

Physical activities, particularly those referred to as *olahraga sunnah*, hold a special place in the gatherings as they align with traditional Islamic practices while addressing the participants' need for physical well-being. These activities, which often include pursuits such as archery, horseback riding, and swimming, are not only encouraged in Islamic teachings but also carry profound benefits for both body and mind. By engaging in these practices, participants are reminded of the holistic nature of well-being in Islam, where physical health is seen as an integral part of spiritual and emotional balance.

The inclusion of these activities serves as more than just a physical exercise; it becomes a means of cultivating discipline, focus, and mindfulness. For instance, archery demands precision, patience, and steady concentration, teaching participants to channel their mental energy toward a singular goal. Similarly, horseback riding fosters a sense of control and harmony between the rider and the horse, while swimming offers a refreshing and rejuvenating experience that strengthens both the body and the spirit.

Outdoor activities, in particular, provide an invaluable opportunity to reconnect with nature. Being surrounded by the natural world helps participants detach from the confines of academic pressures and urban routines, offering a much-needed break that revitalizes their energy and perspective. The open air, the rhythmic movements of physical activity, and the shared camaraderie among participants create a wholesome environment that nurtures both individual growth and community bonds.

These practices underscore the importance of balance in life, reflecting Islamic principles that emphasize caring for one's physical health as a form of gratitude to the Creator. They remind participants that taking care of the body is not separate from spiritual devotion but a complementary act that enhances their ability to worship and contribute meaningfully to their lives and communities. In this way, *olahraga sunnah* becomes a powerful tool for personal development, providing not only physical strength but also a sense of clarity, resilience, and harmony.

E. Leadership and Division Coordination

From the perspective of the General Chairperson, managing a team of 154 students across 12 divisions involves:

1. Regular evaluations to identify why some students may not actively participate.
2. Continuous improvement within each division and program.

F. Presentations on progress and areas of improvement.

This leadership approach emphasizes accountability, ensuring that each program meets the students' evolving needs. The leadership approach adopted in these programs places a strong emphasis on accountability, recognizing it as a cornerstone for ensuring their effectiveness and relevance. By maintaining a clear focus on accountability, leaders are committed to continuously assessing and refining the initiatives to align with the evolving needs of the students. This involves a dynamic process of evaluating outcomes, gathering feedback, and implementing improvements that cater to both individual and collective growth.

The accountability framework fosters a culture of transparency and responsibility, where every program is measured against its ability to meet the students' developmental, educational, and emotional needs. Leaders actively engage with students and other stakeholders, listening to their experiences and insights to identify areas that require adaptation or enhancement. This responsive approach ensures that the programs remain meaningful and impactful, addressing the specific challenges and aspirations of the participants.

Moreover, this focus on accountability inspires trust among students, as they witness a leadership style that prioritizes their well-being and progress. It reinforces the idea that their voices matter and that the programs are designed not only with their input but also with a genuine commitment to their success. Through this adaptive and student-centered leadership, the programs maintain their relevance, foster stronger engagement, and ultimately achieve their goals of empowering students to thrive in their personal and academic journeys.

G. Amal Yaumi (Daily Good Deeds)

Led by mentors, amal yaumi includes daily spiritual practices such as:

1. Dzikir (remembrance of Allah), believed to calm the soul and strengthen personal resolve.
2. Sunnah prayers: Voluntary prayers beyond the obligatory ones.
3. Recitation and translation of the Qur'an to gain insight and peace.

Under the guidance of mentors, **amal yaumi** incorporates a series of daily spiritual practices that serve to nurture both the heart and mind of the participants. Among these practices, **dzikir** holds a central role as a form of remembering Allah through the repetition of His names or phrases of praise. This act is deeply revered for its ability to instill calmness in the soul, providing a sense of inner peace while simultaneously reinforcing personal resolve. The rhythmic and meditative nature of **dzikir** helps participants stay mindful of their connection with the Divine, offering comfort and stability in the face of life's challenges.

Another significant component of **amal yaumi** is the performance of **sunnah** prayers, which are voluntary acts of worship that extend beyond the obligatory daily prayers. These prayers are embraced as opportunities to deepen one's devotion and draw closer to Allah. By incorporating these additional prayers into their routine, participants cultivate a sense of spiritual discipline and demonstrate their commitment to living a life guided by faith. The act of taking time for these voluntary prayers reflects a dedication to mindfulness and spiritual growth, enriching the individual's daily connection with their Creator.

The recitation and translation of the Qur'an form another vital aspect of **amal yaumi**. This practice is not limited to the melodic reading of verses but extends to understanding their meaning and implications. Engaging with the Qur'an in this way allows participants to gain profound insights and guidance for their lives, drawing lessons from its timeless wisdom. The process of internalizing the Qur'an's teachings fosters a sense of peace and purpose, anchoring participants in values that inspire resilience and ethical living.

Together, these practices create a holistic routine that addresses the spiritual, emotional, and intellectual needs of participants. They not only serve as tools for individual transformation but also strengthen the collective bond among the community, as each member commits to a shared journey of faith and self-improvement. Under the mentorship provided, **amal yaumi** becomes a pathway to achieving balance, fostering a deep and enduring connection with Allah while navigating the demands of daily life.

H. Handling On- and Off-Campus Issues

LDK UKMM extends its support to address student issues both on and off campus, helping them manage not only academic stress but also other personal and social challenges.

LDK UKMM plays a pivotal role in supporting students by addressing a wide range of challenges they face, both on and off campus. Recognizing that academic pressures are just one aspect of student life, the organization takes a holistic approach to student well-being, ensuring that emotional, social, and personal difficulties are also given due attention. Through its programs and initiatives, LDK UKMM creates a supportive environment where students feel empowered to seek guidance and assistance with issues that extend beyond their studies.

The organization provides a safe space for students to share their concerns, whether related to stress, mental health, relationship difficulties, or the pressures of balancing personal and academic lives. By offering counseling, mentorship, and peer support networks, LDK UKMM helps students develop coping strategies and resilience in the face of these challenges. This comprehensive support system allows students to address their struggles in a constructive manner, fostering a sense of community and solidarity among them.

Moreover, LDK UKMM's outreach extends to helping students navigate the social and cultural aspects of campus life. This includes offering activities that promote inclusivity, enhance social connections, and help students integrate into the broader campus community. By organizing events, workshops, and informal gatherings, the organization creates opportunities for students to build meaningful relationships, improve their social skills, and develop a stronger sense of belonging.

Through these efforts, LDK UKMM ensures that students are not left to cope with their challenges alone. The support they provide empowers students to manage their academic responsibilities while also attending to their mental, emotional, and social needs. This approach not only fosters individual growth but

also strengthens the overall student body, helping to create a more harmonious and resilient campus environment.

CONCLUSION

Spirituality plays an important part in students' lives by providing a foundation of emotional and mental adaptability, which is necessary for managing the stresses of academia. The results of the research show that spiritual activities like prayer, meditation, and deep faith provide students with coping strategies that foster a sense of peace, purpose, and psychological stability throughout stressful academic periods. These approaches promote a comprehensive approach to well-being that includes not only academic accomplishment but also emotional and mental health. Spiritual activities such as dhikr (remembrance of God), reading the Qur'an, and doing sunnah (voluntary) prayers were found to give significant mental health assistance at Lambung Mangkurat University's Lembaga Dakwah Kampus, Unit Kerohanian Mahasiswa Muslim (LDK UKMM). These practices foster a sense of community and self reflection.

REFERENCES

- Puji, A. (2023, June 3). *Stres*. Retrieved from hellosehat: https://hellosehat.com/mental/stres/pengertian-stress/#google_vignette
- Yuwono, S. (2010). MENGELOLA STRES DALAM PERSPEKTIF ISLAM DAN PSIKOLOGI. *Journal Imilah Psikologi: Psycho Idea*, 14-15.
- Borg, M. (2007). The nature of recovery as lived in everyday life: Perspectives of individuals recovering from severe mental health problems.
- Ramdlany, A. A. (2024, June). Review of Maqashid Syariah on the Welfare of Local Wisdom Tourism Managers, Sumenep District, Madura, East Java. In *4th International Conference on Halal Development (4th ICHaD 2023)* (pp. 48-64). Atlantis Press.
- Melnick, H., Cook-Harvey, C. M., & Darling-Hammond, L. (2017). Encouraging Social and Emotional Learning in the Context of New Accountability. *Learning Policy Institute*.

Canda, E. R., Furman, L. D., & Canda, H. J. (2019). *Spiritual diversity in social work practice: The heart of helping*. Oxford University Press, USA.

Nayak, A. P., & Kachhi, Z. (2025). Balancing the Tedious See-Saw of Academic Pressure and Personal Growth. In *Nurturing Student Well-Being in the Modern World* (pp. 325-352). IGI Global.