



Religious Education as a Tool for Mental Health Improvement in Madrasah Aliyah

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ABSTRACT

This study aims to analyze and describe the role of religious education in improving the mental health of Madrasah Aliyah students. A meta-analytic approach was employed to identify patterns and commonalities from various previous studies to explore the relationship between religious education and mental health. This analysis synthesized findings from multiple sources to provide a comprehensive understanding of how religious education can affect students' psychological well-being. This study found that well-designed and effectively implemented religious education has significant potential to help students manage stress and improve psychological health. Religious education not only provides a framework of values and norms that help students deal with various emotional challenges, but also strengthens spiritual aspects that can help improve overall mental health. The findings highlight the importance of integrating spiritual aspects into the madrasa curriculum as a strategy to improve students' mental health. This study is expected to provide useful recommendations for educators and policy makers in designing and implementing more effective religious education programs, with the ultimate goal of supporting the psychological health of Madrasah Aliyah students.

ABSTRAK

Penelitian ini mendeskripsikan peran pendidikan agama dalam meningkatkan kesehatan mental siswa Madrasah Aliyah. Pendekatan meta-analitik digunakan untuk mengidentifikasi pola dan kesamaan dari berbagai penelitian sebelumnya guna mengeksplorasi hubungan antara pendidikan agama dan kesehatan mental. Penelitian ini menemukan bahwa pendidikan agama yang dirancang dengan baik dan diimplementasikan secara efektif memiliki potensi signifikan untuk membantu siswa mengelola stres dan meningkatkan kesehatan psikologis. Pendidikan agama tidak hanya menyediakan kerangka nilai dan norma yang membantu siswa menghadapi berbagai tantangan emosional, tetapi juga memperkuat aspek spiritual yang dapat membantu meningkatkan kesehatan mental secara keseluruhan. Temuan ini menyoroti pentingnya mengintegrasikan aspek spiritual ke dalam kurikulum madrasah sebagai strategi untuk meningkatkan kesehatan mental siswa. Penelitian ini diharapkan dapat memberikan rekomendasi yang berguna bagi pendidik dan pembuat kebijakan dalam merancang dan mengimplementasikan program pendidikan agama yang lebih efektif, dengan tujuan akhir mendukung kesehatan psikologis siswa Madrasah Aliyah.

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Introduction

Mental health is a fundamental part of students' overall health and has a significant impact on many aspects of their lives. Good mental health not only contributes to students' mental well-being, but also plays an important role in facilitating academic success, establishing healthy social relationships and supporting children's emotional development (Alfarina & Widiastara, 2022; Grové & Laletas, 2020; Kamaruddin et al., 2023). In the context of education, the importance of mental health cannot be underestimated as it is closely related to students' ability to achieve their maximum potential in academic and social environments. In the educational environment, the role of schools does not stop at providing learning materials. Schools have an important responsibility to create an environment that supports the overall mental health of their students. This means that schools not only function as a place to acquire academic knowledge but also as an institution that plays a role in shaping and maintaining the psychological health of students. A school environment that supports mental health can increase student motivation, lower anxiety levels, and improve academic performance. Conversely, an unsupportive or stressful environment can negatively impact students' mental health, which can affect their academic performance and well-being (Alwina, 2023; Minkos & Gelbar, 2021; Pahlevi et al., 2021; Rindu et al., 2022).

Good mental health is essential for students, including Madrasah Aliyah students, to manage stress, adapt to change, and cope with academic, social, and personal challenges. Students with adequate mental health support tend to cope better with academic stress, interpersonal conflicts and changes in the educational environment. Conversely, mental health disorders can lead to learning difficulties, decreased motivation, and social-emotional disorders (D. Utami & Mardani, 2024; Wu et al., 2020). Therefore, educational institutions, including madrasah aliyah, have an important responsibility in creating an environment that supports students' mental health. This includes implementing supportive policies and practices, such as emotional support programs, personal development activities, and an inclusive school culture. By creating a psychologically healthy environment, madrasah aliyah can help students learn more effectively and cope better with challenges, ensuring their academic success and emotional and social development.

Madrasah Aliyah as a religious secondary education institution has special potential in this regard. Religious education at Madrasah Aliyah not only serves to transmit spiritual and moral values but can also be integrated with mental health service activities to provide a comprehensive approach to student development. Integrating religious teachings and mental health practices in Madrasah Aliyah includes not only learning moral values but also applying strategies to manage stress, increase emotional resilience, and build healthy relationships. Religious teachings can provide strong moral guidance, inner peace, and spiritual support, which are essential for students in facing various life challenges (Afif, 2022; Ahmad et al., 2021; Dewi, 2023; Mahsusi et al., 2024; Sarbini et al., 2021).

This study aims to describe the impact of religious education on the mental health of Madrasah Aliyah students. The primary objective is to evaluate how the integration of religious teachings into the school curriculum and daily practices affects students' psychological well-being. This research seeks to identify specific mechanisms through which religious education contributes to improved mental health and to establish best practices for incorporating spiritual aspects into mental health support strategies.

Previous research in this area includes a study by Adi Sudrajat (2023) titled "Contribution of Religious Education to Adolescent Mental Health in the School Environment," which asserts that school-based mental health education and promotion strategies can maximize the benefits of religious education by emphasizing its effective implementation to positively influence adolescent mental health. Another relevant study by Risdayatie et al. (2024), titled "A Holistic Approach Based on Islamic Teachings to

Overcome Mental Health Crisis among Muslim Adolescents,” highlights the importance of understanding Islam as a source of peace of mind and spiritual well-being in addressing mental health crises among Muslim adolescents.

The novelty of this study lies in its focus on Madrasah Aliyah students and the use of a meta-analytic approach to integrate findings from numerous previous studies on the relationship between religious education and mental health. This comprehensive and systematic examination aims to elucidate the impact of integrating religious teachings within the educational context. By synthesizing various research outcomes, this study provides a deeper understanding of how religious education can specifically support students' psychological well-being.

The main contribution of this research is the development of practical recommendations for educators and policymakers on effective ways to integrate religious teachings with mental health support in the madrasah curriculum. The findings are expected to offer a robust foundation for creating more comprehensive educational strategies that emphasize both academic and psychological health. Ultimately, this research aims to enhance the quality of education in Madrasah Aliyah by supporting the mental health of its students.

Methods

This study employed the meta-analysis method by integrating and synthesizing the results of various related studies. Meta-analysis allows researchers to assess the consistency and strength of the relationship between certain variables more systematically. This approach not only improves the accuracy of estimating the impact of individual study results, but also allows the identification of factors that can moderate the relationship (Mengist et al., 2020). Additionally, meta-analysis employs advanced statistical techniques to overcome methodological and sample size differences between the studies included in the analysis, thereby increasing the generalizability of the results obtained. Another advantage is the ability to identify and investigate the presence of publication bias that may affect the interpretation of individual study results. Therefore, meta-analysis not only enables a deeper understanding of the research phenomenon, but also provides strong empirical evidence to support the practice of evidence-based clinical decisions, policies and interventions.

In this study, meta analysis methods were used to evaluate the relationship between religious education in Madrasah Aliyah and student mental health through systematic measures. The process begins with a search for relevant studies in academic databases and other literary sources. The studies included in the meta-analysis must meet the inclusion criteria, i.e. focus on the role of religious education in the mental health of students in Madrasah Aliyah and provide measurable empirical data. Upon collecting articles that meets the criteria, an evaluation was conducted towards each study methodology using validated evaluation tools to ensure the reliability and validity of the results. Relevant data from each study, such as effect measurements and statistics related to the relationship between religious variables and mental health, were taken and collected carefully. Data from various studies are then synthesized and systematically analyzed to identify common patterns, trends, or significant differences in findings.

This study also took into account the publication bias potentials and differences in research quality by identifying and evaluating studies that may not be due to insignificant results or variable methodological quality. With this approach, the meta-analysis aims to provide a comprehensive and objective picture of how religious education in Madrasah Aliyah affects students' mental health, as well as explore mediation mechanisms that might explain the relationship. These findings are expected to provide useful insights for

theoretical and practical understanding of the role of religious education in improving the psychological well-being of students.

Results

Revisiting Religious Education

Religion can be understood as the belief of mankind in the world and the Hereafter (Rohmah, 2020). Religion is not just a limit of belief, but must be true and accurate in real-life practice. Thoules states that religion is the real relationship a person perceives with what he believes to be a living being, and this definition is reinforced by the view that religion was something whose meaning should be known and based on faith (Mubarok et al., 2022; Setiawan et al., 2022). Thus, religion is the embodiment of charity to peace, peace, and happiness in all aspects of life. True religion involves obedience, love of God, acceptance of revelation, worship, and distinction between sacred and profane. In religion, the life of man must be filled with the doctrine of religion, so that those who obey the law of religion will have a reward in the latter day. Religious knowledge and truth can be an inspiration to develop theories of life, containing beliefs and values that serve as guidelines in determining the purpose and patterns of human life (Abdullah, 2022; Adly Gamal, 2023; Helmawati et al., 2024).

Furthermore, regarding Islam, which is the main emphasis related to the religion referred to in this paper, Islam can be understood from two main aspects: language and terminology. Linguistically, the word "Islam" comes from the Arabic word "salima" which means safety, security, and peace. This word evolved into "Aslama" which means to surrender to peace. Terminologically, Islam refers to a religion that has distinctive characteristics compared to other religions. Islam is not only a collection of religious beliefs, but also a complete guideline in personal and social life in all aspects. Islam is based on the teachings of the Qur'an, which Muslims believe to be a direct revelation from God to the Prophet Muhammad. In addition to the Qur'an, Islam is also guided by the hadith, or record of statements, deeds, and agreements of the Prophet Muhammad, which are considered to be the interpretation and practical application of the teachings of the Qur'an. Its main pillars are monotheism, the oneness of God, and obligations such as prayer, fasting, zakat, and hajj. Islam also emphasizes the importance of good morals, social justice, and concern for the welfare of society. Philosophically, Islam teaches concepts such as tawhid (oneness of God), discourse (prophecy), and life after death. Overall, Islam is considered a complete system of religious teachings, ethics, laws, and social policies designed to guide individuals and societies towards spiritual and global well-being (Syakhrani & Yudistira, 2022).

Then religious education is a systematic process designed to convey, instill, and guide individuals in understanding and practicing religious teachings deeply and thoroughly in everyday life. According to (Mayasari & Arifudin, 2023), religious education not only includes the delivery of knowledge about religious teachings, such as sacred texts, ethical values, and religious rituals, but also plays an important role in the formation of individual moral and spiritual character. Religious education aims to form a personality that is in accordance with the religious values taught, as well as directing individual behavior to be in harmony with these principles. (Hakim, 2022) added that religious education has a crucial role in integrating social and cultural norms related to religious beliefs, which indirectly strengthens social cohesion and clarifies community identity. By internalizing religious teachings and applying them in daily social interactions, individuals not only strengthen their personal spiritual connection but also contribute to the formation of a harmonious and cultured society. Therefore, religious education serves as a foundation for the development of strong morals and character, as well as a bridge that connects religious values with social practices that benefit the happiness of the entire world community (Musfiroh, 2014; Wahidin, 2018).

Understanding Mental Health

Mental health has always been an interesting and important topic because it is directly related to one's mental condition and the stigma surrounding mental health disorders. Historically, this concept was first introduced in the world of Islamic medicine by Abu Zayd Ahmed ibn Sahl al-Bakri, a Persian doctor, who used the term Tibb al-Qalb to refer to mental health (Ariadi, 2019). The World Federation for Mental Health defines mental health as an ideal condition that supports one's emotional, intellectual, and physical development, as well as enabling them to support the growth of others (Rozali et

al., 2021). This definition shows the importance of mental health in creating an attitude of mutual respect and support. Merriam-Webster adds that mental health is a balanced psychological and emotional state, in which an individual can optimize himself in a complex social environment without neglecting personal needs. (Azari et al., 2023). The World Health Organization (WHO) reinforces this definition by stating that mental health is the ability of a person to adapt to himself and his environment, thus achieving peace and wisdom in life (Rudianto, 2022).

In another explanation, Karl Menninger explained that mental health is an individual who has the intelligence to manage himself and his life so that he gets a sense of happiness (Smith, 2024). According to the author's analysis based on the views of Karl Menninger, mental health is defined as an ongoing effort to develop individual potential optimally, with the aim of achieving well-being through the individual's ability to overcome life's challenges. This includes the ability to understand and manage emotions, thoughts, and behaviors effectively, as well as building healthy social skills and strengthening supportive interpersonal relationships. In this context, mental health not only means the absence of mental disorders, but also the ability to adapt and withstand life's stresses, strains and uncertainties. The achievement of happiness in this case is not only seen from the results of completing daily tasks, but also the alignment of personal desires, believed values, and the quality of established social relationships (Fitriana et al., 2019). Mental health is therefore an important foundation for individuals to lead meaningful lives and reach their full potential.

The Role of Religious Education in Student Development

The role of religious education in the development of learners is very important and has many facets, including intellectual, emotional, moral and social aspects. Religious education has the function of not only teaching spiritual values but also shaping the personality and attitudes of students. By integrating religious teachings into the curriculum, students learn to understand and appreciate the ethical principles that underlie their actions, as well as develop a deeper understanding of human relationships with themselves, each other and the world around them. This enables students to become more spiritually and ethically aware individuals in the context of everyday life (Komariah & Nihayah, 2023).

First, religious education makes an important contribution to the development of students' moral character. By studying religious teachings and values, students are introduced to ethical principles that guide their behavior. According to (Romlah & Rusdi, 2023), religious education has the function of shaping students' moral character by instilling in them values such as honesty, empathy and responsibility. This process helps students understand the consequences of their actions and encourages them to act with integrity and respect for others. Thus, religious education plays an important role in shaping people with strong personalities and good ethics (Khaidir & Suud, 2020).

Secondly, religious education plays an important role in students' emotional development. Religious studies often cover aspects such as introspection, meditation, understanding emotions and human relationships (Van Gordon et al., 2022). (Firdaus, 2022) argues that religious education helps students manage and express emotions constructively. Through a thorough understanding of religious teachings, students can develop inner calm and skills to cope with emotional challenges. This not only strengthens their mental health but also enhances their ability to interact positively with others (Nursasari, 2017).

Third, religious education plays a role in students' social development by teaching values such as tolerance, cooperation and empathy. In multicultural and multi-religious contexts, religious education helps students understand and appreciate differences and contribute to social harmony. By studying diverse religious perspectives and practices, students learn to interact with diverse cultures and religions in a more sensitive and inclusive way. This helps create a more respectful learning environment and strengthens interpersonal relationships in a diverse society with habituation (Mirani & Nursikin, 2022).

Fourth, religious education supports students' intellectual development by providing a foundation for critical thinking and reflection. Religious studies often involve the study of the Qur'an and Hadith, debates on moral values, and deep reflections on human existence. Through these activities, students are encouraged to think critically and question their own assumptions, which contributes to their intellectual

development. This process develops students' ability to analyze and understand various concepts, as well as apply critical thinking in various aspects of life through various method and media (Khodijah, 2022; Liwaul et al., 2022; Nasir et al., 2021; Pratiwi & Watini, 2022).

Ultimately, religious education serves as a bridge that connects students to their community and gives meaning to their lives. By engaging students in religious and community service activities, religious education encourages participation and social responsibility. This helps students feel more connected to their communities and develop a deep sense of social responsibility. Effective religious education focuses not only on teaching theory, but also on the practical application of religious teachings, thus strengthening learners' contribution to the welfare of society and society in general (Markarma, 2014; Qowim, 2020; Zarkasyi, 2020).

Discussion

The Effectiveness of Religious Practices in Reducing Stress and Anxiety among Students

Religious practice has been shown to be effective in reducing stress and anxiety in students, through its ability to provide important psychological and emotional support mechanisms. Through various religious practices such as prayer, meditation, and religious ceremonies, students learn constructive ways to manage the emotional distress that they often encounter at school and in everyday life. These activities not only bring a sense of inner peace, but also encourage students to divert their attention away from the source of stress, thereby helping them reduce stress. sources of stress, thus helping them to reduce physical and mental stress (Chow et al., 2021). Ningsih's research (Ningsih, 2022) showed that prayer and meditation activate the parasympathetic nervous system that nervous system that plays a role in responding to stress more calmly, thus helping students reduce anxiety levels and improve reduce anxiety levels and improve general health. In addition, students' participation in religious communities provides important social support, which can act as an important which can act as a buffer against stress. Being part of a religious group or community often creates a supportive social a supportive social environment where students can connect with people who share similar values and beliefs. This creates social network that provides much needed emotional and psychological support needed. (Anjastiti, 2023) argued that the social support received from religious communities helps students feel more accepted and supported, thus reducing feelings of isolation that often exacerbate stress. With this support, students are better able to overcome the challenges they face and feel more connected to their surrounding environment.

Furthermore, religious activities teach students adaptive coping mechanisms to deal with stress and anxiety (Anggraini et al., 2024). The religious coping theory proposed by Pargament in (Handayani, 2024) explains that students who participate in religious activities often use their beliefs as a way to overcome difficulties. For example, the belief that difficult situations are part of a larger plan or that there is a higher power that can help can provide a feeling of control and calm. Through this coping mechanism, students not only feel more able to cope with stressful situations, but are also able to develop a more positive outlook when facing various challenges.

In other circumstances, religious practices contribute to the development of students' positive attitudes and emotional resilience. Through religious teachings that teach the importance of acceptance, forgiveness, and gratitude, students can develop a more optimistic and resilient mental attitude (Garssen et al., 2021). Research conducted by (Amrulloh et al., 2024) found that students who participate in religious practices tend to show higher levels of resilience, allowing them to recover quickly from stressful situations. The positive attitudes gained through religious practices support students' ability to manage stress and anxiety more effectively, constructively and adaptively. According to the above interpretation, religious practices also provide meaning and purpose in students' lives, thus significantly reducing anxiety and stress. Religious beliefs often help students have a broader view of the purpose of life and their role in the world, thus bringing a sense of peace and emotional stability (Yunan et al., 2023). McCullough and Larson cited by (L. H. Utami, 2020) state that individuals who have purpose and meaning are better able to respond to stress and challenges in healthier ways. By understanding their beliefs, students can develop more effective strategies to manage stress, as well as develop emotional resilience to support their long-

term mental health. Therefore, religious practices provide an important resource for reducing stress and anxiety, thereby helping students achieve better health and a more balanced life.

Allah SWT also explains that the pious are the ones who are healthy, while the disbelievers and hypocrites are the ones who are diseased; and Allah does not heal them but rather adds to their illness (QS Al-Baqarah/2: 10). Meanwhile, God's teachings - namely faith, piety, and good deeds - are the cure for disease (QS Yunus/10:57). Mental health is in accordance with human nature (Haryati & Rahmat, 2022). The characteristics of a pious person are: (1) always believes in the Unseen, that is, his heart and mind are always attached to Allah; (2) always establishes prayer, that is, his prayer is *khushyu`* (not *sahun*), remembers Allah, forms a person who is anti-sin and anti-evil; (3) is very concerned about removing human burdens, both the burden of poverty, disease, and ignorance; (4) avoids sins and bad character; and (5) does a lot of good (Yahya & Rahmat, 2019).

The concrete form of a pious person, namely a mentally healthy person, is in *muthmainnah* lust, as the fourth of the seven lust ladders to heaven (QS Al-Fajr/89: 27-30). Meanwhile, the characteristics of *muthmainnah* lust include; first, happy people tend to be more active and routine in worship. This includes active participation in religious rituals such as prayer, fasting, and other acts of worship, which not only strengthen the spiritual bond with Allah, but also provide opportunities for self-reflection and continuous spiritual growth. Secondly, the characteristics of *Mutmainnah* lust also include being generous and willing to give alms. This activity is seen as a form of gratitude for the blessings received from Allah SWT and a form of social responsibility to help those in need. In addition, people with *mutmainnah* souls are also known to be sincere and *tawakkal*. They live their lives by accepting Allah's fate (*rida*), relying on Allah's plan (*tawakkal*), and practicing good deeds sincerely without expecting praise or reward from humans. This attitude inspires them to live with peace of mind and a strong belief in God's mercy and justice. Fear of God is another characteristic of the *mutmainnah* spirit that urges individuals to avoid sins both major and minor. They are dedicated to maintaining *akhlaqul karimah* or noble morals, avoiding actions that may harm themselves or others. Overall, the description of lust *mutmainnah* not only reflects the spiritual dimension in a person's life, but also contributes to the formation of a strong and stable moral character. This includes a deep commitment to the practice of worship, almsgiving, gratitude for God's favors, and sincere efforts to acquire praiseworthy morals (Rahmat, 2022). Exploring this idea further may provide further insights into how religious values and spiritual practices can holistically shape and enrich a person's life.

The Role of Religious Education on Student's Mental Health in Madrasah Aliyah

The results showed that religious education in Madrasah Aliyah plays a very important role in supporting students' mental health by providing a solid foundation for character, emotional, and social development. At the Madrasah Aliyah level, students are at a critical stage of development where they face various academic and social pressures that can affect their mental health. In this context, religious education offers various strategies and support mechanisms to help students manage the stress, anxiety and emotional challenges they face. Religious education in Madrasah Aliyah provides a value and moral foundation that supports students' mental health by developing a strong moral character. Through religious teachings, students learn values such as patience, honesty and responsibility, which not only shape positive behavior but also build self-confidence and self-esteem. The cultivation of such values helps students overcome feelings of inferiority and uncertainty that often lead to stress. By understanding and internalizing religious principles, students can develop a more stable and positive outlook towards themselves and the situations they face, thus improving their overall mental health.

In addition, religious education provides effective coping mechanisms for stress and anxiety. Practices such as prayer and meditation taught in religious education provide students with techniques to calm the mind and reduce emotional stress. (Freshilia, 2023) explains that religious practices can activate the parasympathetic nervous system thus helping to reduce stress. By participating in these religious activities, students gain tools that they can use to calm themselves in stressful situations. This technique

also gives students space for reflection and self-reflection, which can help them gain a better perspective towards their problems.

Participation in Madrasah Aliyah religious communities helps build social support that is important for students' mental health. Religious communities often create strong social networks where students can gain emotional and psychological support from friends and mentors. This social support helps students feel more accepted and valued, which is important for reducing feelings of loneliness and isolation that can exacerbate persistent anxiety. This supportive religious community environment provides a sense of connectedness and reinforces a sense of belonging, which is an important factor in maintaining mental health.

Religious education also teaches students how to develop emotional resilience and a positive attitude. Religious teachings that focus on acceptance, forgiveness and gratitude provide students with a framework to better cope with life's challenges. Research conducted Students who participate in religious practices show higher levels of resilience, allowing them to recover more quickly from stressful situations. By developing a positive attitude and the ability to cope with difficulties in a positive way, students can better maintain their mental health.

Furthermore, religious education at Madrasah Aliyah provides structure and routine that supports students' emotional stability. Religious education programs often include regular activities such as group meetings, religious studies and religious practices that are strictly scheduled. This structure gives students a sense of certainty and order in their daily lives, which can reduce feelings of chaos and emotional instability. Consistent routines can reduce anxiety by providing a sense of control and predictability. There is also data showing that students who perform religious routines well, have a high level of mental health. In addition, religious education supports students' mental health by teaching the values of service and empathy towards others. Religious activities that involve community service help students develop a sense of caring and responsibility towards their community. Research Participating in community service activities can improve emotional well-being by strengthening a sense of purpose and identity. Therefore, religious education in Madrasah Aliyah focuses not only on personal development but also students' contribution to social welfare, helping to strengthen their mental health.

Conclusion

The study confirms that integrating religious practices into the Madrasah Aliyah curriculum has significant potential to effectively support students' mental health. The key findings suggest that religious education not only imparts spiritual values but also serves as a powerful tool for providing emotional and psychological support to students. Through the consistent application of religious activities in the curriculum, students have the opportunity to develop emotional and spiritual balance, which contributes to improved mental health.

The findings underscore the importance of specialized training for religious teachers to enhance their skills in recognizing and addressing mental health issues. Trained religious teachers can provide proper spiritual guidance, identify signs of psychological problems, and offer appropriate support. This training prepares educators to integrate mental health aspects into their interactions with students and develop strategies to address the emotional challenges students face.

To apply these findings in educational practice, it is recommended that Madrasah Aliyah adopt several concrete steps. First, the curriculum should include religious activities that focus not only on theoretical learning but also on practices that support emotional well-being, such as meditation sessions, prayers, and discussions on moral and ethical values. Second, schools should provide regular training programs for religious teachers, including training in the detection of mental health problems, basic counseling skills, and emotional support techniques. This training is essential to ensure that teachers not only deliver religious material but also serve as pillars of mental health support for students.

Despite providing significant insights, this study has limitations to consider. The scope is limited to meta-analysis studies, which may not fully capture variations in the implementation of religious curricula across different Madrasah Aliyah. Additionally, the results may be influenced by the quality and methodology of the analyzed studies. Therefore, further research with a more focused approach to practical implementation and long-term evaluation of these programs' impact is necessary.

Overall, the findings support the integration of religious practice as a crucial component of the Madrasah Aliyah curriculum and highlight the urgent need for specific teacher training in addressing student mental health. Implementing these recommendations is expected to make religious education more effective in supporting students' psychological well-being and contributing positively to a healthy and supportive learning environment.

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