

THE ROLE OF MINDFULNESS TO REDUCE ANXIETY FACING MUHAFADZOH IN FEMALE STUDENTS OF ISLAMIC BOARDING SCHOOL X

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ABSTRACT

The aim of this research is to describe the role of mindfulness by using relaxation techniques to reduce the level of anxiety facing muhafadzoh in female students at Madrasah Mu'allimin Mu'allimat Islamic Boarding School X. This research uses a quasi-experimental method. The subjects of this research were female students of Madrasah Mu'allimin and Mu'allimat Islamic Boarding School. The data collection technique uses a scale results sheet in the form of a questionnaire while data analysis uses non-parametric Mann-Whitney U. Based on the research results, a 2-tailed asymp sig value of 0.00 < 0.05 is obtained, which indicates that the application of Mindfulness has a significant impact on the variable observed, namely the level of anxiety. These findings consistently support the research hypothesis which suspects that Mindfulness intervention will be effective in reducing anxiety levels in female students at Islamic Boarding School X.

KEYWORDS Anxiety, Mindfulness, Muhafadzoh.



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INTRODUCTION

Islamic boarding schools are traditional Islamic educational institutions that make Islamic religious knowledge the main study and apply it in daily practice. Islamic boarding schools in providing education about Islam to their students use many methods, especially systematic learning or memorization methods. Pondok Pesantren X (PPX) in km 24 Banyuasin, South Sumatra, is an Islamic education institution that focuses on Islamic religious knowledge and applies it to daily life. An important aspect of Islamic education at the boarding school is the use of various learning methods, especially structured memorization methods. PPX has four

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madrasahs, one of which is Madrasah Mu'allimin and Mu'allimat, which is equivalent to the MTs (first three years) and MA (last three years) levels in formal education. This madrasah emphasizes religious education and the study of the yellow book with a material weight of 85%, while still maintaining 15% general material to meet national exam requirements. One of the curriculums of the mu'allimin mu'allimat madrasah is Nahwu (Jurumiyah, Al-Imrithi and Alfiyah Ibn Malik) Nadzom Alfiyah Ibn Malik is a literary work in the form of poetry (nadzom) which is very famous in the tradition of Arabic language education. Written by Ibn Malik (whose full name is Muhammad bin Abdulla), the Nadzom Alfiyah Ibn Malik is one of the most important classics in Arabic language education and remains relevant today in helping students understand Arabic grammar in depth. This nadzom is what teachers give to students to memorize. This memorization program aims to develop the ability of students to maintain and increase memorization and emphasize the obligation for them to memorize and deposit all nadzomans that have been determined according to the level of education they are taking.

The memorization and rote deposit system implemented by the Mu'allimin and Mu'allimat madrasah rules often causes anxiety in many santri. They feel anxious for fear of not being able to achieve the set memorization target, fear of mispronouncing the memorized text when making the memorization deposit, and anxiety for fear of not being eligible to take the written exam due to non-conformity with the memorization deposit requirements. This system is based on a principle taken from the words of Imam Shafi'i, who stated that memorizing lessons takes precedence over understanding them. According to him, true mastery of subject matter is achieved through memorization, not just understanding of concepts. Imam Shafi'i also said that the learning method that makes us understand is memorization itself.

Anxiety or worry in the Qur'an is called Al-Khauf, while fear or fear is called khasyyah. in the Qur'an there are verses that state that anxiety is an inseparable part of human life (Hadinata, 2023). Allah makes anxiety one of the tests for believers, to see whether they are able to pass the test or not (Hadinata, 2023). This anxiety can also be felt by students when memorizing. Especially for 4th and 5th grade students of Madrasah Mu'allimin and Mu'allimat or equivalent to 1st and 2nd grade high school. Anxiety is actually needed as motivation in achieving goals. Meanwhile, anxiety in memorization can trigger the enthusiasm of the students to memorize more diligently. However, this anxiety is still within reasonable limits, as long as it does not disturb the person concerned. However, if anxiety continues and disturbs the students, the recitation and memorization activities will not go well.

Sear (2015, in Pelupessy & Dimiyati, 2021) defines anxiety as a person's attempt to assess a situation as something quite dangerous, so that his mind tries to anticipate or even face the danger. In the context of this study, anxiety in students facing muhafadzoh occurs because they feel a sense of danger, namely fear of not being able to meet the memorization target, fear of being mistaken in the mention of nadzoman when depositing memorization, and fear of not being able to take a written exam because they do not meet the requirements of memorization. Semiuon 2010, (in Rohmadani, 2017) states that anxiety has four aspects: cognitive, motor, somatic, and mood. In santri who are research subjects, this anxiety can have an

impact on their daily activities if not overcome. Excessive anxiety can interfere with concentration, reduce academic performance, cause physical health problems such as headaches and sleep disorders, and interfere with their social relationships. An in-depth understanding of the concept of anxiety and its impact on santri is expected to help in finding effective strategies and interventions to overcome this anxiety.

Anxiety is a mental health problem that is often experienced by various groups of people, including students. Anxiety that is not treated properly can interfere with the learning process, reduce quality of life, and affect overall physical and mental health. Therefore, it is important to conduct effective interventions in reducing anxiety levels in learners. One method that has been widely researched and proven effective in reducing anxiety is mindfulness. Mindfulness is a practice that involves being fully aware of experiences that occur clearly and balanced in the present moment. It teaches individuals to accept all emotions, thoughts, and physical sensations that arise without resistance. In other words, mindfulness invites one to be open to the current reality, without judging or trying to change it.

According to Neff and Germer (2018), mindfulness helps individuals to be more aware of their experiences over time, so that they can respond to situations in a calmer and wiser way. In the context of education, applying mindfulness to learners can help them to focus more on learning, manage academic stress, and improve emotional well-being. Kabbat-Zinn et al (2020) also support this view. They state that a person who has a high level of mindfulness tends to have better physical as well as mental health. They are less prone to depression or anxiety, view life more positively, and have better interpersonal relationships. In their research, it was found that mindfulness can improve overall well-being and help individuals to be more adaptive in facing life's challenges.

In the context of santri, who are often in intense and stressful educational environments, the application of mindfulness can provide significant benefits. Through mindfulness practice, students can learn to manage stress and anxiety more effectively. They can develop skills to deal with academic and social pressures in a healthier way, which in turn can improve their academic performance and emotional well-being. The implementation of mindfulness in educational settings can be done through various means, such as mindfulness meditation, breathing exercises, and activities that teach mindful awareness of the present moment. With the right support, students can develop mindfulness skills that can help them to reduce anxiety, improve focus, and develop better emotional well-being. Overall, mindfulness is an effective and tested approach to reducing anxiety in learners. By increasing awareness of current experience and accepting thoughts and emotions without resistance, mindfulness can help students to better manage stress and pressure, improve mental health, and achieve more optimal well-being.

The conclusion from the above description shows that Islamic boarding schools, as Islamic religion-based educational institutions, focus on the development of religious education through various learning methods, including systematic memorization methods. For example, in the Madrasah Mu'allimin and Mu'allimat programs, the strict memorization and rote deposit system often causes students to experience anxiety. This anxiety arises due to fears of not being able to meet memorization targets, making mistakes in memorization deposits, or not

meeting the requirements for taking written exams. This anxiety is a significant mental health problem and needs special attention, especially in the context of education. When santri feel anxious and fearful ahead of memorization deposits (muhafadzoh), their clarity of thought and memorization ability can be impaired, resulting in decreased learning effectiveness and increased stress.

Research shows that mindfulness is an effective way to reduce anxiety. Mindfulness, as explained by Fulton (2016), has the benefit of reducing anxiety by increasing present orientation. The practice of mindfulness helps individuals to be more aware of current experiences, accepting thoughts and emotions without resistance, so as to reduce the anxiety they feel. By applying mindfulness techniques, santri can learn to manage stress and anxiety better. Mindfulness teaches them to focus on the present and face the challenges of memorization more calmly and wisely. This not only helps in reducing anxiety but also improves the cognitive and emotional abilities of the santris, which can ultimately improve their academic performance and mental well-being.

The implementation of mindfulness in a pesantren setting can be done through mindfulness meditation sessions, breathing exercises, and other activities that teach mindful awareness of the present moment. Structured mindfulness programs can help students integrate this practice into their daily lives, giving them the tools to deal with academic and social pressures in a healthier and more effective way. Overall, mindfulness offers a proven effective approach to reducing anxiety in students. By increasing awareness of present experiences and accepting thoughts and emotions without resistance, mindfulness helps students manage stress, improve mental health, and achieve better well-being in stressful educational environments.

RESEARCH METHOD

Research Design

This research uses experimental quantitative methods. The experimental quantitative method is a quantitative approach that is carried out systematically and under control, which allows drawing conclusions up to the level of causality, namely the cause-and-effect relationship (Azwar, 2017). The purpose of this study is to evaluate whether the application of mindfulness is effective to reduce the anxiety of students at Madrasah Mu'allimin and Mu'allimat Pondok Pesantren X when facing muhafadzoh.

Research Subject

The subjects in this study were Madrasah Mu'Allimin and Mu'Allimat Pondok Pesantren X students in grades 4-5 who were memorizing Alfiyah Ibn Malik or equivalent to grades 1-2 of high school. The subjects in this study consisted of experimental and control classes.

The following is the distribution of students of Madrasah Mu'Allimin and Mu'Allimat Pondok Pesantren Sabilul Hasanah who are currently memorizing Alfiyah Ibn Malik or equivalent to grades 1-2 high school:

No.	Class	Number of Santri (Person)
1	Class 4B (Equivalent to 1 high school)	16 students
2	Class 5B (Equivalent of 2 high schools)	16 students
Total		32 students

(Source: Ustadz Madrasah Mu'Allimin and Mu'Allimat PonPes Sabilul Hasanah)

The purposive sampling technique was used to determine the experimental and control classes. Purposive sampling is a sample selection technique by determining certain characteristics of the research sample (Azwar, 2017).

Research Procedure

The researcher distributed the scale in the form of a questionnaire to the subject directly before and after the treatment took place. The scale used is the HARS anxiety scale which has 14 aspects. Researchers started taking initial data by using pretest in the experimental class and control class. Then given treatment, the experimental class used the "Mindfulness with Relaxation Techniques" Treatment Program while the control class was not given treatment. After being given treatment, a post-test was then given to both classes, to determine the final results of the students after being given treatment.

Research Data Analysis

Data analysis was conducted in this study using experimental quantitative methods. Quantitative methods are applied to differentiate the categories of pre-test and post-test results. The description of quantitative data in this study is taken from the results of the pre-test and post-test categories regarding the anxiety level of female santri in facing muhafadzoh and applying mindfulness with relaxation techniques. This study uses the Mann-Whitney U non-parametric difference test because the data used is homogeneous but not normally distributed. This test is conducted to determine whether there is a difference between the experimental class and the control class.

RESULT AND DISCUSSION

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
MIND	Based on Mean	.847	1	30	.365
RESULTS	Based on Median	.316	1	30	.578
	Based on Median and with adjusted df	.316	1	23.899	.579
	Based on trimmed mean	.496	1	30	.487

The data above is said to be homogeneous because the results of the homogeneity of variance test show a $p\text{-value} > 0.05$, although the data is not normal based on the results of the normality test.

		Tests of Normality						
CLASS		Kolmogorov-Smirnov ^a			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.	
MIND RESULTS	Control Pre Test	.151	16	.200*	.952	16	.527	
	Post Test Cock	.260	16	.005	.863	16	.021	
	Pre test Experiment	.204	16	.073	.816	16	.005	
	Post Test Experimen	.181	16	.169	.883	16	.044	

The normality test data above shows the results of abnormal data $p\text{-value} > 0.05$, because the normality test is said to be normal when the $p\text{-value} < 0.05$.

Mann-Whitney U test result

	Mind Result
Mann-Whitney U	.000
Wilcoxon W	136.000
Z	-4.855
Asymp. Sig. (2-Tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^b

The difference test is said to be significant because if the asymp sig 2-tailed value is $0.000 < 0.05$

Interpretation of the non-parametric mann-whitney U test:

Based on the results above, the value of asymp Sig. (2-tailed) of $0.000 < 0.005$, it can be concluded that there is a significant decrease in the *Pre-test* class students of the experimental class with the *Post-test* of the experimental class (*Mindfulness* with Relaxation Techniques).

The results of the statistical analysis showed that there was a significant difference between the *pre-test* and *post-test* scores in the experimental group who received the *Mindfulness* with Relaxation Technique intervention. The obtained asymp Sig value (0.000) is smaller than the set significance level (0.005), indicating that the difference is not mere coincidence and is indeed statistically significant. In this context, "there is a significant decrease" indicates that the *post-test* scores tend to be lower than the *pre-test* scores, indicating a positive effect of the intervention.

Based on the research results previously described, there are several important points that need to be discussed to provide a deeper understanding of the findings.

1. Asymp Sig (2-tailed) Value and Statistical Significance:
 - The results of the statistical analysis show that the asymp Sig (2-tailed) value of 0.000 is smaller than the set significance level (0.005). This indicates that the difference between the *pre-test* and post-test in the experimental group is not coincidental, but a statistically significant difference.
 - In the context of this study, the very small asymp Sig value indicates that the effect of *mindfulness* intervention with relaxation techniques has a real and reliable impact on reducing anxiety levels in students.
2. Comparison of Pre-test and Post-test:
 - The significant difference between the pre-test and post-test scores in the experimental group indicates that the intervention successfully achieved the research objectives.
 - The decrease in the *post-test* score compared to the *pre-test* score indicates that the students' anxiety level is reduced after participating in the *mindfulness* program with relaxation techniques.
3. Effectiveness of Mindfulness Intervention with Relaxation Techniques:
 - These results are consistent with the initial hypothesis of the study which predicted that mindfulness intervention with relaxation techniques would be effective in reducing anxiety levels.
 - This effectiveness can be attributed to the ability of mindfulness and relaxation techniques to help individuals focus more on the present, manage stress better, and reduce feelings of excessive anxiety.

Based on the results of the analysis, it can be concluded that the research hypothesis can be accepted, because there is a significant decrease in the experimental group receiving the intervention. This indicates that the intervention (*Mindfulness* with Relaxation Technique) has a significant effect in reducing the observed variables.

Discussion

This study aims to evaluate the effectiveness of *mindfulness* in reducing anxiety experienced by female students of Pondok Pesantren X when facing muhafadzoh (Memorization Deposit). Muhafadzoh, which involves memorizing Nadzoman Alfiyah Ibn Malik, is often a source of anxiety for female students due to high demands and responsibilities.

This study was designed to explore the potential of *mindfulness* and relaxation techniques as intervention strategies to reduce santri anxiety levels. Conducted for two days, from April 9 to 11, 2024, this study involved 36 female santri as samples. The research was conducted on a holiday, so it did not interfere with the students' class hours.

The research procedure begins with the distribution of anxiety scales as a *pre-test* to the students. The researcher gave a briefing on how to fill out the scale to ensure that each student understood the instructions well. The anxiety scale used in this study consists of 14 items, which are designed to measure the level of anxiety felt by students in the context of facing muhafadzoh. After the *pre-test*, students were given interventions in the form of *mindfulness* practices and relaxation

techniques. These practices are designed to help students focus on the present, manage stress, and reduce the anxiety they may feel. At the end of the study, santri again filled out the anxiety scale as a post-test. Data from the *pre-test* and *post-test* were then analyzed to determine changes in anxiety levels experienced by students after the *mindfulness* intervention.

The results of this study are expected to provide insight into the effectiveness of *mindfulness* in reducing students' anxiety when facing muhafadzoh. If proven effective, *mindfulness* practices can be integrated in the learning program at Pondok Pesantren X as a strategy to improve the mental well-being of santri and help them better manage academic stress. Thus, this study not only provides an empirical contribution regarding the benefits of *mindfulness* in the context of Islamic education but also offers a practical solution to the problem of anxiety often faced by santri. The implementation of *mindfulness* as part of the curriculum can be an important step in supporting the holistic emotional and academic development of santri.

Thus, the test results show that the intervention has a significant impact on the observed variables, supporting the research hypothesis that the intervention is effective in reducing anxiety levels.

CONCLUSION

Based on the results of experimental research on the role of *mindfulness* to reduce anxiety facing muhafadzoh in female santri of boarding school X that has been carried out, it can be concluded that: 1. Effectiveness of Mindfulness in Reducing Anxiety. This study shows that the application of *mindfulness* is effective in reducing the level of anxiety experienced by female students when facing muhafadzoh. The results of statistical testing showed a significant impact on anxiety levels, which supports the hypothesis that *mindfulness* intervention successfully reduces anxiety. After undergoing a session of *mindfulness* and relaxation techniques, the female students showed a clear decrease in their anxiety level, compared to before the intervention was conducted. This confirms that *mindfulness* can be a powerful tool in helping santri manage stress and anxiety related to heavy memorization tasks. 2. Contributions to Understanding and Practical Implications. The conclusions of this study make an important contribution to the understanding of the use of *mindfulness* as an intervention strategy to manage anxiety, particularly in a pesantren setting. The findings highlight that *mindfulness* training can be an effective approach in improving the mental well-being and quality of life of female santri. By reducing anxiety, santri can be more focused, calm, and able to better face learning challenges. The practical implication of this study is that *mindfulness* training programs can be integrated into the curriculum of Islamic boarding schools as part of efforts to support the mental health of santri. *Mindfulness* training not only helps santri in dealing with academic pressures and memorization tasks, but also in developing life skills that are beneficial for the long term. The implementation of this program could include daily meditation sessions, breathing exercises, and other *mindfulness* activities designed to strengthen santri's ability to manage stress and anxiety.

Overall, this study proves that mindfulness is an effective intervention to reduce anxiety among female santri of Pondok Pesantren X, offering a practical solution that can be adopted by similar educational institutions to improve the mental well-being and quality of life of their learners.

From the results of the research on the role of mindfulness to reduce anxiety facing muhafadzoh in female santri of boarding school X that has been carried out, the suggestions submitted by researchers are as follows: 1. For teachers or ustadz and ustadzah. Based on the results of this study, it is recommended to add insight related to the role of mindfulness to reduce the level of anxiety facing muhafadzoh in students. 2. For Santri. Educators are advised to be able to overcome anxiety problems in facing muhafadzoh with the application of mindfulness and be able to memorize nadzoman with a happy and calm feeling through the role of mindfulness. 3. For Future Researchers. Future researchers are expected to understand the mechanisms underlying the effectiveness of Mindfulness in reducing anxiety, as well as to explore the long-term impact of the intervention. Thus, future research can provide a more in-depth and comprehensive insight into the role of Mindfulness in improving the mental well-being of female santri in pesantren.

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