

Cultivating spiritual resources for improving undergraduate students' mental health

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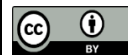
Abstract: The increasing number of students coming to the university's guidance and counseling unit demonstrates the need for more serious and systemic efforts to deal with students' mental health. Previous studies have shown that religion has significant contribution to the human mental health and psychological well-being. This study specifically examined the role of one of the spiritual resources that get emphasis in Islamic teachings that is "Tawakal toward Allah Subhanahu wa Ta'ala" to the undergraduate students' mental health. To test the research hypothesis that asserted there is a positive relationship between surrender to God and social-emotional health, current study uses correlational design. The study involved 57 undergraduate students of the statistic class at Psychology Department of Islamic University of Indonesia, Yogyakarta and Surrender to God Scale (Wong-McDonald & Gorsuch, 2000) and Social-Emotional Health Survey (Furlong, You, Shishim, & Dowdy, 2017) were administered to them. When social desirability on the relationship between surrender to God and social-emotional health was controlled, partial correlation $r(56) = .510, p = .001$ was found. The result suggests that there was a significant and strongly positive association between surrender to God and students' social-emotional health when controlling social desirability scores.

Keywords: Surrender to God, Social-Emotional Health, Undergraduate students.

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Conflict of Interest Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



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Introduction

Although all higher education institutions recognize and consider the importance of mental health for the success of their student studies, some universities (Clapham, Jahchan, Medves, Tierney, & Walker, 2012; Report, 2008) report that mental health is still a concerning issue on their campus. The problems ranging from stress, anxiety, until diagnosed depression disorder (Beiter et al., 2014; Hussain, Guppy, Robertson, & Temple, 2013; Macaskill, 2012). Whereas mental health problems such as depression related to poor quality in behaviour, social relationships, and academic performance of undergraduate students (Keyes, 2009). Likewise, stress is found to have negative impact on physical health, mental health, and academic achievement (Shankar & Park, 2016).

In contrast to the above studies that view mental health as the absence of disease, disorder, and disability, current research uses positive mental health concept than emphasizes more on the presence of assets, strengths, and positive attributes. Individual free of mental illness are not necessarily mentally healthy (Keyes, 2009, 2014). In other words, affirming that problem-free does not mean fully prepared (Pittman, 1992). In fact, the concept of positive mental health was adopted by World Health Organization (WHO) and now mental health is defined as a state of well-being in which individual realizes his or her own abilities, can cope with the normal of stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community (World Health Organization, 2004).

Method

In the Method section, you explain clearly how you conducted your study in order to: (1) enable readers to evaluate the work performed and (2) permit others to replicate your study. You must describe exactly what you did: what and how experiments were run, what, how much, how often, where, when, and why equipment and materials were used. The main consideration is to ensure that enough detail is provided to verify your findings and to enable the replication of the study. You should maintain a balance between brevity (you cannot describe every technical issue) and completeness (you need to give adequate detail so that readers know what happened).

Best Practice:

Define the population and the method of sampling;

Describe the instrumentation;

Describe the procedures and if relevant, the time frame;

Describe the analysis plan;

Describe any approaches to ensure validity and reliability;

State any assumptions;

Describe statistical tests and the comparisons made; ordinary statistical methods should be used without comment; advanced or unusual methods may require a literature citation, and;

Describe the scope and/or limitations of the methodology you used.

In the social and behavioral sciences, it is important to always provide sufficient information to allow other researchers to replicate your methodology. This information is particularly important when a new method has been developed or an innovative use of an existing method is utilized. Last, please avoid to make a sub section in Method.

Results and Discussion

Tabel 1

Correlations

Control Variables		Social_Emotional_Health	Surrender_to_God
Social_Desirability	Social_Emotional_Health	Correlation	1.000
		Significance (1-tailed)	.510
		df	.000
Surrender_to_God	Surrender_to_God	Correlation	.510
		Significance (1-tailed)	1.000
		df	.000
		df	56

Tabel 2

Correlations with Undergraduate Femate Students

Control Variables			Social_Emotiona l_Health	Surrender_to_G od
Social_Desirability	Social_Emotiona l_Health	Correlation	1.000	.654
		Significance (1-tailed)	.	.000
		df	0	40
	Surrender_to_God	Correlation	.654	1.000
		Significance (1-tailed)	.000	.
		df	40	0

Tabel 3

Correlations with Undergraduate Male Students

Control Variables			Social_Emotiona l_Health	Surrender_to_G od
Social_Desirability	Social_Emotiona l_Health	Correlation	1.000	.232
		Significance (1-tailed)	.	.203
		df	0	13
	Surrender_to_God	Correlation	.232	1.000
		Significance (1-tailed)	.203	.
		df	13	0

Conclusion

Undergraduate students' mental health variability can be significantly explained by the surrender to God variability. The strength of the relationship between surrender to God and undergraduate students' mental health varies according to gender factors

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