

## Implementation of the Muraqabah Technique in Islamic Religious Education to Cope with Academic Stress for Vocational High School Students in Jakarta in the Digital Age

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### ABSTRACT

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This study aims to analyze the implementation of the muraqabah technique in Islamic Religious Education and its impact on academic stress among vocational high school students in Jakarta in the digital age. This study employed a descriptive qualitative approach involving Islamic Religious Education teachers and students selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and document analysis and were analyzed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. The findings revealed that the implementation of the muraqabah technique was carried out through habituation activities, self-reflection, regular zikir, spiritual guidance, and the integration of muraqabah values into classroom learning. These practices encouraged students to develop greater self-awareness, self-discipline, emotional regulation, and responsibility in their academic activities. Prior to the implementation of the technique, many students experienced low learning motivation, difficulty concentrating, anxiety regarding academic demands, and challenges in controlling their use of social media. Following participation in muraqabah-based learning activities, students demonstrated improved emotional stability, increased learning motivation, better concentration, stronger self-discipline, and greater confidence in managing academic challenges. The implementation of the muraqabah technique also contributed to reducing academic stress while strengthening students' spiritual and psychological well-being.

**Keywords:** Muraqabah Technique, Academic Stress, Spiritual Approach.

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## INTRODUCTION

The massive acceleration of digital technology has reshaped the paradigm of contemporary education, including the realm of Islamic Religious Education. This instructional digitization is shifting the dynamics of educator-student interactions toward a more adaptive, instant, and smart-system-based approach (Schmidt & Tang, 2020). The integration of e-learning platforms, educational social media, and e-learning ecosystems has now become a fundamental tool in the academic routines of the modern generation. Although the penetration of technology and digital media facilitates easy access to literature and teaching materials, this reality simultaneously induces new academic stressors that disrupt students' psychological stability. One of the psychological consequences frequently highlighted in this digital era is the phenomenon of academic stress (Yusran et al., 2025).

This condition of academic stress is triggered by the accumulation of a rigid workload, high institutional expectations, and individual limitations in regulating emotions and building spiritual resilience (Bing & Cai, 2026). Clinically, academic stress manifests as mental exhaustion, a decline in intrinsic motivation, and apathy toward instructional activities (Roziqova, 2026). If not addressed through preventive intervention, this psychological condition has the potential to undermine cognitive achievement while simultaneously triggering a holistic deterioration of students' mental health.

Resolving academic stress in the domain of Islamic education does not rely solely on psychosocial therapy but also requires the integration of spiritual tools. The urgency of this spiritual methodology stems from its ability to induce inner peace, optimize self-control, and reframe students' learning orientation as part of theological devotion (Azizah & Aisah, 2022). The Islamic education curriculum itself plays a key role in maintaining a triadic balance between students' cognitive capacity, emotional maturity, and spiritual intelligence (Sholeh et al., 2023). Ekwonye et al., (2020) show that bringing religious or spiritual values into the school learning process is highly beneficial for students. It can reduce stress, make emotions more stable, and help them handle the pressure of exams or assignments in a positive way. In short, a spiritual approach can be a powerful extra tool for tackling academic stress in students.

In the instructional context of Islamic religious education, a highly relevant spiritual doctrine to implement is the concept of *muraqabah*, which emphasizes a deep inner conviction that all human actions, thoughts, and behaviors are under the constant supervision of Allah SWT. The implementation of the *muraqabah* method in the classroom has proven effective in fostering self-awareness, promoting psychological well-being, and reducing anxiety stemming from heavy academic workload (Nurhakim & Rahman, 2025). Through an intimate spiritual reconnection with the Creator, students are projected to possess a stronger mental resilience in facing academic dynamics while maintaining the consistency of their learning motivation.

The use of *muraqabah* techniques in Islamic religious education is driven by the phenomenon of declining self-control among modern students due to the unchecked exploitation of digital technology (Rochman, 2025). Many students experience chronic time management dysfunction, particularly in balancing academic responsibilities, social media consumption, and digital recreation. This imbalance triggers systemic consequences such as psychological fatigue, reduced focus on learning, and emotional vulnerability in responding to school pressures; empirically, high intensity of interaction with devices is often positively correlated with the emergence of anxiety disorders, reduced concentration, and psychological distress (Setiawan et al., 2025). These conditions underscore the need to redefine PAI

education—not merely as a vehicle for transmitting religious dogma, but also as a foundational pillar for shaping students’ character and psychological stability.

The implementation of the *muraqabah* method is therefore proposed as a spirituality-based learning strategy that encourages students to develop self-awareness, strengthen discipline, and improve self-regulation in the use of digital technology (Farhan, 2025). Through the internalization of *muraqabah* values, students are expected to become more responsible in managing their academic obligations and digital activities, thereby reducing the psychological pressures arising from excessive technology use. The increasing complexity of learning demands in the digital era requires Islamic religious education to provide not only cognitive reinforcement but also psychological and spiritual support for students. Consequently, the instructional orientation of Islamic religious education must be redefined so that it does not merely focus on the transfer of religious knowledge but also serves as a medium for character reconstruction and the maintenance of students’ mental health (Toker et al., 2026).

This study focuses on the implementation of *muraqabah* techniques within the Islamic religious education curriculum as a preventive-curative strategy to address student academic stress in the digital age. The analysis emphasizes tactical formulations for Islamic religious education teachers to assimilate the essence of *muraqabah* through spiritual practices, personal reflection, and the internalization of religious values during the learning process (Maulana & Khilmiyah, 2026). Through this approach, students are expected not only to achieve cognitive mastery but also to gain balanced mental and spiritual strengthening; the discussion in this article covers the theoretical foundations of *muraqabah*, the etiological factors of academic stress, and the urgency of integrating spiritual values into the modern education system to maintain students’ emotional stability (Majid & Asyrofi, 2025).

This study aims to analyze the effectiveness of the *muraqabah* technique in Islamic religious education as an instrument to address academic stress in the digital era. Additionally, this study is oriented toward offering Islamic spirituality-based solutions to minimize students’ psychological distress, enhance intrinsic motivation, and foster religious character (Khairunnisyah & Holifah, 2025). This study is expected to provide a theoretical contribution regarding the significance of the transcendental approach in modern education, while also serving as a practical reference for Islamic education teachers in creating a learning atmosphere that is humanistic, theological, and adaptive to students’ mental health.

## **METHOD**

This study employs a qualitative research method focused on describing the implementation of the *muraqabah* technique in Islamic religious education, with the aim of addressing students’ learning experiences (Manan, 2024). The qualitative approach is used to gain an in-depth understanding of students’ conditions, the learning process, and the impact of applying moral techniques on the academic stress experienced by students (Rahman & Miftahurrahmat, 2025) This study aims to analyze the application of the *muraqabah* technique in Islamic Religious Education to address academic stress experienced by vocational high school students in Jakarta in the digital age.

The research subjects consist of Islamic religious education teachers and students at a vocational high school in Jakarta. The selection of research subjects was conducted using purposive sampling, which is considered appropriate for qualitative research because it enables researchers to select informants who possess relevant experiences and information related to the research focus. The selected teachers are those who actively teach Islamic Religious Education and apply spirituality-based learning approaches, while the student

informants are those identified as experiencing academic stress, such as decreased learning motivation, difficulty concentrating, learning fatigue, and challenges in adapting to digital learning demands (Annisa et al., 2025). Data collection techniques include observation, interviews, and document analysis. Observations were conducted directly during Islamic Religious Education learning activities to examine how teachers integrated muraqabah values into classroom instruction, teacher-student interactions, and students' responses to the learning process. Semi-structured interviews were conducted with Islamic Religious Education teachers and selected students to explore their perceptions regarding the implementation of muraqabah, factors contributing to academic stress, and the perceived effects of the technique on students' attitudes and learning motivation. Documentation analysis involved reviewing lesson plans, teaching materials, school activity reports, student reflection records, and other relevant documents supporting the implementation of muraqabah-based learning.

The research instrument stages were used as guidelines for observation, interviews, and documentation forms, which were developed based on the research focus and validated through relevant literature and supporting theories. The observation guide focused on learning activities, the integration of muraqabah values, and student participation during instruction. The interview guide explored experiences related to academic stress, perceptions of the muraqabah technique, and changes in learning behavior following its implementation. The documentation checklist was designed to collect written evidence related to learning activities and school programs. The aspects studied included teaching techniques and academic performance. Students exhibiting signs of learning fatigue range from experiencing learning fatigue, decreased motivation, to being unable to concentrate when the teacher delivers instruction (Naja, 2025).

The data obtained were analyzed using the interactive model of Miles and Huberman, which includes the stages of data reduction, data presentation, and drawing conclusions; the data reduction stage focuses on relevant data. The presented data is then analyzed, and conclusions are drawn to address the issue of academic stress among vocational high school students in the digital era. To ensure data validity, the researcher employs triangulation both source triangulation and methodological triangulation to compare results from observations, interviews, and documentation (Jamaludin, 2025).

## **RESULT AND DISCUSSION**

The implementation of the muraqabah technique in Islamic religious education can have a positive impact on reducing academic stress among vocational high school students in Jakarta in the digital era. Based on the results of observations and interviews, the majority of students previously experienced difficulties managing academic stress, leading to an excessive reliance on digital media in school settings. This condition can result in symptoms of academic stress, such as mental fatigue and a lack of focus when learning begins (Nurhakim & Rahman, 2025).

### **Implementation of Muraqabah and Habituation**

Based on classroom observations and interviews with Islamic Religious Education teachers, the implementation of the muraqabah technique was carried out through habituation activities and self-reflection sessions, as well as the strengthening of spiritual awareness by reciting zikir before lessons began. Teachers reported that students were routinely guided to evaluate their daily behavior and learning activities while reflecting on the belief that all human actions are continuously observed by Allah SWT. During the learning process, teachers consistently integrated messages related to honesty, responsibility, and self-control

into instructional activities. These findings indicate that students were not only exposed to religious knowledge conceptually but were also encouraged to internalize spiritual values in their daily lives (Nenden & Gunawan, 2026)

The findings further revealed that teachers incorporated muraqabah values into classroom interactions by encouraging students to control their emotions, maintain discipline, and be responsible for their actions. During observations, several students demonstrated greater attentiveness during lessons and showed increased willingness to participate in learning activities. Interview data also indicated that students perceived the muraqabah-based approach as helping them become more aware of their behavior both inside and outside the classroom. Thus, the implementation of the muraqabah technique functioned not only as a religious learning strategy but also as a means of developing students' self-regulation and spiritual awareness (Yahya et al., 2026).



**Figure 1. Teachers and Students Pray Together and Recite a Short Prayer Before Class**

The application of the muraqabah technique can be implemented as a routine and ongoing practice; this aims to shape students' character. These practices include reciting a prayer before studying, performing a brief zikir, self-reflection, and fostering attitudes of honesty and discipline. Additionally, students are guided to use social media technology more wisely, especially regarding its negative impacts. This practice aims to ensure students possess spiritual values that are not only understood theoretically but can also be applied in their communities.

Through the implementation stages of the muraqabah technique, it can assist in shaping students' character, creating a more conducive learning environment. This helps students develop positive character traits, enabling them to better control themselves by reducing deviant behavior, thereby enhancing their learning awareness. In the digital age, with the advancement of technology, the muraqabah technique is highly relevant as it serves as a solution to address academic stress (Annisa et al., 2025).

Based on research findings, the application of the muraqabah technique can help students better manage their emotions and academic stress. Students begin to exhibit behavioral changes, such as improved self-control and more appropriate use of social media during the learning process. Furthermore, students also experience a reduction in anxiety when facing school assignments a form of psychological pressure associated with learning. Additionally, some students demonstrate increased learning motivation and a heightened awareness of the need for greater discipline in their studies. Prior to the implementation of the muraqabah technique, many students reported difficulty controlling their use of social media, low learning motivation, difficulty concentrating during lessons, and anxiety when facing

academic demands. After participating in muraqabah-based learning activities, students showed noticeable improvements in self-discipline, emotional regulation, concentration during learning, and confidence in completing academic tasks. These findings suggest that the implementation of the muraqabah technique contributed positively to reducing academic stress and strengthening students' spiritual and psychological well-being.

### **Psychological and Educational Outcomes of the Muraqabah Technique**

The implementation of the muraqabah technique demonstrates that a spiritual approach in Islamic religious education contributes significantly to mental health. The muraqabah technique functions not only as a religious activity but also as a medium for psychological reinforcement, which can help students build awareness and emotional stability (Fuadi & Rijal, 2025). Changes in students experiencing stress are evident in their becoming calmer, less easily overwhelmed, and better able to handle academic demands compared to before implementing the muraqabah technique.

In addition to its impact on mental well-being, the muraqabah technique can also enhance motivation and learning awareness, leading students to take responsibility for tasks assigned by teachers. This heightened awareness stems from the understanding that students are accountable to Allah SWT; this mindset fosters discipline, a passion for learning, and the ability to build positive social relationships with both teachers and peers (Wijaya et al., 2026).



**Figure 2. A Teacher Practicing the Muraqabah Technique with Students**

The muraqabah technique serves not only as a religious activity but also as a means of psychological reinforcement for students during the learning process; students are trained to recognize their emotional states, ranging from reducing negative thoughts to cultivating inner peace. This approach involves positive effects, where students' emotional stability enables them to calm themselves and control their minds, particularly regarding anxiety that arises during learning activities (Gunawan, 2023). By practicing muraqabah regularly a habit that must be cultivated students who previously felt easily stressed, anxious, or lacked self-confidence begin to exhibit a calmer demeanor, enabling them to self-regulate. As a result of applying this technique, students demonstrate greater patience when facing tasks, are less prone to panic, and, even under academic pressure, are able to resolve learning challenges with a positive attitude.

The implementation of the muraqabah technique in Islamic religious education can be applied in the digital age, where numerous academic demands and the excessive use of social media driven by technological advancements can create environmental pressures that affect mental well-being. The application of muraqabah serves as an effective solution to help students maintain their mental health. Consistently practicing muraqabah can positively impact spiritual development and behavior (Astiani et al., 2025).

## **The Impact of the Muraqabah Technique**

The success of implementing muraqabah is also influenced by Islamic Religious Education teachers, who create a reflective learning environment; teachers who serve not only as instructors but also as spiritual guides, helping students understand the importance of balance and intellectual, national, and spiritual intelligence. This approach goes beyond communicative and religious approaches, making students feel more comfortable and able to express the pressures and difficulties they face during learning (Khoirunisa et al., 2025).

Challenges in implementing the muraqabah technique include some students struggling to maintain consistency in self-control; this is largely due to high dependence on social media, and environmental factors also impact students' conditions. A lack of parental supervision can also affect the effectiveness of applying the muraqabah technique; therefore, its implementation requires sustained support from the school environment, family, and social surroundings to ensure optimal outcomes.

Previous researchers have highlighted differences in the focus on spiritual resilience regarding Islamic religious education within the context of learning in the digital era; earlier studies generally have primarily addressed academic resilience through psychological counseling and management approaches. Meanwhile, this study emphasizes that using the muraqabah technique as a spiritual approach will be strategic in helping students cope with academic pressure and strengthen their religious character. Thus, this study offers a new perspective: the presence of spiritual integrity in Islamic religious education not only shapes moral character but also safeguards students' mental health (Rochman, 2025).

The implementation of Islamic religious education focuses not only on religious knowledge but also serves as a means to strengthen students' emotional and mental well-being. The use of muraqabah techniques during the learning process demonstrates that Islamic education holds immense potential for fostering noble character and psychological resilience in students; the spiritual approach of muraqabah can help students achieve inner peace and effectively face academic challenges in the current educational landscape (Rochman, 2025).

Overall, the research findings on the implementation of the muraqabah technique in Islamic religious education learning are significant for addressing student stress during learning; this technique can help reduce symptoms of academic stress and foster the development of religious character, starting with self-control and emotional stability. Therefore, the integration of spiritual approaches into modern educational systems requires further development to create a more adaptive learning process that is oriented toward students' mental health (Afif & Ningrum, 2024). The success of implementing muraqabah is also influenced by Islamic Religious Education teachers, who create a reflective learning environment; teachers who serve not only as instructors but also as spiritual guides, helping students understand the importance of balance and intellectual, national, and spiritual intelligence. This approach goes beyond communicative and religious approaches, making students feel more comfortable and able to express the pressures and difficulties they face during learning (Khoirunisa et al., 2025)

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## CONCLUSION

The implementation of the muraqabah technique in Islamic Religious Education contributes positively to addressing academic stress among vocational high school students in Jakarta in the digital age. The technique is implemented through habituation activities, self-reflection, spiritual reinforcement, and the integration of muraqabah values into classroom learning. These practices foster self-awareness, emotional regulation, discipline, and responsibility in students' academic activities.

Prior to the implementation of the muraqabah technique, many students experienced difficulties in controlling social media use, low learning motivation, lack of concentration, and anxiety related to academic demands. After participating in muraqabah-based learning, students demonstrated improved self-discipline, emotional stability, learning motivation, concentration, and confidence in completing academic tasks. The technique also helped students manage academic pressure more effectively while strengthening their religious character and psychological well-being.

Islamic Religious Education functions not only as a medium for transmitting religious knowledge but also as a means of developing students' mental and spiritual resilience. The integration of spirituality-based approaches such as muraqabah can serve as an alternative strategy for creating a balanced, humanistic, and mentally supportive learning environment. The application of the muraqabah technique may therefore be considered a preventive and curative approach to addressing academic stress among students in the digital era and can serve as a reference for developing spiritually oriented learning models in educational institutions.

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