

# Managing academic stress in Islamic boarding schools: Toward a value-based framework rooted in Panca Jiwa Pondok



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**Abstract** The present study aims to explore the dominant themes within the literature on academic stress in boarding schools and to conceptualize a value-based framework rooted in Panca Jiwa Pondok, the five core values of sincerity, independence, simplicity, Islamic brotherhood (ukhuwah Islamiyah), and freedom. Academic stress has become a growing concern in Islamic boarding schools, where students face intense academic pressure, strict institutional discipline, and social adaptation demands. These challenges often lead to emotional exhaustion and decreased academic performance. Previous research has primarily adopted Western-based psychological models, which limits understanding of academic stress in non-Western cultural and religious contexts. Using a systematic-oriented literature review (SOLR), the study analyzed 34 empirical and conceptual articles retrieved from Scopus and Google Scholar databases. Data were synthesized through thematic analysis and keyword co-occurrence mapping to identify conceptual linkages between Panca Jiwa Pondok values and the constructs of academic stress. The findings reveal five major themes: academic pressure, social adjustment, self-regulation, spiritual resilience, and community-based coping. The keyword co-occurrence analysis further supports that Panca Jiwa Pondok values are strongly interconnected with psychological adaptability and emotional regulation. The study concludes that Panca Jiwa Pondok provides a culturally grounded conceptual framework for managing academic stress in Islamic boarding schools. Integrating these local values into educational psychology offers a dual benefit: enhancing theoretical understanding of indigenous educational contexts and promoting practical applications in curriculum design, counseling, and character education. The findings emphasize the importance of local wisdom in developing sustainable, context-sensitive mental health frameworks for Muslim students. The implications of this study highlight the importance of integrating Panca Jiwa Pondok values into educational and psychological practices to develop culturally responsive stress management programs and enhance students' mental resilience within Islamic boarding school environments.

**Keywords:** student well-being, educational psychology, local wisdom, indigenous values, character education, spiritual coping

## 1. Introduction

Academic stress is a common phenomenon among college students. However, this level of stress is higher in modern Islamic boarding school environments due to the intensity of both religious and academic activities (Rauzana et al., 2021; Utami, 2024). Students face a double burden (Yunusi, 2023), as they must simultaneously complete both the general and religious education curricula. In addition, the rhythm of activities at crowded and demanding boarding schools (Zuhriyah et al., 2023) contributes to the academic burden on students. Research indicates that the prevalence of academic stress among adolescents in Islamic schools ranges from 40% to 70%, with a direct impact on the decline in psychological well-being, learning motivation, and academic performance (Akib et al., 2025). For example, Athiyyah and Ridwan (2024) found that 80% of Madrasah Aliyah students experience academic stress in the medium to high category when facing mid-semester exams.

In modern Islamic boarding schools, academic pressure can become more intense (Ismail et al., 2020; Romdoni & Malihah, 2020) due to the highly structured nature of daily activities (Ummah, 2017), limited rest time (Rothman, 2021), high expectations for memorization or academic achievement (Laili et al., 2023), and strict discipline requirements. A Thesis study by Permadi (2024) showed that academic stress accounted for 30.2% of the variance in the psychological well-being of tahfizh students. Meanwhile, Gunawan et al. (2024) found a significant negative correlation between academic stress and self-efficacy among students at Muhammadiyah Serang Boarding School. This finding highlights the need to understand and address the issue of academic stress in a more comprehensive and nuanced manner.

Stress management approaches cannot rely solely on general techniques in these conditions. A contextual and value-based approach is necessary, particularly given that pesantren has a distinctive value system that is internalized in students' lives (Dermawan, 2016). One of the characteristic values in modern and prominent Islamic boarding schools is the Panca Jiwa



Pondok, which consists of sincerity, simplicity, independence, brotherhood, and freedom (Ismail et al., 2020; Nurnaesih et al., 2024; Syamsuri et al., 2023). These values are believed to serve as psychological capital, building resilience and managing stress in the context of life in a boarding school (Anggara et al., 2022). This approach is rooted in local values, drawing on an institutional climate that has long been ingrained in the culture of faith-based educational institutions in Indonesia, and can shape students' character and mental resilience.

Although numerous studies have discussed academic stress, most research has focused on public school students or college students in university settings (Gao, 2023; Regalado, 2024; Thi et al., 2024; Unwada et al., 2023). There is still a lack of research that explicitly explores stress management in the modern context of boarding schools, let alone research that incorporates the dimensions of local values, such as the Panca Jiwa Pondok, and the religious institutional climate. Therefore, there is a literature gap in the effort to develop a conceptual framework based on local and religious contextual wisdom for managing academic stress in the modern pesantren environment.

This study aims to conduct a systematic literature review to examine the central themes of the trend and identify a research gap approach to academic stress management in the context of boarding schools. This research answers the questions from the problem formulation, namely: Identifying the main themes in the literature related to academic stress in boarding school students; Reflecting on the relationship between these themes and the values of the Panca Jiwa Pondok; Offering a conceptual framework based on local values as a foundation for the development of contextual academic stress management approaches. The results of this systematic review can serve as the conceptual basis for developing academic stress management intervention models that are contextual, grounded in the local values of the pesantren, and relevant to modern boarding schools.

## 2. Materials and Methods

This study employed the Systematic-Oriented Literature Review (SOLR) approach to develop a conceptual framework for academic stress management, grounded in the local values of the pesantren. This approach combines the principles of systematic literature review with the exploration of cultural values through thematic synthesis analysis and bibliometric mapping. The research procedure follows four main stages: literature identification, article selection, data extraction and analysis, and thematic and conceptual integration in Figure 1.



Figure 1 Research procedure flow.

The search strategy was conducted systematically through two primary databases: Scopus and Google Scholar. The data search process was conducted within the 2021–2025 publication timeframe to capture the latest trends over the past five years. The main keywords used in the search are: "academic stress" AND "boarding school" OR "Islamic school" AND ("sincerity" OR "independence" OR "simplicity" OR "togetherness" OR "freedom"). This keyword was developed based on the dimension of the Panca Jiwa Pondok to capture literature that has the potential to be related to these local values. Articles considered in this review must meet several inclusion criteria: 1) Published in a reputable peer-reviewed journal; 2) Written in English or Indonesian; 3) Focus on the topic of academic stress in students in school/boarding school; 4) Using empirical or conceptual approaches that are relevant to psychological, social, spiritual, or value aspects. Articles that are duplicated, topically irrelevant, or unavailable in full text are eliminated. The selection process follows the PRISMA Flow Diagram stage to show the transparency of the screening process. The systematic flow of article search and filtering is shown in Figure 2.

Eligible articles are then extracted using a systematic analysis table, which includes the author, paper title, method, main finding, and source data. The data were analyzed thematically to identify recurring patterns, group dominant issues, and compile five main themes that formed the basis for creating a conceptual framework. As a complement, a keyword mapping co-occurrence analysis was carried out using VOSviewer software to visualize the relationship between the keyword "academic stress" and the five values of Panca Jiwa Pondok. This visual map confirms that values such as sincerity, independence, simplicity, togetherness, and freedom have bibliometric associations in academic literature. Furthermore, these thematic and visual results are analyzed reflectively and associated with relevant psychological theories. This integration aims to establish a conceptual framework that combines the empirical and contextual strengths of local culture, specifically the value of Panca Jiwa Pondok as the foundation of academic stress management in the Islamic boarding school environment.

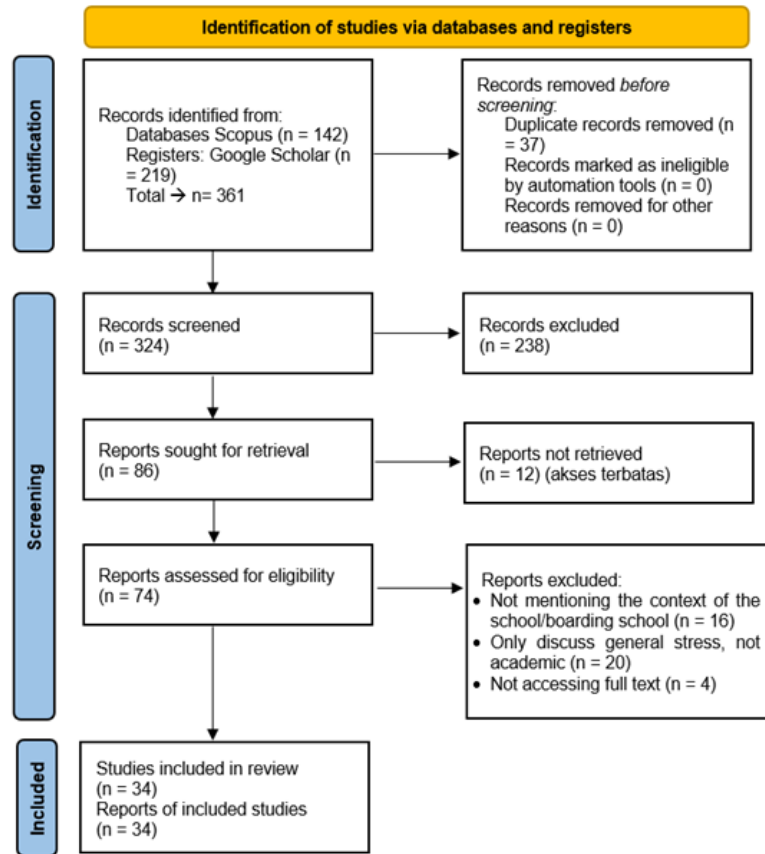


Figure 2 PRISMA diagram workflow.

### 3. Results and Discussion

A total of 34 articles were systematically reviewed in this study. The characteristics of the articles analyzed in this study are presented in Table 1 as follows:

Table 1 Article findings extraction.

No	Author	Paper Title	Method	Main Finding	Source
1	Buils and Pérez (2025)	The Reciprocal Relationship Between Vocational Indecision and Academic Stress, and How to Cope with It Through Resilience	Quantitative Approach	Vocational uncertainty is associated with academic stress; resilience, such as self-efficacy, helps mitigate it through coping strategies.	Scopus
2	Cheng et al. (2025)	A study on the relationship between high school students' sleep quality, physical exercise, academic stress, and subjective well-being.	Quantitative Approach	Physical exercise improves students' well-being directly and indirectly through its effects on academic stress and sleep quality.	Scopus
3	Fitriya (2025)	Influence the Islamic Curriculum, Family, and School to Characterize Students with Soft Skills Moderation	Quantitative Approach	The Islamic curriculum, family, and school influence students' character, reinforced by soft skills activities as moderators.	Google Scholar
4	Liu et al. (2025)	The impact of school bullying on the mental health of boarding secondary school students: the mediating roles of school belongingness and resilience	Quantitative Approach	The Islamic curriculum, family, and school influence students' character, reinforced by soft skills activities as moderators.	Google Scholar
5	Pontes et al. (2024)	Academic Stress and Anxiety among Portuguese Students: The Role of Perceived Social Support and Self-Management	Quantitative Approach	Social support and self-management reduce adolescent stress and anxiety, with self-management as the primary mediator.	Scopus
6	Thi et al. (2024)	Academic stress and attitudes toward seeking professional	Quantitative Approach	Emotional intelligence influences academic stress and attitudes toward	Scopus



		psychological help among Vietnamese students: the mediating role of emotional intelligence		seeking psychological help, with age playing a significant role in this relationship.	
7	Kurniawan et al. (2024)	Differential responses to academic stress during the COVID-19 pandemic, transition, and the new normal period	Quantitative Approach	Students' academic stress during the pandemic decreased significantly in the new normal era, suggesting the need for ongoing support and guidance.	Scopus
8	Sarfika et al. (2024)	Peer pressure and academic stress among junior high school students: A cross-sectional study	Quantitative Approach	Peer pressure increases students' academic stress, which is mediated by their class and parents' educational backgrounds.	Scopus
9	Vansoeterstede et al. (2024)	School burnout and schoolwork engagement profiles among French high school students: Associations with perceived academic stress and social support	Quantitative Approach	The burnout profile of high school students revealed that those with high stress levels had the lowest social support.	Scopus
10	Regalado (2024)	Academic Stress and Coping Self-Efficacy of Senior High School Students Attending Distance Learning During the SARS-CoV-2 Pandemic	Quantitative Approach	Academic burden and self-expectations were the primary causes of student stress, particularly among girls and grade 12 students.	Scopus
11	Novarizka et al. (2024)	Self-Regulated Learning and Academic Stress of Islamic School Students: Mediating Effect of Student Engagement	Quantitative Approach	Self-regulated learning and student engagement have been shown to reduce academic stress in Islamic schools significantly.	Google Scholar
12	Liao et al. (2024)	The Effects of Family and School Interpersonal Relationships on Depression in Chinese Elementary School Children: The Mediating Role of Academic Stress and the Moderating Role of Self-Esteem	Quantitative Approach	Interpersonal relationships between family and peers had a strong influence on children's depression, with academic stress as a mediator and self-esteem as a moderator.	Google Scholar
13	Kristensen and Jenø (2024)	The developmental trajectories of teacher autonomy support and adolescent mental well-being and academic stress	Quantitative Approach	Autonomy support from teachers played an important role in reducing academic stress and improving students' mental well-being during high school, although both tended to worsen over time.	Scopus
14	Yu et al. (2024)	School climate and school identification as determinants of smoking conventional cigarettes or vaping among adolescents in China: Stress-coping mediation mechanisms	Quantitative Approach	Favorable school climate and students' identification with school contributed to reducing smoking and vaping behaviors by reducing perceived stress and increasing active coping strategies.	Scopus
15	Högberg (2024)	Explaining Temporal Trends in School-Related Stress: A Decomposition Analysis of Repeated Swedish Survey Data	Bibliometrics Analysis	The increase in school stress among Swedish adolescents from 2003 to 2020 was primarily due to the increasing difficulty of schoolwork, social exclusion, and higher academic expectations.	Scopus
16	Nawas et al. (2024)	Sekolah versus madrasah: navigating the varied effects of multilevel factors on student English reading performance.	Quantitative Approach	Reading difficulties, anxiety, and school climates that emphasize achievement pressure and discipline significantly influenced the reading outcomes of madrasah and school students, with differences in contextual influences between the two.	Google Scholar

17	Jumdani (2024)	The Many Faces of Teacher: Exploring School Teachers' Experiences with Multiple Responsibilities Amidst Post-Pandemic Times	Qualitative Study	The burnout profile of high school students revealed that those with high stress levels had the lowest social support.	Google Scholar
18	Anne et al. (2024)	Relationship between Dispositional Optimism and Academic Achievement of Form Two Students in Nyandarua County, Kenya	Quantitative Approach	Academic burden and self-expectations were the primary causes of student stress, particularly among girls and senior high school students.	Google Scholar
19	Tharaldsen et al. (2023)	Academic stress: links with emotional problems and motivational climate among upper secondary school students	Quantitative Approach	Self-regulated learning and student engagement have been shown to reduce academic stress in Islamic schools significantly.	Scopus
20	Cheng and Lin (2023)	Mechanisms from Academic Stress to Subjective Well-Being of Chinese Adolescents: The Roles of Academic Burnout and Internet Addiction	Quantitative Approach	Interpersonal relationships between family and peers have a strong influence on children's depression, with academic stress as a mediator and self-esteem as a moderator.	Scopus
21	Unwada et al. (2023)	Academic Stress and Parental Pressure as Predictors of Psychological Health in COVID-19 Emergency Times among School Children with Intellectual Disabilities in Calabar Metropolis, Cross River State, Nigeria: The Implication for Counseling	Quantitative Approach	Autonomy support from teachers played an important role in reducing academic stress and improving students' mental well-being during high school, although both tended to worsen over time.	Scopus
22	Kristensen et al. (2023)	Academic Stress, Academic Self-efficacy, and Psychological Distress: A Moderated Mediation of Within-person Effects	Quantitative Approach	Favorable school climate and students' identification with school contributed to reducing smoking and vaping behaviors by reducing perceived stress and increasing active coping strategies.	Scopus
23	Choi et al. (2023)	The moderating effect of resilience on the relationship between academic stress and school adjustment in Korean students	Quantitative Approach	The increase in school stress among Swedish adolescents from 2003 to 2020 was primarily due to the increasing difficulty of schoolwork, social exclusion, and higher academic expectations.	Scopus
24	Jeptanui et al. (2023)	Direct Educational Costs and Students' Retention Rate in Public Boarding Secondary Schools in Kenya	Quantitative Approach	Direct educational costs have a significant impact on student retention rates in Kenyan public boarding secondary schools, with the most substantial contribution coming from repair and maintenance costs.	Google Scholar
25	Gao (2023)	Academic stress and academic burnout in adolescents: a moderated mediating model	Quantitative Approach	Academic anxiety mediates the relationship between academic stress and burnout in adolescents, with academic self-efficacy acting as a moderator that can weaken or strengthen the effect.	Scopus
26	Göndogan (2023)	The Relationship between Academic Stress and Sleep Quality in Adolescents: The Mediating Role of School Burnout and Depression	Quantitative Approach	Academic stress affects sleep quality directly and indirectly through its mediating role in school burnout and depression in adolescents.	Scopus

27	Gembeck et al. (2023)	Parental Support and Adolescents' Coping with Academic Stressors: A Longitudinal Study of Parents' Influence Beyond Academic Pressure and Achievement	Quantitative Approach	Parental support enhances students' positive coping strategies for academic stress, while negative interactions with parents promote negative coping strategies, both directly and in the long term.	Scopus
28	Güler et al. (2022)	School burnout in middle school students: Role of problem-solving skills, peer relations, and perceived school experiences ranking found for 'International Journal of Psychology and Educational Studies'	Quantitative Approach	Positive school experiences, problem-solving skills, and quality of peer relationships significantly predict school burnout in secondary school students.	Google Scholar
29	Marraccini et al. (2022)	School risk and protective factors of suicide: A cultural model of suicide risk and protective factors in schools	SLR	Suicide prevention in schools needs to be culturally tailored by building strong relationships between schools, families, and communities to support ethnic-minority students sensitively and inclusively.	Google Scholar
30	Yuda et al. (2022)	Confidence, Academic Stress, Coping Strategies As Predictors of Student Academic Achievement in Physical Education Classes During COVID-19	Quantitative Approach	Self-confidence, academic stress, and coping strategies have significant relationships with students' academic achievement; therefore, all three contribute significantly to improving learning outcomes, especially in physical education.	Scopus
31	Vestad and Tharaldsen (2022)	Building Social and Emotional Competencies for Coping with Academic Stress among Students in Lower Secondary School	Qualitative Study	Junior high school students believed that social-emotional competencies, such as mindfulness, problem-solving, and a growth mindset, helped them cope with academic stress. At the same time, emotion regulation and social relationship skills were still challenging to implement and needed more practical training.	Scopus
32	Sahar et al. (2022)	Does Gratitude Work at School? Piloting the Modified Interventions for Managing Academic Stress in Pakistani High Schools	Quantitative Approach	A gratitude intervention significantly reduced academic stress and daily impairment among secondary school students in Pakistan, demonstrating its effectiveness in an educational context with limited counseling services.	Scopus
33	Yang et al. (2022)	Examining the relationship between academic stress and motivation toward physical education within a semester: A two-wave study with Chinese secondary school students	Quantitative Approach	Academic stress hinders self-determined motivation in physical education lessons, resulting in reduced student participation in PE and a negative impact on their overall educational well-being.	Scopus
34	Yusoff et al. (2021)	The Roles of emotional intelligence, neuroticism, and academic stress on the relationship between psychological distress and burnout in medical students	Quantitative Approach	Academic stress and neuroticism increase burnout directly and indirectly through increasing psychological distress, while emotional intelligence can reduce burnout, but its positive effects are weakened by psychological distress and neuroticism.	Scopus

The 34 scientific articles that were successfully analyzed, in general, discussed various aspects related to academic stress in students, especially in the context of secondary and religion-based education. Most articles use a quantitative approach (cross-sectional or correlational). In contrast, others adopt exploratory qualitative design and experimental interventions, with

populations that include public school students, religious school students, and Islamic boarding school students. This entire article is then extracted and analyzed to identify the focus of the theme, research methods, and educational context, as well as its theoretical contribution to understanding academic stress in the framework of values and the institutional climate. Based on the content analysis of the articles, five main themes were found that represent the dominant approaches and factors in studies related to academic stress management. These five themes are (1) individual factors, (2) social support and interpersonal environment, (3) school climate and institutional identity, (4) value-based coping strategies, and (5) the conceptual gap of the local approach. The description of each theme is explained as follows.

### 3.1. Theme 1: Individual factors in academic stress management

The synthesis of the reviewed articles shows that the individual aspect is a significant determinant in managing academic stress. Factors such as self-efficacy, resilience, optimism, religious coping, and spiritual meaning consistently appear in more than half of the articles as a safeguard against academic pressure. A quantitative study by Buils and Pérez (2025) showed that students with high levels of self-efficacy have a lower risk of experiencing academic distress, even under conditions of high academic demand. Jammes et al. (2025) found that resilience plays a significant mediating role between workload and academic stress.

On the other hand, aspects of spirituality and religiosity were also identified as internal mechanisms that strengthen resilience to stress. The study of Jumdani (2024) and Sahar et al. (2022) found that spiritual coping strategies, such as religious meanings in learning, acceptance, and prayer, have a strong negative relationship with symptoms of stress, anxiety, and academic burnout. Although diverse cultural and religious contexts are used as backgrounds, this tendency suggests that the transcendental motivational dimension is a psychological resource that has not been adequately accommodated in conventional academic intervention models.

Some articles also emphasize the role of self-regulation and self-control as the primary capacity for managing exam time, tasks, and pressure independently. Kristensen and Jenö (2024) emphasized that autonomy-based learning has a significantly stress-lowering effect compared to an approach that focuses on external control. Based on these findings, it can be concluded that effective academic stress management requires strengthening internal personal dimensions, not only in terms of cognitive abilities but also in terms of affective and spiritual aspects. These findings create opportunities for integration with local values, such as sincerity (intrinsic motivation and spiritual acceptance) and independence (self-management and individual responsibility), as contextual psychological resources relevant to value-based education.

### 3.2. Theme 2: The influence of social support and the interpersonal environment

The social dimension and interpersonal environment emerge as a central theme in most literature that reviews causative and protective factors against academic stress. These articles show that the quality of interpersonal relationships (whether with peers, teachers, parents, or the educational community) contributes significantly to students' stress levels. Pontes et al. (2024) and Gembeck et al. (2023) explicitly state that students with high social support from their surrounding environment exhibit lower levels of academic stress, even when they face a high learning load or a challenging educational transition.

One aspect that often arises is the importance of peer support in dormitory and boarding school education. Liu et al. (2025) found that a sense of community, group solidarity, and social engagement among students are protective factors from academic pressure, especially in highly disciplined environments. Teacher support and an empathetic teaching approach (Yu et al., 2024) were essential predictors in creating an emotionally conducive learning climate. Interestingly, several qualitative studies show that positive perceptions of social relationships can activate emotion-based coping and increase academic motivation (Vestad & Tharaldsen, 2022). Conversely, lack of social support or strained relationships with teachers and peers are often associated with increased stress symptoms, performance anxiety, and a desire to give up on academic tasks (Marzuki & Haq, 2018).

These findings reinforced the significance of *ukhuwah* as a form of social bond that is both functional and moral, as well as emotional (Syamsuri et al., 2023). *Ukhuwah*, from an educational perspective, is not just a social attachment, but also forms a sense of belonging, empathy, and solidarity that strengthens collective identity (Laili et al., 2023). It aligns with the existing literature on school connectedness (Haslip et al., 2019; Kandiri, 2017), which has been positively correlated with psychological well-being and low stress levels. Therefore, strong social support within the educational environment, provided by friends, teachers, and institutions, is one of the essential foundations for managing academic stress. Integrating *ukhuwah* values in educational approaches is ethical and has a strong empirical foundation as a protective factor against the psychological burden experienced by students.

### 3.3. Theme 3: The role of school climate and institutional identity

Macro environmental aspects, especially school climate and institutional identity, were significant determinants in regulating the psychological burden experienced by students in the academic context. Most studies indicate that students' perceptions of the school environment (related to emotional safety, fairness, teacher support, organizational structure, and

participation opportunities) contribute directly to their experiences of academic stress (Kristensen & Jenø, 2024; Margaça et al., 2021; Yu et al., 2024).

In these studies, students who felt comfortable, valued, and had autonomy in the learning process tended to show lower levels of academic stress. Conversely, a stressful, unhealthy, or competitive school climate, or a lack of emotional support from teachers and staff, increases performance anxiety and burnout. Kristensen and Jenø (2024) explicitly demonstrated that a school climate that supports the need for autonomy serves as a stress reducer, particularly for students with independent learning styles. Furthermore, these studies identified the critical role of institutional values in shaping students' perceptions of learning. Schools or educational institutions that instill the values of simplicity, positive discipline, and a collective spirit (without excessive pressure) are more likely to create an inclusive, supportive, and humanistic climate. In this context, the value of simplicity (which emphasizes an orderly, non-consumptive, and non-extremely competitive lifestyle) can be seen as institutional capital that prevents the psychological burden of social comparisons and performance pressures.

On the other hand, the value of responsible freedom correlates with the finding that students who are given space to make learning choices, set the rhythm of tasks, and engage in decision-making tend to have a high perception of control over their lives, which in turn lowers academic stress (Ahmadi et al., 2023; Haslip et al., 2019). The role of teachers in providing a flexible and non-authoritarian structure is key to shaping a meaningful and non-repressive learning experience. Therefore, the results of this synthesis indicate that the school climate is not merely a passive backdrop, but rather a practical and structural field that directly impacts the management of students' academic stress. Integrating institutional values, such as simplicity and freedom of responsibility, into school culture can strengthen academic resilience by increasing a sense of security, self-awareness, and ownership of the learning process.

#### 3.4. Theme 4: Coping strategies and value-based interventions

The fourth theme that emerged consistently in the synthesis results was about coping strategies that learners use to respond to academic stress, as well as interventions designed to strengthen those psychological capacities. The majority of studies have found that students who use active coping strategies such as problem-solving, spiritual coping, emotional regulation, and meaning-focused coping tend to show a significant stress reduction compared to those who rely on avoidant coping or rumination strategies (Jumdani, 2024; Sahar et al., 2022; Sajid et al., 2024).

Several articles also emphasize the effectiveness of interventions based on intrapersonal and transpersonal values, such as mindfulness, gratitude training, and a growth mindset. For example, Vestad and Tharaldsen (2022) demonstrated that mindfulness and acceptance-based mindfulness interventions can enhance emotion regulation and reduce symptoms of academic burnout. Meanwhile, spiritual coping training based on sincerity and religious meaning, as seen in the Jumdani study (2024), has been shown to encourage a reinterpretation of academic burdens, making students more resilient in facing educational challenges.

The dimension of sincerity is strongly associated with religiosity-based coping strategies, where students who view learning as part of their spiritual devotion exhibit higher resilience to external pressures. Independence arises through coping patterns that rely on self-regulation and the setting of personal goals. Simplicity is reflected in a non-competitive lifestyle and the ability to accept limitations, with a focus on the process. Ukhuwah plays a role in strengthening social coping, including sharing emotions with friends and getting support from social groups. Freedom of responsibility is evident in the student's courage to choose a healthy coping strategy and take responsibility for the solution they select. These findings demonstrate that coping strategies are inextricably linked to the personal and cultural values that students internalize. Technical or behavioral interventions need to be enriched with a valuable approach, resulting in a more profound and long-lasting psychological impact. Thus, strengthening value-based coping is one approach that is empirically effective and socioculturally contextual.

#### 3.5. Theme 5: Conceptual gap and the need for local value reconstruction (Panca Jiwa Pondok)

The results of the synthesis of the 34 articles reviewed indicate that, although the international and national literature have predominantly discussed academic stress management from various psychological perspectives, including the theory of coping, resilience, self-determination, and school-based interventions. There has still been no single study that explicitly develops an academic stress management framework based on the local values of the Islamic boarding school, especially the value of Panca Jiwa Pondok. It indicates a conceptual gap in using local wisdom as an alternative psychological resource.

Most studies recognize the importance of values, religiosity, or spirituality as protective factors against academic stress (Jumdani, 2024; Sahar et al., 2022). However, these values tend to be understood abstractly and are not contextualized in a particular educational culture. This approach tends to make some value-based interventions generic and less systemically integrated into the academic environment, especially those based in dormitories or boarding schools, such as Islamic boarding schools. In this context, the Panca Jiwa Pondok (sincerity, independence, simplicity, ukhuwah Islamiyah, and freedom of responsibility) offers the potential as a unique and context-based psychosocial framework. These values have been deeply ingrained in the culture of pesantren education in Indonesia and have been proven to culturally shape students' character



**Table 2** Cluster analysis by color.

Cluster	Description	author
Red	Emphasizes the link between academic stress and social-emotional variables, highlighting ukhuwah Islamiyah as a social support mechanism that fosters group cohesion and emotional stability.	(Cazan & Năstasă, 2015).
Green	Represents independence and self-regulation, associated with personal autonomy and the ability to manage academic demands without dependence.	(Abar & Loken, 2010; Deci & Ryan, 2015).
Blue	Reflects simplicity and balance in academic life through mindfulness and adaptive coping strategies that reduce excessive expectations.	(Brown & Ryan, 2003; Kabat-Zinn, 2003).
Yellow	Highlights sincerity as a source of intrinsic motivation and spiritual well-being, reducing stress through faith-based coping.	(Park & Baumeister, 2017).
Purple	Connects freedom with decision-making and self-regulated learning, promoting self-efficacy and moral responsibility.	(Bandura, 1986; Zimmerman, 1990).

The results of the visual analysis in Table 2 provide initial justification for the moral value of Panca Jiwa Pondok in traditional Islamic education, as well as its conceptual suitability and scientific relevance within the framework of contemporary psychological intervention. It strengthens the position of Panca Jiwa Pondok as a new contribution to efforts in building a value-based approach and local culture in managing the academic stress of students in modern Islamic boarding schools.

### 3.7. Integrating local values into academic stress management

The findings of the five main themes show that academic stress management in the boarding school environment is a complex and multidimensional issue. Personal factors, such as self-regulation, resilience, and spiritual motivation, have been shown to play a crucial role in helping students cope with academic pressure. On the other hand, social and environmental dimensions, including peer support, school climate, and interpersonal relationships, are also recognized as the main determinants of students' psychological well-being. However, although these studies have provided a broad understanding, the approaches used are still generally generic and rooted in Western psychological theories such as coping theory (Folkman & Lazarus, 1988), self-determination theory (Deci & Ryan, 2015), and positive psychology (Fredrickson, 2001). This approach is still not entirely contextual to the unique characteristics of religious-based boarding schools in Indonesia, especially Islamic boarding schools.

One of the most striking conceptual gaps in the literature reviewed is the lack of integration of local values as a theoretical framework in academic stress management. Although some studies emphasize the importance of religiosity or spiritual coping, these values are generally understood in an abstract sense and are not systematically developed into a comprehensive psychological framework. There is not a single article that raises the value of the Panca Jiwa Pondok as a conceptual basis in understanding or dealing with academic stress in the pesantren environment. It highlights the importance of reconceptualizing local values within the context of educational psychology models.

Reflection on the five values of the Five Souls shows that each corresponds with contemporary psychological constructions. The value of sincerity aligns with meaning-based coping and logotherapy (Frankl, 2024), underscoring the importance of meaning in coping with stress. Independence parallels the concepts of self-efficacy and self-regulated learning, which are widely researched in academic contexts. Simplicity can be associated with psychological detachment, mindfulness, and a minimalist lifestyle, all of which contribute to reducing mental burden. Ukhuwah Islamiyah strengthens the dimension of social support and school connectedness, which has been proven to protect against stress. At the same time, responsible freedom is closely tied to the fundamental principle of autonomy in self-determination theory, which is believed to foster intrinsic motivation and self-management.

The validity of this concept is strengthened through the co-occurrence analysis of keyword mapping, which reveals that the five values of the Five Souls have a terminological connection with keywords frequently found in academic stress literature. This visualization demonstrates that these values are not merely cultural heritage but also exhibit semantic and thematic correlations within the global scientific discourse. Therefore, Panca Jiwa Pondok can be constructed as a conceptual framework based on local values that are psychologically and contextually relevant, especially in boarding school-based Islamic education.

Theoretically, this article contributes to broadening Islamic educational psychology's horizons by integrating local values into academic stress management models. The Panca Jiwa-based approach can serve as the basis for curriculum design, counseling programs, and value-based interventions in Islamic boarding schools and other Islamic educational institutions. This model encourages adaptive stress management and educates students in building strong spiritual and social character.

However, the study has limitations on the secondary data side and has not yet involved direct empirical testing. Therefore, the next direction of research needs to be focused on: (1) the development and validation of instruments for measuring the value of the Five Souls; (2) empirical testing of this model in the context of Islamic education; and (3) a longitudinal exploration of the role of these values in shaping students' academic resilience over time.

#### 4. Final Considerations

This study demonstrated that academic stress in the Islamic boarding school environment is a multifaceted phenomenon influenced by the interplay between individual factors, social support, and institutional climate. The analysis of the five themes has shown a conceptual gap in the literature, where the typical values of pesantren, such as Panca Jiwa Pondok, have not been systematically used as a framework for managing academic stress. In fact, through thematic synthesis and visual validation based on co-occurrence mapping, values such as sincerity, independence, simplicity, ukhuwah Islamiyah, and freedom of responsibility have been proven to have empirical relevance with contemporary psychological concepts, including self-regulation, coping, school connectedness, and resilience.

Based on these findings, this article proposes a conceptual framework for academic stress management based on the values of the Panca Jiwa Pondok. This approach not only bridges Western theory and local values but also provides a contextual foundation for developing more spiritually sensitive, culturally nuanced, and comprehensive interventions within the Islamic education system. Theoretically, this study contributes to expanding the perspective of Islamic educational psychology by introducing a local value-based model that has been largely overlooked in previous studies. Practically, these findings can be used to develop student development programs, character education curricula in Islamic boarding schools, and academic stress intervention instruments relevant to the context of boarding schools in Indonesia. In the future, it is necessary to conduct further empirical research to test the validity and effectiveness of this framework. Developing the Panca Jiwa Pondok value measurement instrument and testing the model through both quantitative and qualitative approaches will be crucial to strengthening the conceptual and applicative contribution of these findings.

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#### Ethical Considerations

Not applicable.

#### Conflict of Interest

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