

Spiritual Well-Being and Peer Social Support with Academic Stress

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Spiritual Well-Being and Peer Social Support with Academic Stress on student in Boarding School

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Abstract

Learning activities at boarding schools are very numerous and have a tight schedule. This makes students feel depressed and often experience academic stress. This study examines the simultaneous and partial relationship between *spiritual well-being* and peer social support with academic stress. This study used a quantitative method by collecting data through a questionnaire given to students at Anwarul Haromain Boarding School Trenggalek with the quota sampling method. The results of the regression test analysis showed that the value was 22.508 and $p = 0.000$ ($p < 0.05$) which means that *spiritual well-being* and peer social support with academic stress have a very significant correlation. The results of the partial correlation test between *spiritual well-being* and academic stress obtained a value of $t = 0.104$ and $p = 0.917$ ($p > 0.05$) meaning that there is no correlation between *spiritual well-being* and academic stress. While the results of the partial correlation test between peer social support and academic stress obtained a value of $t = 5.410$ and $p = 0.000$ ($p < 0.05$), which means that peer social support has a significant negative relationship with academic stress.

Keywords : _ *Spiritual Well-Being* , Peer Social Support, Academic Stress

Introduction

Stress is a phenomenon that has been or will be experienced by someone in their life and no one can avoid it. Based on the terminology, the term stress comes from the Latin " *singerger* " which means hard or narrow (*strictus*). It is meant as a condition of the body to situations that are frightening, shocking, dangerous, and disturbing . This term has changed along with the development of studies that continue from time to time from *stress*, *stress*, *stress* and *stress* (Yosep in Luan, 2015) .

Stress that occurs in the school or educational environment is usually referred to as academic stress. According to Desmita (2010), academic stress is stress caused by *academic stressors* . *Academic stressor* is stress experienced by students that originates from the learning process or matters related to learning activities such as pressure to move up a grade, length of study, cheating, lots of assignments, getting test scores, decisions to determine majors or careers as well as exam anxiety and stress management (Barseli et al., 2017) . As Thurson (2005) argues that the pressures and demands that come from academic activities are called academic stress.

Misra and Castilo (2004) explained that academic stress includes students' perceptions of how much knowledge must be mastered and perceptions of insufficient time to develop themselves.

Stress experienced by students is a condition that is caused when there is an incompatibility of the desired situation with the biological, psychological or social system of the individual (Sarafino in Barseli, Ahmad & Ifdil, 2018). For example, continuous curriculum changes and new social environmental conditions such as a new learning climate, new teachers, new relationships with peers and so on, are some of the causes that can cause academic stress on students.

This is because students are asked to adjust themselves to changes in the curriculum and the new social environment. In line with the opinion of Papalia, et al (2008), that during adolescence stress levels increase, because they have to try to adjust to physical and emotional changes in themselves and overcome conflicts that occur in their lives.

Academic stress is a form of physiological, emotional, cognitive and behavioral response to environmental events such as hazards, threats or challenges. Aspects of stress include biological aspects (physiological reactions of the body), psychosocial

aspects in which there are aspects of cognition, emotion and social behavior.

Academic stress that cannot be handled by individuals will affect feelings, physic, thoughts and behavior. Cognitively, individuals have difficulty concentrating, have difficulty remembering and understanding learning material and always think negatively about themselves and the environment. Affectively, anxiety arises, becomes more sensitive, angry, and feels hopeless (Aryani, 2016).

This can have an impact on the emergence of more serious psychological symptoms such as depression and at a high level of severity can lead to suicide (Kholidah & Alsa, 2012). Meanwhile, physiologically it is characterized by palpitations, flushed face, paleness, weakness, stiffness, feeling unwell, tremors, abdominal pain, dizziness, and cold sweats. Behaviorally, avoidance behavior arises, laziness to take part in learning, argues, insults , destructive behavior, delays in completing lecture assignments and engages in unprofitable and risky activities in order to seek pleasure (Aryani, 2016).

According to Boutler (Salam, 2017), academic adjustment ability is a very important factor related to mental health while students are studying. A student who is able to adapt himself to the environment and academic demands will be able to cope with various stressful conditions, one of which is stress.

Stress according to its level is divided into mild, moderate and severe stress. Mild stress is characterized by fatigue, unable to relax, this will disappear if stress can be overcome. Stress is being shown by the body's response to feeling like fainting, the body feeling like it's going to fall, and decreased concentration and memory. Severe stress can cause indigestion, increased heart rate, shortness of breath, and body shaking (Andiarna & Kusumawati, 2020) .

Albana explained about several factors that affect academic stress. This factor is divided into internal and external factors. Internal factors consist of thoughts or mindsets, personality, and beliefs (Barseli 2017). Meanwhile, according to Gadzella and Baloglu (Handayani, 2018) namely frustration, conflict and pressure. External factors consist of memorable life events, the environment , and also relationships with the social environment or social support (Utami et al, 2020). According to Sarafino (2011), sources or stress factors come from three sources, namely coming from within oneself, family and the environment or community.

Academic stress can be caused by internal factors in the form of mindset, personality, and beliefs (Barseli 2017), one of which is spirituality. Spirituality can affect

individual conditions and stress levels (Aditama, 2017). Spirituality or individual level of faith is closely related to immunity or immunity, both physical and mental (psychology). Increasing faith (spirituality) then immunity or body immunity will increase, so that stress can be avoided (Hawari, 2006).

Knowledge of spirituality is important, because knowledge of spirituality can help individuals control stress (Sittner, De Frain & Hudson, 2005). The level of spirituality can be an intervention and has a positive effect on reducing stress. It is proven that spirituality is used as an intervention in reducing the level of stress experienced by heart failure patients. Actions taken for intervention are by praying, reading the Bible, and listening to spiritual music instruments (Purnawinadi, 2012).

With good *spiritual well-being*, when individuals are faced with difficult situations, they will be trained to develop skills. Improvement of *spiritual well-being* contributes to mental health, for example when individuals face stress. Individuals who are able to develop their spiritual life are able to achieve good mental health in managing stressors (Azania & Naan, 2021).

Spiritual well-being is a dynamic state, indicated by the extent to which people live in harmony in relation to up to four domains of spiritual well-being namely with themselves in the Personal domain, with others in the Communal domain, with nature in the Environment domain, and/or with something or someone beyond the human and natural worlds, in the Transcendental domain (Fisher, 2014).

Other research shows that peer social support is one of the factors that influence individual academic stress levels. Social support is a form of caring, appreciation, and comfort given by individuals to other individuals and groups. Individuals who receive social support from other individuals will feel comfortable, cared for, respected, given assistance or assistance to recipients (Sarafino & Smith, 2011), feel loved, valued, and be part of the social relationship. Individuals who receive social support both verbally and non-verbally can reduce academic stress (Pajarianto, et al, 2020).

Taylor (2018) says that peer social support is the existence of help from peers both instrumentally, informationally, and emotionally from peers which makes students feel that they can be valued and cared for.

The process of social support as an interactive communication process is beneficial for the psychological well-being of individuals. Such support can prevent mental health threats and make individuals

more optimistic in living their lives. Social support can reduce stress levels and replace them with positive aspects (Defitri, Ririn & Nopriadi, 2021).

In dealing with pressure that causes stress, individuals generally seek or get social support from the environment around them. According to *transactional stress* theory (Lazarus & Folkman in Schwarzer & Knoll, 2007), social support is a source that influences cognitive assessment of stress that is pressing individuals, which in turn affects how individuals handle stressors that come to them (Hianto & Shanti, 2018).

Defitri, Ririn & Nopriadi (2021), explained in their research that the majority of respondents who received high peer social support experienced low academic stress. This means that the level of academic stress experienced by students can be reduced with high peer social support. Similar research was also conducted by Wilks (2008) showing that social support has a large effect on academic stress in a negative direction.

Peer social support can be a source of support when a child is studying at a boarding school or boarding school. The support that is usually obtained from parents when they are still at home can be replaced by peers, in learning which can help adolescents deal with academic stress (Nokawoska, in Rizkita, 2020).

This research was carried out by referring to previous research. Research Yuhuan, et al. (2022) Lestari & Purnamasari (2022), Glozah (2013), Tari & Dwi (2022), Firnanda & Ibrahim (2020), Prayitno & Andayani (2023), which revealed that the higher the peer social support a student receives, the the lower the perceived stress.

Widiyanti, et al (2021), Arianti (2007), which states that *spiritual well-being* does not affect individual stress levels. Meanwhile Arfianto, Widowati & Ibad (2023), Nezlek, et al (2018), Fuad & Puspitawati (2107) found in their research that *spiritual well-being* has a negative correlation with stress.

Yusfika, Gama & Reni (2022) conducted literature research on 10 journals that discussed stress in boarding school students (*boarding school*). This study explains that the majority of research in journals says that most students experience stress where the stress experienced by students is at a moderate level. There is a difference in the description of stress experienced by students, the description of stress in public schools that implement a *boarding school system* is higher than religion-based *boarding schools*.

Referring to the research above, this research will focus on the relationship between *spiritual well-being* and peer social support with academic stress in *boarding*

school students. The problem in this study is whether *spiritual well-being* and peer social support affect students' academic stress? The purpose of this study was to determine the extent to which *spiritual well-being* and peer social support contribute to academic stress. The research hypothesis is the contribution of *spiritual well-being* and peer social support to academic stress in the 2022/2023 school year.

Method

The population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2015).

The population in this study were students from the Anwarul Haromain Islamic boarding school, Trenggalek district, with an age range of 13 to 18 years with the consideration that individuals in this age group have similar developmental tasks, namely developing themselves in the world of education for the future in adulthood.

Stress can actually be experienced by anyone, whether it comes from the world of work or education. Likewise for individuals who are still students at school, they can experience stress originating from the learning process which includes pressure to maintain academic achievement, boredom in learning, many assignments, career choices, anxiety when facing exams and time management (Desmita, 2017).

According to Papalia et al (Barseli and Iffdil, 2017), explaining that during adolescence individuals experience increased levels of stress, because during adolescence they must adapt to the changes that exist and must overcome the conflicts they face. Based on this, individuals in the developmental period of junior high and high school adolescents have similar problems, namely related to learning

assignments and facing the learning problems they get.

The sample in this study were 120 people taken from the population with criteria aged 13 to 18 years, as students at Anwarul Haromain Islamic Boarding School who were taken by *quota sampling technique*. The sample in this study were junior high school students, students of Madrasah Aliyah and Vocational High Schools with a total of 180 students. 90 male students and 90 female students, with details of 30 SMP and 30 MA.

This type of research used is quantitative research. According to Sugiyono (2015), the quantitative research method can be interpreted as a research method that is based on the philosophy of positivism, used to examine certain populations or samples.

This research is correlational in nature, which aims to see the relationship between the variables of *spiritual well-being*, peer social support and academic stress. The research data was obtained by measuring each research variable using a scale, namely a number of statements that reveal variables through indicators or behavioral aspects of the relevant variables (Azwar, 2015).

The instrument used in this study was a *Spiritual well-being questionnaire* with aspects of relationship with self, relationship with others, relationship with nature, and relationship with God. (Fisher, 2014). The results of the reliability test showed that the Cronbach's Alpha value was 0.952 out of 35 valid items with the item discrimination coefficient moving from 0.321 to 0.773.

For the peer social support questionnaire, the aspects used are based on Taylor (2018), namely emotional support, esteem support, instrumental support and informative support. The results of the reliability test showed that the Cronbach's Alpha value of 29 items was valid

with the item discrimination coefficient moving from 0.311 to 0.580.

The academic stress questionnaire used is based on Sarafino & Smith (2011), aspects namely biological, psychosocial emotions, psychosocial behavior, and psychosocial cognitive. The results of the reliability test showed that the Cronbach's Alpha value was 0.925 out of 35 valid items with the item discrimination coefficient moving from 0.375 to 0.798

Data analysis in this study used multiple linear regression tests with the help of SPSS 22.0 for windows. This test aims to see how the contribution of *spiritual well-being* and peer social support to the academic stress of Anwarul Haromain *boarding school students*. Before analyzing the data, first perform an assumption test which consists of a Normality Distribution Test, a Relationship Linearity Test, and a Multicollinearity Test. The results of the Normality Test show that the distribution of scores for the academic stress variable is normally distributed with Sig. 0.200 ($p > 0.05$). The results of the linearity test show spiritual well-being with academic stress Sig. 0.057 and peer social support with academic stress has a linear relationship with Sig. 0.209 ($p > 0.05$). The results of the multicollinearity test between spiritual well-being and peer social support obtained tolerance value = 0.635 (> 0.10) and VIF value = 1.574 (< 10.00), meaning that there is no intercorrelation between spiritual well-being and social support variables friends of the same age.

Results

After carrying out the assumption test as described above, this study was declared eligible for multiple linear regression statistical analysis techniques. The data that has been obtained is then processed using the SPSS

application version 22. The data to be processed are (1) Multiple regression to test the hypothesis of spiritual well-being and social support with academic stress. (2) partial correlation to test the hypothesis of the relationship between spiritual well-being and academic stress. (3) partial correlation to test the hypothesis of the relationship between social support and academic stress.

The first hypothesis, the relationship between spiritual well-being and social support with academic stress, obtained the results of multiple regression with an F value = 22.508 and a Sig. of 0.000 ($P < 0.05$). If the value of Sig. < 0.05 , then the hypothesis is accepted. This means that spiritual well-being and peer social support are simultaneously associated with academic stress. The second hypothesis, from the analysis of SPSS 22 data. The coefficient above obtained $t = 0.104$ and the value of Sig. 0.917 ($P > 0.005$), then the hypothesis is rejected. This means that spiritual well-being is partially uncorrelated with academic stress. In the third hypothesis, the coefficient is 5.410 and Sig. 0.000 ($P < 0.005$). Then the hypothesis is accepted. This means that peer social support is partially negatively correlated with academic stress. The negative correlation means that the higher the peer social support, the lower the academic stress experienced by students.

The statistical test results show the percentage of the total value obtained from the respondents in each variable in the following table.

In the table above it can be seen that most of the research subjects have moderate levels of academic stress. This can be seen in the subjects in the medium category as many as 54 respondents (43.3%) of a total of 120

respondents. While subjects whose level of academic stress was in the high category were 5 respondents (4.16%), subjects who were included in the very high category did not exist, subjects in the low category were 52 respondents (43.3%) and subjects in the very low category were 9 respondents (7.5%).

Table 1. Categorization of Academic Stress Variables

Categorization	Frequency	Percentage
Very High (140-175)	0	0 %
Height (117-139)	5	4.16 %
Moderate (93-116)	54	45 %
Low (71-92)	52	43.33 %
Very Low (35-70)	9	7.5 %
Total	120	100 %

Table 2. Categorization of Spiritual Well-being Variables

Categorization	Amount	Percentage
Very high (116-145)	55	45.83 %
Height (101-115)	51	42.5 %
Moderate (71-100)	14	11.66 %
Low (59-71)	0	0 %
Very Low (29- 58)	0	0 %
Total	120	100 %

From the table above it is known that most of the research subjects have a very high level of *spiritual well-being*. It can be seen that the subjects included in the very high category were 55 respondents (45%), in the high category were 51 respondents (42.5%), subjects in the medium category were 14 respondents, while in the low and very low categories the respondents were 0 (0%) or no respondents who have a spiritual level of well-being in the low and very low categories.

From the table above it can be seen that most of the research subjects have a high level of peer social support. It can be seen that subjects with a high category amounted to 13 respondents (10%), subjects in a high category amounted to 63 respondents (52.5%), subjects in the medium category amounted to 37 respondents (30%), subjects with a low category amounted to 5 respondents (4.16%) and subjects in the very low category amounted to 2 respondents (1.66%).

Table 3. Categorization of Peer Social Support Variables

Categorization	Amount	Percentage
Very High (161-200)	13	10.83 %
Height (133-160)	63	52.5 %
Moderate (107-131)	37	30.83 %
Low (81-106)	5	4.16 %
Very Low (40-80)	2	1.66 %
Total	120	100 %

Table 4. Regression Analysis Test Results Test F

Model	F	Sig. (p)
Spiritual Well-being and Social Support with Academic Stress	22,508	0.000

Source: IBM SPSS Series 22 Statistical Output For Windows

From the table above shows the results of multiple regression analysis obtained a value of $F = 22.508$ with a significance of 0.000 ($p < 0.05$). This shows that there is a significant relationship between spiritual well-being and peer social support with academic stress. Based

on the results of this analysis, the first hypothesis which states that there is a relationship between spiritual well-being and peer social support with academic stress in boarding school students can be accepted. The total effective contribution of spiritual well-being and peer social support is 27.8%.

Table 5. Partial Test Results of Spiritual Well-being and Academic Stress

Model	t	Sig. (p)
Spiritual Well-being with Academic Stress	0.104	0.917

Source: IBM SPSS Series 22 Statistical Output For Windows

The table above shows that the results of the partial test of spiritual well-being with academic stress obtained a coefficient $t = 0.104$ with a significance = 0.917 ($p > 0.05$). This means that spiritual well-being has no relationship with academic stress. This shows that the research hypothesis which states that there is a relationship between spiritual well-being and academic stress in boarding school students is rejected.

Table 6. Partial Test Results of Peer Social Support and Academic Stress

Model	t Partial	Sig. (p)
Social Support with Academic Stress	5,410	0.000

Source: IBM SPSS Series 22 Statistical Output For Windows

From the table above shows the results of the partial test of social support of peers with academic stress obtained by the coefficient $t = 5.410$ with a significance of 0.000 ($p < 0.05$). This means that peer social support has a

significant negative relationship with academic stress. The results of this analysis state that the research hypothesis which states that there is a relationship between peer social support and academic stress in boarding school students is acceptable.

Discussion

Based on the results of the analysis of hypothesis testing in this study it was proven that there is a relationship between spiritual well-being and peer social support with academic stress in boarding school students. The spiritual aspects of well-being, namely the relationship with self, relationship with others (*communal*), relationship with the environment (*environmental*) and relationship with God (*transcendental*) have been fulfilled and proven. Furthermore, aspects of peer social support, namely emotional support, appreciation support, instrumental support and informative support have also been proven to reduce academic stress tendencies in boarding school students. This means that boarding school students who receive high levels of social support from their peers in their daily lives will experience low levels of academic stress.

The results of this study are in line with Fitriyanur, Suminar & Yuliastutik (2022) which states that social and spiritual support can be a factor of resilience and the ability of adolescents to learn in dealing with stressors that are obtained during study.

It is also supported by research conducted by Saleha, et al (2020), that factors that can relieve stress experienced by a person are the support from people around them and the spiritual condition that this person has. Social and spiritual support can improve a person's quality of life and reduce self-destructive factors. As is the case in learning relationships, of course the presence of these two factors will

reduce the level of stress experienced and improve the quality of learning (Alfendra, Hidayati & Setyanto, 2021).

The pressure of learning assignments from school with different time limits and difficulties for each student makes them need each other. In fact, if the need for other people is not met, it will cause problems for students. Likewise, a sense of self-confidence that believes in oneself and God and relates well to the environment and others can have an impact on psychology. Then these two things must be fulfilled so that students can calmly and peacefully carry out learning activities. Even if it is not fulfilled, it can cause dissatisfaction in undergoing learning and cause stress (Wardoyo & Aditya, 2021, Purnairawan, Anwar & Nurhayati, 2021).

The second hypothesis in this study is that there is a relationship between spiritual well-being and academic stress. In this hypothesis it turns out that the results of the analysis do not find a partial relationship, or the hypothesis is rejected. So it can be said that there is no significant relationship between *spiritual well-being* and academic stress.

This research supports research conducted by Widiyanti, et al (2021) who in their research stated that there was no significant relationship between *spiritual well-being* and academic stress. This means that the level of *spiritual well-being* possessed by students will not affect their condition and level of academic stress. Even Widiyanti stated that great consideration was needed when using *spiritual well-being* as a medium for coping with stress.

Arianti's research (2007), shows *spiritual well-being* is not correlated with stress reduction in prospective public service workers.

Arfianto, Widowati & Ibad (2023) proves that there is a weak negative relationship

between spiritual well-being and stress experienced by students.

This research does not prove research conducted by Nezelek, et al (2018) which states that the level of individual well-being is higher when individuals feel less stress than when individuals feel more stress. Likewise research by Fuad & Puspitawati (2107) which states that spiritual well-being contributes to academic stress. In work situations for students, *spiritual well-being* makes it easier to solve problems, achieve emotional strength, reduce stress levels, so that it can help create an uplifting, enthusiastic learning environment, and can improve mental abilities such as clarity of thought and decision making.

This could be because stress is not caused by the high and low spiritual levels of students. However, the factors that cause stress are the environment, learning demands, self-concept, self-efficacy, *hardiness* (Linn, 2017) level of gratitude (Manita, Marty & Kartika, 2019), achievement motivation (Indiryani & Nita, 2018), hope and trust (Husnar, Siti & Fuad, 2017) and social relations carried out by students (Rizkita, 2020). Where the schedule of activities and learning in the institution is very tight and tight. Since before dawn has been awakened from sleep until late at night there is still a schedule of activities. This seems to be one of the triggers for the presence of academic stress. As research by Millasari & Jannah (2019) states that academic stress is caused by the learning system experienced by boarding *school students*. Where the research was conducted at the Aceh Besar Islamic boarding school with as many as 104 students as respondents, the average experience of stress with a percentage of 46.2 %.

It is also supported by Sinaga's research (2019), which proves that the academic stress experienced by 50 students at the Santa

Theresia Medan dormitory is caused by inappropriate focus coping and *emotional focused coping problems*.

Likewise, the social relations that students live in, based on the results of an interview with one of the respondents, social relations among friends is one of the triggers for feelings of depression and reluctance to learn. So that the existence of good social relations or support from peers is one of the factors that influence the level of stress experienced by *boarding school students* (Lestari & Purnamasari, 2022).

The third hypothesis in this study is also proven if peer social support is negatively related to academic stress in *boarding school students*. The results of this study are in line with previous research, meaning that this research supports previous research which states that one of the factors that reduces academic stress levels is peer social support (Defitri, Ririn & Nopriadi, 2021, Hidayah & Kusumaningrum, 2020, Lestari & Purnamasari, 2022, Tari & Dwi, 2022, Firnanda & Ibrahim, 2020, Prayitno & Andayani, 2023)

In line with research conducted by Lestari & Purnamasari, (2022) the higher the social support of peers, the lower the academic stress. This opinion is also based on Liberman's statement (Maslihah, (2011) that theoretically the existence of social support can reduce the tendency for events that can cause stress. Social support will change individual perceptions of events that cause *stress* and therefore will reduce the potential for stress to occur.

This is also supported by research conducted by Defitri, Zukhra & Nopriadi (2021) which stated that the majority of respondents received social support of 71.3% who received peer social support with a high frequency of experiencing moderate levels of academic stress. Likewise Besser & Zeigler-hill

(2010) stated that high stress reduction can be done with social support.

Likewise in Dianto's research (2017) that social support can increase individual abilities in dealing with or solving a problem that focuses on reducing stress reactions through caring, attention, information and feedback needed to obtain good stress coping.

Some say that adolescence, namely middle school age, is a time to determine identity and determine direction, but this difficult period is made even more difficult by the contradictions in society, including the school environment (Asrori, 2010). This can be caused by subjective perceptions of academic conditions, demands that are not commensurate with one's capacity, or situations that do not match expectations. So that makes teenagers feel depressed and become stressed (Barseli, et al, 2017, Sun, et al, 2011).

In this situation, adolescents need a place to discuss and share *with* someone who can understand them, namely peers. According to the results of research by Ekasari & Yuliana (2012), one of *coping stress* is the presence of peer social support. In this case better *stress coping where the source of the stressor* will be used as a morale booster. By associating with peers, you can get help from someone who is then given to other people who are more or less the same age, where this support aims to provide motivation or generate interest in a person when carrying out learning activities (Widiastuti, 2004).

Social support is able to increase an individual's ability to deal with or solve a problem that focuses on reducing stress reactions through caring, attention, information and feedback needed to get good stress coping. Dianto (2017) mentions that students who receive high social support will benefit, such as being more optimistic, more skilled at meeting

their psychological needs, lower anxiety levels, increasing the ability to get the things they want, and having high abilities. .

Social support is defined as information from other people that that person is loved and cared for, valued and respected, and is part of the same communication network and obligations (Taylor, 2018) . How social support affects stress there are two theories that explain this, namely *the buffering hypothesis* and *the direct effect hypothesis* (Sarafino & Smith, 2010) . According to *the buffering hypothesis*, social support affects physical and mental health by keeping students against the negative effects of high stress, whereas according to the *direct effect*, social support is generally beneficial during non-stressful and stressful times (Taylor, 2018) .

From this it can be concluded that *spiritual well-being* and peer social support together have a significant effect on academic stress by 27.8 % . But on its own (partially), *spiritual well-being* does not have a significant correlation, meaning that high or low does not affect the level of academic stress. For peer social support although alone (partially) has a great influence on academic stress. This means that the higher the peer social support that students get, the lower the academic stress experienced and conversely the lower the peer social support that students get, the higher the academic stress experienced by students.

This research certainly has limitations, namely this research was only carried out in Islamic boarding schools, so there may be differences if it is carried out outside Islamic boarding schools. Respondents taken were junior high school, high school and vocational students, there might be differences in results if it was carried out for example on students. The independent variables used are only *spiritual well-being* and social support. There is a

percentage in reducing stress levels when using other variables.

Conclusion

Referring to the problems presented to the analysis of the data and the discussion presented, it can be seen that academic stress in boarding school students Anwarul Haromain Trenggalek for the 2022/2023 academic year is related to *spiritual well-being* and peer social support obtained by students from their social environment. Taken together, peer social support and *spiritual well-being* have an effect on academic stress experienced by students.

In partial circumstances, *spiritual well-being* does not show a significant relationship with academic stress. This is shown from the value of the coefficient $t = 0.104$ with a significance of 0.917 ($p > 0.05$).

In contrast to the social support of peers, who in their own circumstances have a significant influence. This is shown from the value of the coefficient $t = 5.410$ with a significance of 0.00 ($p < 0.05$). This means that peer social support has a significant negative relationship with academic stress.

Suggestion

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