

## Teacher's Mental Health in Students Perspective and Its Contribution to Student's Achievement of Islamic Religious Studies

Nurbaiti

UIN Syarif Hidayatullah Jakarta, Indonesia

[nurbaiti.dpk@uinjkt.ac.id](mailto:nurbaiti.dpk@uinjkt.ac.id)

### Abstract

The purpose of this study is to determine teacher's mental health according to student's perspective and its contribution to student's achievement in Islamic Religious Studies. The study was conducted at Azhari Elementary School of Jakarta and involved 52 students as research participants, with a stratified simple random sampling. This research used test and questionnaire as instruments to collect data. The data validity by correlation coefficient of point biserial ( $r_{pbi}$ ) and correlation coefficient of product moment ( $r_{xy}$ ). The data reliability by KR 21 and alpha cronbach ( $\alpha$ ). The results proved, the teacher's mental health contributed 54 % to student's achievement of Islamic religious studies.

Keywords: *Mental Health, teacher, student, achievement, Islamic religious studies.*

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui tentang kontribusi kesehatan mental guru dalam perspektif siswa terhadap prestasi belajar Pendidikan Agama Islam. Penelitian ini dilakukan di SD Azhari Cilandak Jakarta dengan menggunakan sampel sebanyak 52 siswa. Teknik pengambilan sample *dengan stratified simple random sampling*. Instrument yang digunakan adalah tes dan angket. Validitas data yang digunakan adalah koefisien korelasi point biserial ( $r_{pbi}$ ) dan koefisien korelasi produk momen ( $r_{xy}$ ). Reliabilitas data dilakukan dengan menggunakan KR 21 and alpha cronbach ( $\alpha$ ). Hasil penelitian menunjukkan bahwa kesehatan mental guru memberikan kontribusi sebesar 54 persen terhadap prestasi belajar siswa.

Kata Kunci: *Kesehatan Mental, Guru, Siswa, Prestasi Belajar, Pendidikan Agama Islam.*

### Introduction

Education is an effort to make changes towards improvement (*ishlah*). In Islamic perspective, as stated by Yacoob, education includes all individual activities namely physically, mentally and spiritually (Yaacob, 2013). Thus, from an Islamic perspective, education is very important for physical, mental, psychological and spiritual balance (Yasin & Jani, 2013).

One of the efforts that can be done to improve education is to increase student's achievement in Islamic Religious Studies. However, until now it has not been fully realized. It can be seen from the low value of student's achievement in terms of cognitive, affective and psychomotor aspects in

Islamic religious studies. There are several factors that affect student's achievement and teacher's mental health is one of them.

As stated by Krisztian Szel (2013). Many factors influence student's achievement and one of them is the teacher's attitude in teaching (Széll, 2013). It means, the teacher's job is very important in determining the quality of education, because education is an important medium in nation character building. Nuryanta stated, education is an important medium for a country in nation character building and it is also a characteristic of the nation quality (Nuryanta, 2015). Therefore, a teacher must be mentally healthy, because it has implications for students.

Teachers as educators and guides are required to have maturity, physical health and spiritual health. Teachers must be people who are responsible, because the teacher's job is to instill good values and attitudes towards students to have a good personality. Teachers with poor mental health can fail in guiding students to have good student's achievement.

According to Nurrohim, mental health is being free from mental disorders, or the creation of balance, the creation of adjustments and adaptations and the achievement of happiness. Mental health can also be defined as health related to mind and character (Nurrohim, 2016.). Gholamitooranposhti stated, mental health is defined as a state of mental health that a person has, so they can find their abilities, beat the natural pressures of their lives, work more effectively and cooperate with different groups of people (Gholamitooranposhti, 2012). Likewise, according to Galderisi, mental health is an internal balance that allows a person to use his abilities that are in line with the universal values of society (Galderisi et al., 2017).

Meanwhile Wardhani stated, mental health is a condition that allows optimal development in physical, intellectual and emotional (Wardhani, 2017). It means, a person is declared to have mental health, if he has health, both physically, intellectually and emotionally. Thus, the teacher's mental health is a healthy mental state of teachers, so teachers can carry out their duties effectively, are able to cooperate with other groups and be able to beat the pressures of life they have, so that teachers have good intellectual and emotional. That is the importance of the mental health function of teachers in the student learning process, so the teachers, as teachers and educators, should have good mental health. Based on this, the authors took the theme of research on Teacher's Mental Health In Student's Perspective And Its Contribution To Student's Achievement Of Islamic religious studies.

## Method

### *Method, Sample, Sampling Technique dan Research Data Analysis*

This research was conducted at Azhari Elementary School of Jakarta by taking a sample of 52 students. The research method used is quantitative research method and sampling technique was stratified simple random sampling. Data analysed using simple regression analysis. Analysis of the data can be seen in Figure 1.

$$X \xrightarrow{r^2} Y$$

Figure 1. Research Data Analysis

The value of the correlation coefficient can be seen through the following formula: (Chen & Popovich, 2011).

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left[ \left( \sum X^2 - \frac{\sum(X)^2}{n} \right) \left( \sum Y^2 - \frac{\sum(Y)^2}{n} \right) \right]}}$$

### Research Instruments

This research used test and questionnaire as instruments to collect data. The research instrument used to measure student's achievement was a test and a questionnaire to measure the teacher's mental health. The contribution of teacher's mental health to student's achievement can be done by calculating the value of the determination coefficient ( $DC = r^2 \times 100\%$ ).

### Research Hypothesis

The hypothesis in this study is: there is a positive and significant correlation between the teacher's mental health and student's achievement. Statistically it can be written as follows:

$$\begin{aligned} H_0 & : r_{xly} = 0 \\ H_1 & : r_{xy} \neq 0 \end{aligned}$$

### Validity and Reliability of Research Data

The data validity used is the point biserial correlation coefficient for the test and the product moment correlation coefficient for the questionnaire. The data reliability was measured using KR 21 for the test and alpha Cronbach for the questionnaire. The formula for the point biserial correlation coefficient and the product moment correlation coefficient are as follows:

The formula for the biserial point correlation coefficient :

$$r_{pbi} = \frac{M_p - M_t}{S_{dt}} \sqrt{\frac{p}{q}}$$

Formula description :

- $r_{pbi}$  = point biserial correlation coefficient
- $M_p$  = Mean personal
- $M_t$  = Mean Total
- $S_{dt}$  = Standard Deviasi
- $p$  = proportion of correct answers
- $q$  = proportion of wrong answers,  $q = 1-p$

The formula of Product moment correlation coefficient :

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left[ \left( \sum X^2 - \frac{\sum(X)^2}{n} \right) \left( \sum Y^2 - \frac{\sum(Y)^2}{n} \right) \right]}}$$

Formula description :

$r$  = correlation coefficient

Rumus KR 21:

$$KR21 = 1 - \frac{k}{k-1} \left[ 1 - \frac{\bar{x}(k-\bar{x})}{(k)(s^2)} \right]$$

Rumus Alpha Cronbach ( $\alpha$ ):

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum_{i=1}^k P_i Q_i}{\sigma_x^2} \right)$$

*Dimensions and Indicators of Research Variables :*

Teacher's Mental Health

Research dimensions and indicators are obtained through operational definitions derived from several supporting theories. The theory used for teacher’s mental health variables is as follows:

Nurohim stated that the word mental is the same as soul, so mental health is related to the soul (Nurrohman, 2016), while Wardhani stated that a mentally healthy person is a person who is free from mental disorders and illnesses, as well as adapts himself, able to face problems and shocks. Thus, there is a harmony in the function of the soul, and feel that they are valuable, useful, and happy and can use their potentials to the fullest (Wardhani, 2017).

Gray et al. (2017) stated that the definition of mental health according to the World Health Organization (2014) is a condition of well-being in which individuals are successful in overcoming the pressures of normal life, so they can work productively and contribute to their communities (Gray et al., 2017) and Hamid stated that mental health is avoidance of a person from complaints and mental disorders in the form of neurosis and psychosis (adjustment to the social environment)

Thus, a mentally healthy person will always feel safe and happy under any circumstances, he will also introspect everything he does and control himself. While simple mental health disorders can be defined as having discomfort, insecurity, reduced mental functioning and the occurrence of inappropriate or unreasonable behavior.

Based on this, the teacher’s mental health in this study is a situation where a teacher feels safe, happy, can introspect on his actions and can control himself. Thus, the dimensions and indicators of the study are shown in table 1. and table 2.:

**Table 1. Indicators and Dimensions of Teacher’s Mental Health**

Variabel	Dimensi	Indikator
Teacher’s Mental Health.	Feeling safe	Don't look worried Don't look tense
	feeling happy	Don't look sad, Have compassion
	introspection	Does not get angry easily Ability to forego immediate rewards

Meanwhile, the student's achievement indicators are obtained based on the guidebook currently used in Azhari Elementary School of Jakarta. The learning achievement indicators of grade 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> students at Azhari Elementary School of Jakarta are shown in table 2.

**Table 2. Student's Achievement Indicator of Islamic Religious Studies**

No	Class	Indicator
1	4 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Read surah Al Fatihah with the correct vowels and makhraj.</li> <li>2. Applying the law of reading in Surah Al Fatihah</li> <li>3. Interpret Surah Al Fatihah correctly</li> <li>4. Write down surah Al Fatihah words and sentences correctly</li> <li>5. Mentions the main content of surah Al Fatihah.</li> </ol>
2	5 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Understand and implement tarawih prayers and tadarus al-Qur'an.</li> <li>2. Explain the meaning of tarawih prayer</li> <li>3. Explain the understanding of the Koran about tadarus</li> <li>4. Mention the virtues of tarawih prayer</li> <li>5. Mention the benefits of the Qur'anic tadarus</li> <li>6. Understand the story of the example of Luqman as found in the al-Qur'an.</li> <li>7. Explains the story of Luqman</li> <li>8. Citing the example of Luqman as stated in the Koran.</li> <li>9. Mention Luqman's advice to his son</li> </ol>
3	6 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Understand faith in angels</li> <li>2. Memorizing the name of the angel</li> <li>3. Knowing the characteristics of angels</li> <li>4. Knowing the duties of angels</li> </ol>

## Results and Discussion

This study used 52 students of Azhari Elementary School of Jakarta as respondents, with a stratified simple random sampling technique. The sample consisted of students in grades 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup>. The main objective of this study was to find out how the teacher's mental health can correlate and contribute to student's achievement and what must be realized is that the role of teachers is very important in the learning process, so teachers who teach in school must have good mental health.

Schools should pay attention to the teacher's mental health, as stated by Gholamitooranposhti, from his reseacht, he has conducted on mentally healthy and underdeveloped teachers in the city of Rafsanjan (2012) showing the importance of educational organizations to pay more attention to the teacher's mental health (Gholamitooranposhti, 2012). Teachers should not experience depression, because it can have a bad impact on students, especially for student's achievement.

According to Kandou, depression is often found in everyday life which is marked by sadness and loss of interest in things that you like (Kandou, 2013). Meanwhile, Iyer K and Khan ZA stated that severe depression is a mood disorder characterized by feelings of inadequacy, hopelessness, decreased activity, pessimism, and sadness. These symptoms are very disturbing and have a negative impact on a person's life kehidupan seseorang (Iyer & Khan, 2012).

Thus, some of the symptoms that can be seen in someone who is depressed include: feeling inadequate, decreased activity, pessimism and sadness. The depression experienced by teachers can

be caused in part by teachers having to simultaneously balance providing teaching support, classroom management, planning and organization, and facilitating high-quality classroom relationships.

The discussion carried out in this study is based on the data from the results of the SPSS calculations which are consulted with several existing theories, thus the discussion of the results of this study begins by presenting the results of calculations using SPSS. The following are the results of research at Azhari Elementary School of Jakarta regarding the teacher's mental health and their contribution to student's achievement, both in the form of descriptive statistics, inferential statistics and hypothesis testing.

### *Descriptive Statistics*

Descriptive statistics are statistics that summarize, describe and present data in a way that is easier to understand. The summary is usually in the form of quantitative data and graphs. The most common types of descriptive statistics are mean, median, and mode. (Jargowsky & Yang, 2004). The table 3 shows the results of descriptive statistical calculations of teacher's mental health and student's achievement in the form of : Mean, Median and Standard Deviation through calculations using SPSS.

**Table 3. Descriptive Statistics of Teacher's Mental Health**

Variabel	N	Min	Max	Mean	Std. Deviation
Teacher's Mental Health	52	30.00	50.00	44.462	4.88480
Student's Achievement	52	40.00	100.00	83.269	14.37879
Valid N (listwise)	52				

In table 3, it can be seen that the teacher's mental health in student's perceptions at Azhari Elementary School of Jakarta is 44,462 out of a maximum score of 50, it showed that teachers at Azhari Elementary School of Jakarta have quite high mental health. The results of this study also showed that in the student's perceptions, the teachers were not mentally ill. According to student's perspective, in carrying out their duties the teacher does not feel overwhelmed and does not experience stress.

Teachers who have good mental health can contribute and have a good impact in the learning process, as stated by Kurniawan and Sulistryarin, A person's mental health is the basis for individuals to have a balance between physical, social, cultural, psychological and other physical health, so that someone who having mental health can function optimally in carrying out tasks in the environment (Kurniawan & Sulistryarini, 2017). It will be different if teachers in the learning process have high stress levels, because teachers who have high stress levels can have low mental health.

Gray et.al stated, teachers are a profession that works to meet the various learning needs of their students. As a result, many teachers experience high levels of stress and cause fatigue. Teachers who are stressed will have low mental health (Gray et al., 2017). It is different if the teacher feels happy with his job. Thus, in carrying out his duties, the teacher should not be stressed or depressed.

As previously stated, teachers play an important role in shaping the lives of the nation's children, because teachers not only facilitate the learning process, but teachers also influence children's social and emotional development. Therefore, teachers have a very important role in student's character building. But often teaching is a job that can be stressful for teachers.

Many teachers are stressed because they feel overwhelmed by the number of jobs and activities they carry out. This teacher stress level can have a negative impact on the learning process and on student's achievement. High teacher stress levels can be affected by the health and welfare of teachers, teachers can also feel tired so that it has a negative impact on their performance. The existence of pressure on teachers not only has negative consequences for teachers, but can also result

in low student's achievement. Therefore, a teacher must like his job and be sincere in carrying out his duties.

The attitude of teachers who are happy with their work and sincere in carrying out their duties also has a positive impact on the Teacher's Mental Health, it means that teachers who have sincerity will have good mental health and teachers who have good mental health can produce good student's achievement.

Gray et al. states, the definition of mental health according to the World Health Organization (2014) is a condition of well-being in which individuals successfully overcome the pressures of normal life, so they can work productively and contribute to their communities (Gray et al., 2017).

Hamid stated that a mentally healthy person will always feel safe and happy under any circumstances, he will also introspect everything he does so that he can control himself. Meanwhile, simple mental health disorders can be interpreted as having discomfort, insecurity, reduced mental function and the occurrence of inappropriate or sensible behavior (Abdul Hamid, 2017).

### *Student's Achievement of Islamic Religious Studies*

Student's achievement is the result obtained by someone in learning according to their capacity (cognitive, affective and psychomotor). Thus, the meaning of student's achievement in this study is the ability that students have after the learning process and in this study student's achievement is only seen through cognitive abilities in Islamic Religious Studies.

The research results in descriptive statistics (table 3) show, the average score of student's achievement in Islamic Religious Studies at Azhari Elementary School of Jakarta is 83.2692 out of a total maximum value of 100. It means that students at Azhari Elementary School of Jakarta have high student's achievement. Furthermore, in table 3, the student's achievement at Azhari Elementary of Jakarta, is also presented. According to Nurohim, student's achievement is a real skill that shows aspects of skills that are immediately demonstrated and tested because they are the result of learning efforts achieved in schools (Nurrohim, 2016).

Many factors can influence student's achievement, both in the form of external factors and internal factors. Setiawati and Sudira stated that the factors that influence student's achievement are: motivation, discipline, internship experience, facilities and infrastructure, teacher performance, and parental support (Setiawati & Sudira, 2015). Kapur also stated, the factors that influence student's achievement include: student attitudes, school resources, aspects of leadership, teacher skills and abilities, classroom environment and the role of parents (Kapur, 2018). From the two statements, the teacher is stated as one of the factors that affect student's achievement and from the explanation that has been done it is clear that the teacher's attitude plays a very important role in student's achievement of Islamic religious studies.

### *Hypothesis test*

The hypothesis of this study is that there is a positive and significant relationship between the Teacher's Mental Health in Students Perspective and students' achievement of Islamic Religious Studies. statistically it can be written as follows:

$$\begin{aligned} H_0 & : r_{x1y} = 0 \\ H_1 & : r_{xy} \neq 0 \end{aligned}$$

The statistics used to test this hypothesis are inferential statistics. As for the basis for decision making are as follows:

1. If the significance value  $<$  than 0.05, then there is a correlation between the Teacher's Mental Health and student's achievement of Islamic religious studies.
2. If the significance value is  $>$  than 0.05, then there is no correlation between the Teacher's Mental Health and student's achievement of Islamic religious studies.

### *Correlation and Contribution of Teacher's Mental Health to Student's achievement of Islamic religious studies*

The Teacher's Mental Health is very important, because the Teacher's Mental Health, has an impact on student's achievement. Understanding the Teacher's Mental Health is important not only for the purpose of supporting teachers, but also because these symptoms have implications for students.

From an Islamic perspective, teachers' mental health problems can be overcome through listening to the holy verses of the Qur'an. As stated by Mahjoob and Nejati, listening to the recitation of the Qur'an at the beginning of entering the office can improve employee mental health (Mahjoob et al., 2016). Besides that, Allah also reminds humans to always remember Him to create a sense of peace of mind (Surah Al-Rad: 28) and it can improve one's mental health. The same thing was stated by Achour.

Achour stated, several religious strategies that can be used by Muslims in overcoming the pressures of life, namely: religiosity, belief in God, prayer, patience, reading the Qur'an, remembering Allah (*Dzikir Allah*), patience and gratitude (Achour et al., 2016). Thus, through adhering to the teachings of Islam, a person can improve his mental health. The following shows the results of the SPSS calculations for the calculation of the research hypothesis analysis.

From the results of calculations using SPSS for the analysis of the research hypothesis, it is obtained as shown in Table 4 as follows: :

**Tabel 4. The Value of r and r<sup>2</sup>**

Model	r	r square	Adjusted r Square	Std. Error of the Estimate
1	.735 <sup>a</sup>	.540	.530	3.34714
a. Predictors: (Constant), student's achievement				

From table 4, it can be seen that the correlation coefficient (r) between the Teacher's Mental Health and students' achievement of Islamic religious studies is 0.753. It shows that there is a positive and significant correlation between Teacher's Mental Health and students' achievement of Islamic religious studies. It means that the higher Teacher's Mental Health, the higher the students' achievement of Islamic religious studies. It shows that the Teacher's Mental Health provides a high correlation with the students' achievement of Islamic religious studies. As stated by Setiawati and Sudira, teacher performance can have an impact on student's achievement (Setiawati & Sudira, 2015) Kapur also states the same thing, that teachers have a high influence on student's achievement (Kapur, 2018).

The high Teacher's Mental Health at Azhari Elementary School of Jakarta can have an impact on teacher performance which is quite good and this situation can improve student's achievement. Among other things, it can be caused by the teachers in this school getting satisfaction in their level of welfare. As Kidger et al. Stated, it is widely recognized that teaching is a challenging occupation, and there is often a high level of mental health problems in this population. The finding of their study was that teachers feeling stressed or dissatisfied with their work was associated with worse well-being and higher symptoms of depression. (Kidger et al., 2016)



Thus, the Teacher's Mental Health is something that needs to increase student's achievement. Santoso stated that a person who is declared mentally healthy when protected from symptoms of mental disorders (neurose) and from symptoms of mental illness (psychose) and mental health means a person's ability to adjust to others (Santoso, 2016).

The results of this study are also in accordance with the findings of Bostani et.al.'s research, which states that in general mental health and some of its components, such as depression and anxiety, have a significant relationship with educational performance, the higher one's mental health, the better performance (Bostani et al., 2014).

From this explanation it can be concluded that the Teacher's Mental Health has a correlation coefficient of 0.735, furthermore, from table 4. it can also be seen that the value of  $r^2$  is 0.540. It means that the Teacher's Mental Health and students' achievement of Islamic Religious Studies, has a coefficient of determination of 54.00%. It can also be interpreted that the Teacher's Mental Health can contribute 54% to the student's achievement of Islamic Religious Studies.

The contribution value of 54% ( $r^2 \times 100\%$ ), indicating that the Teacher's Mental Health makes a significant contribution to the student's achievement of Islamic Religious Studies. It is because teachers who have a healthy mentality will be able to do their job well and it has an impact on increasing students' achievement of Islamic religious studies. Teachers who have a good mentality, which will have an impact on the optimal functioning of mental functions, so that they can carry out their activities productively, are able to make effective and efficient interpersonal relationships with other people, Able to adapt to the surrounding environment, and be able to overcome life's failures.

#### *F test*

The F test is known the Anova test, which is a test to see how the independent variable affects the dependent variable. Or to test whether our regression model is good / significant or not good / non significant. In this study, the F test was conducted to determine the significance level of the study between the Teacher's Mental Health and student's achievement. Furthermore, the significance value of the correlation between Teacher's Mental Health and student's achievement is shown in Table 5 below.

**Table 5. ANOVA<sup>a</sup>  
Teacher's Mental Health and Student's achievement Of Islamic Religious Studies**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	656.757	1	656.75	58.622	.000 <sup>b</sup>
Residual	560.166	50	11.20		
Total	1216.923	51			

a. Dependent Variable: Mental Health

b. Predictors: (Constant), Student's Achievement

From table 5. it can be seen that there is a positive and significant correlation between the mental health of teachers and student's achievement (Sig = 0.000). This is indicated by the F test value of  $0.00 < 0.05$ , so that it can be stated that the values of  $r$  and  $r^2$  have positive and significant values. Thus the higher the teacher's mental health, the higher the student's achievement. The results showed that the teacher's mental health at Azhari Elementary School of Jakarta was quite good and did not experience stress, so that student learning outcomes were also good.

This Result of Research can be interpreted that there is a significant correlation and contribution between the teacher's mental health and student's achievement. That is, if the teacher has good mental health, then students can achieve the expected learning achievement.

This is in accordance with the previous theory which explains mental health as a characteristic of quality of life. this principle asserts that the quality of a person's life is indicated by his mental health. in order to achieve a good quality of life, it is impossible if one neglects one's mental health.

On the other hand, a person's quality of life can be said to increase if there is an increase in mental health, so that teachers who have good mental health will have a good quality of life as well. This situation can cause when during the learning process the teacher will do his job well and it has a good effect on students.

It can be understood that mental health underlies almost all aspects of a person's personality. Therefore, it is important to have a handler regarding the Teacher's Mental Health, because if teachers who have low mental health are left on a prolonged basis, it can have an impact on mental disorders and it can adversely affect student's achievement. As stated by Novianty and Hadjam, it is important to seek formal help regarding a person's mental disorders (Novianty & Rochman Hadjam, 2017).

Mental health has a contribution of 54% in relation to the students' achievement of Islamic religious studies, this shows that the Teacher's Mental Health has a high contribution value to the students' achievement of Islamic religious studies.

In Islamic education, as stated by Hamidi, Bagherzadeh and Gafarzadeh, it is important to have integration between body, soul and fulfill human mental needs. In the cognitive field, Islamic education minimizes the number of mistakes and human behavior towards others. This is based on Islamic teachings to ensure mental calm (Hamidi et al., 2010). Thus, mental calm is important both from a religious perspective or in general, because through mental health in this case the mental health of teachers can create a learning environment that is quite conducive.

## Conclusion

The Teacher's Mental Health is very important in determining the success of student learning. From the results of the research that has been done, it shows that in the Azhari Elementary School, Cilandak, South Jakarta are as follows: Teachers at Azhari Cilandak Elementary School have high mental health (Mean = 44.465, from a total maximum value of 50 ) and students at Azhari Cilandak Elementary School have high students' achievement of Islamic Studies (Mean = 83,269).

The results also showed that there was a positive and significant correlation between Teacher's Mental Health and students' achievement ( $r = 0.735$ ). Thus, the higher the Teacher's Mental Health, the higher students' achievement. Meanwhile, the contribution value of teachers' mental health to students' achievement was 54% ( $r^2 = 0.540$ ) and 46% was explained by other variables.

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