



# Analysis of Islamic Education Teachers' Soft Skills in Managing Students' Mental Health and Emotional Development at SMAS Adabiah Padang.

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**ABSTRAK:** Masalah kesehatan mental dan perkembangan emosional siswa telah menjadi perhatian global, dengan meningkatnya kasus kecemasan, depresi, dan masalah perilaku yang memengaruhi kinerja akademik dan kesejahteraan siswa. Tantangan ini diperparah oleh kurangnya kesiapan guru dalam menangani masalah tersebut, khususnya dalam konteks pendidikan Islam. Penelitian ini bertujuan untuk menganalisis soft skill guru Pendidikan Agama Islam (PAI) di SMAS Adabiah Padang dalam mengelola kesehatan mental dan perkembangan emosional siswa. Menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara mendalam, observasi kelas, dan analisis dokumen yang melibatkan guru PAI dan siswa. Temuan penelitian mengungkapkan bahwa guru menggunakan soft skill seperti empati, komunikasi efektif, dan kecerdasan emosional untuk mengidentifikasi dan menangani masalah kesehatan mental siswa. Namun, penelitian ini juga menyoroti kesenjangan dalam pelatihan dan sumber daya guru, yang membatasi kemampuan mereka dalam memberikan dukungan yang komprehensif. Penelitian ini menyimpulkan bahwa peningkatan soft skill guru PAI melalui program pengembangan profesional yang terarah sangat penting untuk mendukung kesejahteraan mental dan emosional siswa. Salah satu keterbatasan penelitian ini adalah fokusnya pada satu institusi, yang dapat memengaruhi generalisasi hasil. Meskipun demikian, penelitian ini memberikan wawasan berharga untuk meningkatkan pelatihan guru dan mengatasi tantangan kesehatan mental di lingkungan pendidikan Islam.

**ABSTRACT:** Mental health and emotional development issues among students have become a global concern, with rising cases of anxiety, depression, and behavioral problems affecting academic performance and well-being. These challenges are exacerbated by the lack of adequate teacher preparedness in addressing such issues, particularly in Islamic education contexts. This study aims to analyze the soft skills of Islamic Education (PAI) teachers at SMAS Adabiah Padang in managing students' mental health and emotional development. Using a qualitative case study approach, data were collected through in-depth interviews, classroom observations, and document analysis involving PAI teachers and students. The findings reveal that teachers employ soft skills such as empathy, effective communication, and emotional intelligence to identify and address students' mental health issues. However, the study also highlights gaps in teachers' training and resources, limiting their ability to provide comprehensive support. The research concludes that enhancing PAI teachers' soft skills through targeted professional development programs is crucial for fostering students' mental and emotional well-being. A key limitation of this study is its focus on a single institution, which may affect the generalizability of the results. Nonetheless, it provides valuable insights for improving teacher training and addressing mental health challenges in Islamic educational settings.



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## INTRODUCTION

The role of teachers, particularly Islamic Religious Education (PAI) teachers, extends beyond the mere transmission of religious knowledge. In the contemporary educational landscape, PAI teachers are increasingly expected to address the holistic development of students, including their mental health and emotional well-being [1], [2]. This is especially relevant in the context of Senior High Schools (SMAs), where students undergo significant psychological and emotional changes. At SMA Adabiah Padang, a school known for its emphasis on integrating religious values with modern education, the soft skills of PAI teachers in managing students' mental health and emotional development have become a critical area of inquiry. This study seeks to analyze the soft skills of PAI teachers in addressing these aspects, focusing on how they navigate the challenges posed by students' mental health issues and emotional growth.

Mental health and emotional development are pivotal to students' overall well-being and academic success [3], [4], [5]. However, in many educational settings, these aspects are often overlooked, leading to issues such as anxiety, depression, and behavioral problems among students. While the importance of mental health in education is widely recognized, there is a significant gap in understanding how PAI teachers, who are uniquely positioned to integrate spiritual and emotional guidance, can effectively contribute to this area [6], [7], [8]. The primary research question this study aims to address is: What soft skills do PAI teachers at SMA Adabiah Padang possess in managing students' mental health and emotional development, and how do these skills impact the students' overall well-being? By answering this question, the study seeks to provide a deeper understanding of the role of PAI teachers in fostering a supportive educational environment.

The objectives of this research are threefold. First, it aims to identify the specific soft skills that PAI teachers utilize in addressing students' mental health and emotional challenges. Second, it seeks to analyze the effectiveness of these skills in creating a positive and supportive learning environment [9], [10]. Finally, the study intends to explore how these soft skills can be further developed and integrated into teacher training programs. The significance of this research lies in its potential to bridge the gap between religious education and mental health support, offering practical insights that can enhance the role of PAI teachers in promoting students' holistic development. By doing so, this study contributes to the broader discourse on the integration of mental health awareness within religious education frameworks.

Previous studies have highlighted the importance of soft skills in teaching, particularly in the context of emotional intelligence [11], communication [12], [13], [14], and empathy [15], [16]. However, there is a notable lack of research focusing specifically on the soft skills of PAI teachers in managing students' mental health and emotional development. Existing literature tends to generalize the role of teachers without considering the unique contributions of religious educators. This study addresses this gap by focusing on PAI teachers at SMA Adabiah Padang, a setting where religious values are deeply embedded in the educational process. By doing so, it aims to provide a nuanced understanding of how religious educators can play a pivotal role in addressing students' mental health challenges.

The study hypothesizes that PAI teachers at SMA Adabiah Padang possess a unique set of soft skills—rooted in Islamic teachings—that enable them to effectively manage students' mental health and emotional development. These skills, which include empathy, active listening, and the ability to provide spiritual guidance, are expected to have a positive impact on students' overall well-being. The research will test this hypothesis

by examining the practices and experiences of PAI teachers, as well as the perceptions of students regarding the support they receive. Through this, the study aims to provide empirical evidence supporting the integration of soft skills training into the professional development of PAI teachers.

This research seeks to shed light on the critical yet underexplored role of PAI teachers in addressing students' mental health and emotional development. By focusing on the soft skills of these educators, the study aims to contribute to the development of more holistic and supportive educational practices, ultimately benefiting both students and teachers alike.

## METHOD

This study employs a qualitative case study design. The case study approach is chosen to provide an in-depth exploration of the soft skills of Islamic Religious Education (PAI) teachers at SMAS Adabiah Padang in managing students' mental health and emotional development [17]. This design allows for a comprehensive understanding of the phenomenon within its real-life context, focusing on the unique characteristics of the school environment and the role of PAI teachers.

**Sample and Research Subjects.** This research subjects include: *Primary Subjects:* Islamic Religious Education (PAI) teachers at SMAS Adabiah Padang. *Secondary Subjects:* Students and school administrators who can provide additional insights into the teachers' soft skills and their impact on students. The sampling technique used is purposive sampling, where participants are selected based on their relevance to the research objectives. The sample size will consist of 5-10 PAI teachers, 15-20 students, and 2-3 school administrators to ensure data saturation and a comprehensive understanding of the phenomenon.

Data will be collected through multiple sources to ensure triangulation and enhance the validity of the findings. The methods include: *In-depth Interviews:* Semi-structured interviews with PAI teachers, students, and school administrators to gather detailed insights into the teachers' soft skills and their impact on students' mental health and emotional development [18]. *Observation:* Classroom and school environment observations to assess how teachers interact with students and manage emotional and mental health issues [19]. *Document Analysis:* Review of school records, lesson plans, and teacher evaluations to complement the interview and observation data.

The data collection process will follow these steps: *Preparation:* Develop interview guidelines, observation checklists, and document analysis frameworks. Obtain ethical approval and permission from the school. *Pilot Testing:* Conduct a pilot study to refine the data collection instruments. *Data Collection:* Conduct interviews, observations, and document analysis over a period of 2-3 months. *Data Recording:* Record interviews (with consent), take detailed field notes during observations, and organize documents for analysis. *Data Validation:* Share preliminary findings with participants for member checking to ensure accuracy and credibility [20], [21], [22].

The data will be analyzed using thematic analysis, following Braun and Clarke's (2006) six-step framework: *Familiarization:* Transcribe and review all data to gain a thorough understanding. *Coding:* Generate initial codes to identify meaningful patterns. *Theme Development:* Organize codes into broader themes related to teachers' soft skills and their impact on students. *Reviewing Themes:* Refine themes to ensure they accurately represent the data. To ensure rigor, the analysis will involve peer debriefing and triangulation of data from interviews, observations, and documents [23], [24], [25], [26].

This methodology provides a systematic and rigorous approach to exploring the soft skills of PAI teachers at SMAS Adabiah Padang and their role in managing students' mental health and

emotional development. By employing a case study design, purposive sampling, and thematic analysis, the study aims to generate meaningful insights that can inform educational practices and policies.

## RESULTS

### Mental Health Disorders Among Students at SMAS Adabiah Padang

This research focuses on identifying and analyzing mental health disorders among students at SMAS Adabiah Padang, based on emotional and cognitive aspects, using Zakiah Daradjat's theoretical framework. The findings are derived from interviews with counseling teachers (BK), observations, and student documentation. The data has been triangulated to ensure validity and reliability.

Table 1. Mental Health Disorders Among Student

Aspect	Type of Disorder	Key Characteristics	Informan (Initials)
Emotional Aspect	Disturbed Feelings	Social environment issues, bullying, family problems, and conflicts with teachers.	HR, NH, AN, RL, KA, ATK, AR
	Excessive Anxiety (Anxiety Disorder)	Trauma from past bullying, physical symptoms (trembling, cold sweats).	HZ, MD
	Feelings of Envy	Comparison with siblings, lack of parental support.	RR, FH, YA, GA, DP, KLR
	Low Self-Esteem	Trauma, social issues, and physical insecurities.	MD, HZ, RL, NH, KA, HR, KLR, ATK, FO, APA
	Prolonged Sadness	Loss of parental figures, lack of affection, and harsh parenting.	RPN, HF, YA, JS, KD, LR
Cognitive Aspect	Laziness	Low motivation, frequent absenteeism, and incomplete assignments.	FA, NA, RA, FP, FR, RSR, FH, ARS, MRS, HPA, KV, SR, CA, FR, VP, APA, MAG
	Lack of Concentration	Psychological trauma, family pressure, and economic issues.	MD, HZ, JS, NA, RPN, YA
	Truancy	Low motivation, lack of parental guidance, and wealth-driven indifference.	KV, FR, HF, FP, APA, JS, RPN

From the table above, it can be explained Emotional Aspect, Disturbed Feelings, Students such as HR, NH, AN, RL, KA, ATK, and AR experience emotional disturbances due to bullying, social conflicts, and family issues. For instance, HR faces both verbal and physical bullying, leading to discomfort and emotional distress. These issues are exacerbated by internal factors such as economic difficulties and family problems, as seen in students like RR, JS, NA, and LR.

Excessive Anxiety (Anxiety Disorder), students HZ and MD exhibit symptoms of anxiety disorder, stemming from past bullying experiences. HZ, for example, often skips school, experiences trembling, and cold sweats. This condition has been clinically diagnosed by a psychiatrist, highlighting the severity of their trauma. Feelings of Envy, Envy arises from parental comparisons and lack of emotional support. Students like RR and DP feel unfairly treated compared to their siblings, leading to emotional distress. DP, for

instance, struggles academically but excels in cooking, yet faces pressure to match her sibling's achievements.

Low Self-Esteem, Low self-esteem is prevalent among students with traumatic experiences (MD, HZ), social issues (RL, NH, KA, HR, KLR, ATK), and physical insecurities (FO, APA). FO, for example, lost confidence after a leg injury, while APA struggles with self-worth due to a similar accident. Prolonged Sadness, Students like RPN, HF, YA, JS, KD, and LR experience prolonged sadness due to the loss of parental figures or lack of affection. RPN, an orphan, feels neglected and unmotivated, though counseling sessions have shown slight improvement.

As for Cognitive Aspect, Laziness, Laziness manifests in frequent absenteeism and incomplete assignments among students like FA, NA, RA, FP, FR, RSR, FH, ARS, MRS, HPA, KV, SR, CA, FR, VP, APA, and MAG. FA, for instance, prefers racing over academics, while KV, from a wealthy family, sees no value in education. Lack of Concentration, Students such as MD, HZ, JS, NA, RPN, and YA struggle to concentrate due to psychological trauma, family pressures, and economic hardships. These factors hinder their ability to focus during lessons. Truancy, Truancy is common among students with low motivation, such as KV, FR, HF, FP, APA, JS, and RPN. Wealthy students like KV view school as unnecessary, while others like APA and RPN lack parental guidance, further diminishing their motivation. The research highlights significant mental health challenges among students at SMAS Adabiah Padang, encompassing emotional and cognitive disorders. These issues are influenced by social, familial, and economic factors, as well as past traumatic experiences. Addressing these challenges requires a holistic approach, including counseling, parental involvement, and tailored educational strategies to support students' mental well-being and academic performance.

This research identifies and analyzes mental health disorders among students at SMAS Adabiah Padang, focusing on emotional and cognitive aspects using Zakiah Daradjat's theoretical framework. The findings reveal that students experience various emotional disorders, such as disturbed feelings, excessive anxiety, envy, low self-esteem, and prolonged sadness, primarily due to bullying, family conflicts, and social pressures [27]. Cognitive disorders, including laziness, lack of concentration, and truancy, are also prevalent, often linked to psychological trauma, economic hardships, and lack of parental guidance [28]. These issues are exacerbated by internal and external factors, such as family dynamics and socioeconomic status.

The findings align with previous studies highlighting the impact of bullying, family conflicts, and socioeconomic factors on students' mental health. For instance, research by [29], [30], [31] emphasizes how bullying leads to anxiety and low self-esteem, while studies by Ulya et al [32] underscore the role of family dynamics in shaping emotional well-being. Similarly, cognitive issues like laziness and truancy have been linked to low motivation and lack of parental involvement, as noted by [33], [34], [35]. This research reinforces these perspectives, providing empirical evidence from a specific educational context.

A clear trend in this study is the interplay between emotional and cognitive disorders, where emotional disturbances often manifest as cognitive challenges. For example, students with low self-esteem or anxiety tend to exhibit laziness and lack of concentration. This trend suggests that mental health issues are multifaceted and interconnected, requiring holistic interventions. Contextually, these findings reflect broader societal issues, such as the lack of mental health awareness in educational settings and the need for stronger family support systems.

If these mental health challenges remain unaddressed, they could lead to long-term consequences, such as academic

underachievement, dropout rates, and persistent psychological issues. Conversely, implementing targeted interventions, such as counseling programs and parental workshops, could significantly improve students' mental well-being and academic performance. Future research could explore the effectiveness of such interventions in similar contexts.

This study's findings are consistent with research conducted by Zhao et al [36], which identified bullying and family conflicts as primary causes of emotional disorders among students. However, this study uniquely highlights the role of envy and prolonged sadness, which are less commonly discussed in the literature. Additionally, the cognitive aspect of truancy among wealthy students, as seen in this study, contrasts with findings by Hasan et al, who associated truancy primarily with economic hardships [37]. These differences suggest that mental health issues are context-specific and influenced by local cultural and socioeconomic factors.

In the context of Islamic education, these findings underscore the importance of integrating mental health support into religious teachings [38]. Islamic principles, such as compassion (rahmah), patience (sabr), and self-reflection (muhasabah), can be leveraged to address emotional and cognitive disorders. For instance, counseling sessions could incorporate Islamic values to help students cope with trauma and build resilience. Furthermore, Islamic education can play a pivotal role in fostering a supportive school environment that prioritizes students' mental well-being.

This study contributes novelty by applying Zakiah Daradjat's theoretical framework to analyze mental health disorders in a specific Islamic educational setting. It also highlights the unique interplay between emotional and cognitive aspects, providing a comprehensive understanding of students' mental health challenges. Additionally, the focus on envy and prolonged sadness as distinct emotional disorders adds depth to the existing literature.

This research contributes to the fields of Islamic education and mental health by emphasizing the need for culturally sensitive and religiously informed interventions. It highlights the potential of Islamic teachings to address mental health issues and calls for greater collaboration between educators, counselors, and religious leaders. By integrating mental health support into Islamic education, schools can create a nurturing environment that promotes both academic and emotional growth

**Intrapersonal Communication of Islamic Religious Education (PAI) Teachers in Managing Students' Mental Health and Emotional Development**

This research explores the intrapersonal communication skills of PAI teachers at SMAS Adabiah Padang in managing students' mental health and emotional development. The study focuses on five key aspects: self-awareness, assertiveness, independence, self-regard, and self-actualization. Data was collected through interviews, observations, and triangulation to ensure validity and reliability.

Table 2. Intrapersonal Communication

Aspect	Key Characteristics	Teachers (Initials)	Evidence
<b>Self-Awareness</b>	Ability to recognize and manage emotions effectively.	PAI A, PAI R	Interviews and observations show emotional regulation and empathy in class.
	Difficulty in managing emotions, leading to inconsistent responses.	PAI N	Observations reveal emotional suppression or outbursts in certain situations.
<b>Assertiveness</b>	Clear, respectful, and empathetic communication with students and colleagues.	PAI A, PAI R	Observations in classrooms and interviews demonstrate assertive communication.

	Limited assertiveness, with occasional emotional outbursts or avoidance.	PAI N	Observations show inconsistent communication styles.
<b>Independence</b>	Ability to make objective decisions based on Islamic values and social norms.	PAI A, PAI R	Interviews and observations highlight rational decision-making processes.
<b>Self-Regard</b>	Struggles with emotional influence in decision-making.	PAI N	Observations reveal emotional bias in handling conflicts.
	High self-esteem, acknowledging strengths and weaknesses.	PAI A	Interviews reflect confidence and self-acceptance.
<b>Self-Actualization</b>	Limited self-regard, affecting interactions with students.	PAI N	Observations show a lack of confidence in certain situations.
	Commitment to professional growth and student development.	PAI A	Participation in workshops, seminars, and reflective practices.
	Limited focus on self-improvement and professional development.	PAI N	Observations indicate minimal engagement in developmental activities.

Self-Awareness, PAI A and PAI R: Both teachers demonstrate strong self-awareness, recognizing and managing emotions such as anger, sadness, and happiness. They use techniques like deep breathing and reflection to regulate emotions, ensuring a positive classroom environment. For example, PAI A remains calm and empathetic when students exhibit challenging behavior, creating a supportive learning atmosphere. PAI N: Struggles with emotional regulation, often suppressing emotions or reacting impulsively. This inconsistency affects classroom dynamics, as students may feel neglected or intimidated.

Assertiveness, PAI A and PAI R: Exhibit assertive communication by expressing thoughts and feelings respectfully and empathetically. They address conflicts constructively, fostering open dialogue with students and colleagues. For instance, PAI A uses pauses and gentle reminders to redirect disruptive behavior, maintaining a positive classroom climate. PAI N: Shows limited assertiveness, occasionally avoiding conflicts or reacting emotionally. This inconsistency hinders effective communication and relationship-building with students.

Independence, PAI A and PAI R: Make objective decisions based on Islamic values and social norms, ensuring fairness and accountability. They take responsibility for their choices and use failures as opportunities for growth. For example, PAI A handles student conflicts impartially, emphasizing fairness and mutual respect. PAI N, Struggles with emotional bias in decision-making, leading to inconsistent and sometimes unfair outcomes. This affects trust and rapport with students.

Self-Regard, PAI A: Demonstrates high self-regard, acknowledging strengths and weaknesses. This confidence enables effective teaching and positive interactions with students. PAI A's self-acceptance fosters a nurturing and supportive classroom environment. PAI N: Exhibits limited self-regard, impacting interactions with students and colleagues. A lack of confidence in certain situations undermines the ability to create a positive learning atmosphere.

Self-Actualization, PAI A: Actively pursues professional growth through workshops, seminars, and reflective practices. This commitment to self-improvement enhances teaching effectiveness and student engagement. For example, PAI A celebrates small achievements, such as completing a book on teaching methods, fostering a culture of continuous learning. PAI N: Shows limited engagement in self-actualization activities, missing opportunities for professional development and personal growth. This lack of

focus on self-improvement hinders the ability to adapt to evolving educational challenges.

The research highlights the critical role of intrapersonal communication skills in managing students' mental health and emotional development. Teachers like PAI A and PAI R, who exhibit strong self-awareness, assertiveness, independence, self-regard, and self-actualization, create positive and supportive learning environments. In contrast, PAI N's struggles in these areas underscore the need for targeted professional development to enhance emotional regulation, communication, and decision-making skills. By fostering these competencies, PAI teachers can better support students' holistic development and well-being.

This study explores the intrapersonal communication skills of Islamic Religious Education (PAI) teachers at SMAS Adabiah Padang in managing students' mental health and emotional development. The research identifies five key aspects of intrapersonal communication: self-awareness, assertiveness, independence, self-regard, and self-actualization. The findings reveal that teachers PAI A and PAI R demonstrate strong competencies in these areas, enabling them to create supportive and positive learning environments. In contrast, PAI N struggles with emotional regulation, assertiveness, and self-regard, which negatively impacts classroom dynamics and student interactions. The study underscores the importance of intrapersonal communication skills in fostering students' holistic development and well-being.

The findings align with existing literature emphasizing the role of teachers' emotional intelligence and intrapersonal skills in educational settings. For instance, Rahman et al highlights the significance of self-awareness and emotional regulation in effective teaching [39]. Similarly, Odescalchi et al argue that teachers' social-emotional competencies are crucial for creating supportive classroom environments [40]. This study extends these insights by specifically examining PAI teachers, highlighting how Islamic values and intrapersonal communication intersect to influence students' mental health and emotional development.

A notable trend in the findings is the correlation between teachers' intrapersonal communication skills and their ability to manage classroom dynamics effectively. Teachers with strong self-awareness, assertiveness, and self-regard (PAI A and PAI R) consistently foster positive interactions and emotional well-being among students. Conversely, PAI N's struggles with emotional regulation and assertiveness reflect a broader trend observed in educational research: teachers with underdeveloped intrapersonal skills often face challenges in maintaining supportive learning environments [41]. This trend underscores the need for targeted professional development to enhance these skills among educators.

The findings suggest that improving PAI teachers' intrapersonal communication skills could significantly enhance their ability to support students' mental health and emotional development. Future research could explore the long-term impact of such interventions on student outcomes, including academic performance and emotional resilience. Additionally, integrating intrapersonal skills training into teacher education programs could prepare future educators to address the evolving emotional and psychological needs of students.

This study's findings are consistent with research by Fitzgerald et al, which highlights the importance of teachers' social-emotional competencies in promoting student well-being [42]. However, this study uniquely focuses on PAI teachers, emphasizing the integration of Islamic values with intrapersonal communication. While similar studies have explored emotional intelligence in general education settings, this research provides a contextualized

understanding of how these skills operate within Islamic educational frameworks.

The findings have significant implications for Islamic education, particularly in addressing the mental health and emotional development of students. By fostering intrapersonal communication skills among PAI teachers, schools can create environments that align with Islamic principles of empathy, fairness, and self-improvement. This approach not only enhances students' emotional well-being but also reinforces the ethical and spiritual dimensions of Islamic education.

This study contributes novelty by examining intrapersonal communication skills within the specific context of PAI teachers, a relatively underexplored area in educational research. By integrating Islamic values with emotional intelligence frameworks, the study offers a unique perspective on how cultural and religious contexts influence teaching practices and student outcomes. The research contributes to the fields of Islamic education and mental health by highlighting the critical role of intrapersonal communication skills in supporting students' holistic development. It provides actionable insights for educators, policymakers, and curriculum developers to enhance teacher training programs and promote mental health awareness in Islamic educational settings. By bridging the gap between emotional intelligence and Islamic pedagogy, this study paves the way for more inclusive and supportive educational practices.

### Interpersonal Communication of Islamic Religious Education (PAI) Teachers in Managing Students' Mental Health and Emotional Development at SMAS Adabiah Padang

This research examines the interpersonal communication skills of PAI teachers at SMAS Adabiah Padang in addressing students' mental health and emotional development. The study focuses on four key aspects: social awareness, developing others, empathy, and service orientation. Data was collected through interviews, observations, and triangulation to ensure validity and reliability

Table 3. Interpersonal Communication

Aspect	Key Characteristics	Teachers (Initials)	Evidence
<b>Social Awareness</b>	Understanding of mental health and its importance for students.	PAI A, PAI R	Interviews and observations show proactive efforts to address mental health.
	Knowledge of specific mental health issues among students (e.g., anxiety, depression).	PAI A, PAI R	Collaboration with counseling teachers and parents to support students.
<b>Developing Others</b>	Holistic approach to student development, considering academic and emotional needs.	PAI A, PAI R	Regular meetings and strategies to identify and assist struggling students.
	Collaboration with counseling teachers and parents for comprehensive support.	PAI A, PAI R	Observations and interviews highlight teamwork and shared responsibilities.
<b>Empathy</b>	Individualized approach to address students' unique emotional and mental health needs.	PAI A, PAI R	Observations show personalized support and emotional understanding.
	Efforts to change negative mindsets and provide emotional reassurance.	PAI A, PAI R	Interviews reflect empathetic communication and encouragement.

<b>Service Orientation</b>	Proactive efforts to identify and address students' mental health challenges.	PAI A, PAI R	Observations and interviews demonstrate consistent support and follow-up.
	Continuous motivation and appreciation for students' efforts and progress.	PAI A, PAI R	Interviews highlight the use of positive reinforcement and encouragement.

**Social Awareness, PAI A and PAI R:** Both teachers demonstrate a strong understanding of mental health, defining it as a state of well-being that enables individuals to function optimally. They recognize common mental health issues among students, such as anxiety and depression, and emphasize the importance of self-acceptance and emotional support. For example, PAI A actively participates in school meetings to discuss students with special needs and provides spiritual guidance to help them cope with mental health challenges. Evidence: Interviews and observations reveal their proactive efforts to address mental health issues, including collaboration with counseling teachers and parents.

**Developing Others, PAI A and PAI R:** Adopt a holistic approach to student development, considering both academic performance and emotional well-being. They collaborate with counseling teachers to identify and support students facing mental health challenges. Regular meetings are held to develop strategies for assisting these students, ensuring a supportive learning environment. Evidence: Observations and interviews highlight their teamwork and shared responsibilities in addressing students' needs.

**Empathy, PAI A and PAI R:** Exhibit high levels of empathy by providing individualized support to students. They address unique emotional and mental health needs, offering reassurance and encouragement. For instance, PAI A works closely with students like HZ, who suffers from severe anxiety, providing both emotional and academic support. Evidence: Observations show personalized interactions, while interviews reflect their empathetic communication and efforts to change negative mindsets.

**Service Orientation, PAI A and PAI R:** Demonstrate a strong commitment to serving students' mental health needs through proactive and continuous support. They identify students' challenges early and provide ongoing assistance, including motivational encouragement and appreciation for their efforts. For example, PAI R collaborates with parents and counseling teachers to ensure comprehensive support for students. Evidence: Interviews and observations highlight their consistent follow-up and use of positive reinforcement to foster student growth.

This research highlights the interpersonal communication skills of PAI (Islamic Religious Education) teachers at SMAS Adabiah Padang in addressing students' mental health and emotional development. The study identifies four critical aspects: social awareness, developing others, empathy, and service orientation. The findings reveal that PAI teachers demonstrate a strong understanding of mental health issues, such as anxiety and depression, and actively collaborate with counseling teachers and parents to provide holistic support. They employ empathetic communication, personalized approaches, and proactive strategies to foster students' emotional well-being and academic growth. The evidence from interviews and observations underscores their commitment to creating a supportive learning environment.

The findings align with existing literature emphasizing the role of teachers in supporting students' mental health. Previous studies, highlight the importance of teacher-student relationships in promoting emotional well-being [43], [44]. Similarly, research underscores the significance of empathy and social awareness in educational settings [45]. This study extends these insights by focusing specifically on PAI teachers, who integrate spiritual and

emotional guidance into their pedagogical practices, reflecting the unique context of Islamic education.

A notable trend in this study is the integration of spiritual and emotional support within the framework of Islamic education. PAI teachers not only address academic needs but also provide spiritual guidance to help students cope with mental health challenges. This trend reflects the holistic approach of Islamic education, which emphasizes the interconnectedness of physical, emotional, and spiritual well-being. Contextually, this approach aligns with the broader goals of PAI, which aim to nurture well-rounded individuals who are emotionally resilient and spiritually grounded.

The findings suggest that PAI teachers' interpersonal communication skills can serve as a model for addressing mental health challenges in other educational contexts. As mental health issues among students continue to rise globally, the proactive and empathetic approach demonstrated by PAI teachers could be adapted and scaled in diverse educational settings. However, this requires additional training and resources to equip teachers with the necessary skills to address complex mental health issues effectively.

Compared to similar studies, such as those by Hossain et al. (2025) on teacher-student relationships and mental health, this research highlights the unique role of PAI teachers in integrating spiritual guidance with emotional support [46]. While Greenberg et al. focus on general educational settings, this study emphasizes the contextual relevance of Islamic education. Additionally, the findings resonate with research by [47], which explores the role of Islamic education in fostering emotional resilience. However, this study provides deeper insights into the specific interpersonal communication strategies employed by PAI teachers.

The findings have significant implications for the field of Islamic education and mental health. They underscore the potential of PAI teachers to serve as frontline responders to students' mental health challenges, particularly in communities where mental health services are limited. By integrating emotional and spiritual support, PAI teachers can contribute to the development of emotionally resilient and spiritually grounded individuals. This approach also aligns with the broader goals of sustainable development, particularly in promoting mental health and well-being (SDG 3).

The novelty of this study lies in its focus on the interpersonal communication skills of PAI teachers within the context of mental health and emotional development. While previous research has explored teacher-student relationships and mental health, few studies have examined the unique contributions of PAI teachers in integrating spiritual and emotional support. This study fills this gap by providing empirical evidence of the strategies employed by PAI teachers to address students' mental health challenges.

This research contributes to the fields of Islamic education and mental health by highlighting the critical role of PAI teachers in addressing students' emotional and mental well-being. It provides a framework for integrating interpersonal communication skills into teacher training programs, emphasizing the importance of empathy, social awareness, and service orientation. Additionally, the study offers practical insights for policymakers and educators seeking to enhance mental health support in Islamic educational institutions. By bridging the gap between education and mental health, this research underscores the potential of PAI teachers to foster holistic student development.

## CONCLUSION

This study identifies significant mental health challenges among students at SMAS Adabiah Padang, encompassing emotional disorders such as disturbed feelings, anxiety, envy, low self-esteem, and prolonged sadness, as well as cognitive issues like laziness, lack of concentration, and truancy. These disorders are influenced by

social, familial, and economic factors, as well as past traumatic experiences. Additionally, the research highlights the critical role of Islamic Religious Education (PAI) teachers in managing students' mental health through intrapersonal and interpersonal communication skills. Teachers with strong self-awareness, empathy, and service orientation, such as PAI A and PAI R, create supportive learning environments, while those lacking these skills, like PAI N, struggle to address students' emotional needs effectively.

The study contributes to the fields of Islamic education and mental health by applying Zakiah Daradjat's theoretical framework to analyze mental health disorders in a specific Islamic educational context. It emphasizes the integration of Islamic values, such as compassion (*rahmah*) and patience (*sabr*), into mental health interventions. Furthermore, it provides empirical evidence of the interplay between emotional and cognitive disorders, offering a comprehensive understanding of students' mental health challenges. The research also underscores the importance of intrapersonal and interpersonal communication skills among PAI teachers, highlighting their potential to foster holistic student development.

The findings align with the study's objectives by identifying key mental health issues among students and exploring the role of PAI teachers in addressing these challenges. The research demonstrates how Islamic education can be leveraged to support students' emotional and cognitive well-being, reinforcing the need for culturally sensitive and religiously informed interventions.

Future research should explore the long-term impact of integrating mental health support into Islamic education, particularly through teacher training programs that enhance intrapersonal and interpersonal communication skills. Additionally, studies could investigate the effectiveness of Islamic-based counseling and parental involvement in improving students' mental health outcomes. Comparative research across different Islamic educational settings would also provide broader insights into the contextual factors influencing mental health.

Theoretically, this study bridges the gap between emotional intelligence and Islamic pedagogy, offering a unique perspective on how cultural and religious contexts shape educational practices. Practically, it provides actionable insights for educators, policymakers, and curriculum developers to enhance mental health support in Islamic schools. By fostering a nurturing environment that integrates emotional and spiritual well-being, schools can promote both academic and personal growth among students.

This research serves as a wake-up call to the urgent need for mental health awareness and support in Islamic educational settings. It highlights the transformative potential of PAI teachers in addressing students' emotional and cognitive challenges, urging stakeholders to prioritize mental health as a cornerstone of holistic education. The time to act is now—ignoring these issues risks perpetuating long-term consequences for students' well-being and academic success.

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