

Tawakal and Academic Stress in Assignment Completion of University Students

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Abstract. Academic stress is a condition experienced by any university student. However, academic stress can be a significant problem if it disrupts daily activities and incites maladaptive responses. This paper aimed to understand the correlation between *tawakal* and academic stress in assignment completion among students of UIN Raden Mas Said Surakarta. The study used a quantitative approach with a correlational method. The sampling method in this study was cluster random sampling involving 320 students of UIN Raden Mas Said Surakarta, aged 18 to 22 years old, from both genders. It utilized two measuring instruments namely: a) the stress academic scale based on Sarafino and Smith's theory with a reliability coefficient of 0.926, and b) *tawakal* scale based on Ibnu Qayyim's theory with a reliability coefficient of 0.946. The data analysis technique implemented in the present study was Spearman's correlation technique resulting in $r = -0.103$ and $p = 0.033$ ($p < 0.05$). Based on regression analysis between every aspect of *tawakal* with academic stress, three aspects of *tawakal* contribute significantly to reducing academic stress, namely understanding the law of cause and effect ($p = 0.006$), strengthening *qalbu* and *tauhid* ($p = 0,032$), and leaving everything to Allah ($p = 0.000$) Based on the analysis, there is a negative correlation between *tawakal* and academic stress in assignment completion among students of UIN Raden Mas Said Surakarta. Thus, *tawakal* can become a solution to reduce the level of stress among university students.

Keywords: academic stress; course assignments; *tawakal*; university students

Education is an important aspect of life because it advances civilization. As a level of education, a bachelor's or undergraduate degree serves a role in educating students to have the skills and maturity to solve problems within their science fields and lives. One method to achieve this objective is by giving assignments to the students. Instructors give assignments to the students as a way for students to learn problem-solving skills (Abdani et al., 2018), discipline (Nurmayani et al., 2014), and autonomy (Nurmala & Mulyadi, 2014). Thus, university students are expected to manage themselves and divide time to do assignments and other activities (Fajhriani, 2020; Sari et al., 2017). When a student is able to manage their time well, they will be less likely to experience anxiety and stress (Adams & Blair, 2019; Gallardo-Lolandes et al., 2020). However, when a student is unable to manage their time, their vulnerability to academic stress is high.

Academic stress is a type of stress. Stress can be defined as a condition when an individual experiences external and/or internal pressures which lead to psychological instability (Lazarus & Folkman, 1984; Sarafino & Smith, 2016). Meanwhile, academic stress is a condition when a person, who takes upon a role as a student, experiences stress due to

that role (Adom et al., 2020), for example, due to a load of assignments. As a form of stress, academic stress encompasses several aspects. The first aspect is the cognitive aspect, characterized by a decline in cognitive ability due to stressful conditions. Second, is the affective aspect, which is marked by a high level of sensitivity and emotional change. The third aspect is called the behavioral aspect, characterized by the presence of unconventional or maladaptive behaviors (Lazarus, 1966; Lazarus & Folkman, 1984; Sarafino & Smith, 2016).

Many strategies can be used to manage academic stress. For example, academic stress can be reduced by psychotherapy and counseling (Chaudhary, 2019; Murad, 2021; Nurmaliyah, 2014; Putrikita & Sari, 2020; Utami et al., 2020). On the other hand, spiritual and religious approaches can be a solution to reduce academic stress. One example is by implementing *tawakal* (Husnar et al., 2017; Refri et al., 2021; Fatimah & Hawadi, 2020). *Tawakal* is an attitude of surrendering everything to God and believing that everything that happens in the world is never without God's intervention (Fatimah & Hawadi, 2020; Hasan et al., 2022). Some scholars believe that *tawakal* means an attitude of complete surrender, while others propose that *tawakal* means surrendering while exercising efforts at the same time (Setiawan & Mufarihah, 2021). *Tawakal* should accompany every effort and determination in trying, as it is written in the Quran Ali Imran verse 159.

فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ

“When you have made up your mind, put your trust in Allah.” (Quran Ali ‘Imran verse 159).

Whenever a person feels significant pressures or burdens, especially academic burdens, and that person surrenders to God, then the psychological burden can be alleviated to some extent. Thus, the stress level will be reduced. According to Ibnu Qayyim (Mujib & Mudzakir, 2002), there are some *tawakal* aspects, namely: having the right belief of Allah SWT's power and will towards His creations; understanding the law of cause and effect for every deed; firm *qalbu* and *tauhid*; resting their *qalbu* to Allah and feeling serene to be beside Him; fully surrendering the *qalbu* to Allah and blocking every barrier; resigning or surrendering everything to Allah.

According to a preliminary study with a problem identification questionnaire done on 40 students of UIN Raden Mas Said Surakarta, 33 students were experiencing academic stress. However, when those 33 students attempted to lower their stress by implementing self-surrender (*tawakal*), they still experienced stress. This preliminary study showed completely different results from various theories and previous findings stating that *tawakal* can reduce stress (Husnar et al., 2017; Refri et al., 2021; Fatimah & Hawadi, 2020).

Due to the discrepancy between the literature and reality, a study about the correlation of *tawakal* and academic stress in the assignment completion of university students needs to be done. Additionally, this study is pivotal to proving that *tawakal* is a

solution to academic stress. If academic stress in assignment completion is not taken care of soon, some negative effects may arise such as depression, withdrawal from social life, low psychological well-being, and even suicide (Adom et al., 2020; Selvi & Rajaprabha, 2020). Moreover, this study is unique because the phenomenon occurred at UIN Raden Mas Said Surakarta which is a higher education institution with an Islamic curriculum.

Several studies have examined the correlation between *tawakal* and academic stress, such as a study by Husnar et al. (2017) which examined the correlation of hope and *tawakal* with academic stress. However, the present study is different from Husnar et al (2017) study in some parts. First, the current study focused on the correlation between *tawakal* and academic stress, whilst the previous study analyzed three variables namely *tawakal*, hope, and academic stress. Second, the present study utilized different measuring instruments from the previous study. The instrument for *tawakal* is based on Ibnu Qayyim's theory and for the academic stress instrument, the theory is by Sarafino and Smith. Thus, the present study is original.

The present study aimed to explain the correlation between *tawakal* and academic stress in assignment completion of UIN Raden Mas Said Surakarta students. The alternative hypothesis proposed in this study was that there is a negative correlation between *tawakal* and academic stress in the assignment completion of the students of UIN Raden Mas Said Surakarta. Meanwhile, the null hypothesis proposed was that there is no correlation between *tawakal* and academic stress in the assignment completion of the students of UIN Raden Mas Said Surakarta.

Methods

The population in this study was freshmen to final-year students of UIN Raden Mas Said Surakarta ($N = 14.556$). The sampling technique implemented was cluster random sampling by taking a sample from each faculty in the institution. This sampling technique was chosen so that each faculty has a representation in the sample. Using Isaac and Michael's (1995) formula with an error rate of 10%, the recommended minimum sample size was 266 students. However, the study involved 320 students of UIN Raden Mas Said Surakarta from each faculty.

Table 1.*Description of Study Sample Based on the Faculty*

Faculty	Minimum Size	Sample Size	Percentage
Sharia	48	61	19.1%
Tarbiyah Science	45	47	14.7%
Islamic Economy and Business	72	74	23.1%
Adab and Languages	47	48	15%
Ushuluddin and Dakwah	54	90	28.1%
Total	266	320	100%

This study used two measuring instruments. First, the *tawakal* scale is based on Ibnu Qayyim's theory (Mujib & Mudzakir, 2002) and includes aspects like having the right belief of Allah SWT's power and will towards His creations; understanding the law of cause and effect for every deed; strong *qalbu* and *tauhid*; resting their *qalbu* on Allah and feeling serene beside Him; fully surrendering the *qalbu* to Allah and blocking every barrier; resigning or surrendering everything to Allah. And second, the scale for academic stress in assignment completion is based on Sarafino and Smith's (2016) theory that involves biological, cognitive, emotional, and behavioral aspects.

Both scales use a Likert model with five response options: Strongly Appropriate (*Sangat Sesuai*), Appropriate (*Sesuai*), Neutral (*Netral*), Disagree (*Tidak Sesuai*), Strongly Disagree (*Sangat Tidak Sesuai*). Examples of items from the *tawakal* scale are: *Saya yakin Allah mengabulkan doa orang yang berusaha* (I believe that God answers the prayers of those who try); *Bagi saya Allah selalu memberikan jalan keluar ketika saya mendapatkan masalah* (For me Allah always provides a way out when I get into trouble); *Meskipun cita-cita tidak terwujud, saya tetap tenang karena pasrah pada Allah*; *Saya percaya ketentuan Allah adalah yang terbaik* (Even though my dreams didn't come true, I remained calm because I surrendered to God; I believe Allah's provisions are the best). The examples of items from the academic stress scale are: *Jantung saya berdebar keras ketika teringat tugas* (My heart beats fast when I remember the task); *Saya tiba-tiba ingin menangis ketika tugas tidak kunjung selesai* (I suddenly want to cry when the task is not finished); *Saya merasa gemetar, ketika dosen meminta saya untuk maju di depan kelas* (I felt trembling, when the lecturer asked me to come forward in front of the class).

Table 2.*Blueprint of Stress Academic Scale Before Try Out*

No	Aspect	Indicators	Favourable	Unfavourable	Total
			No Item	No Item	
1	Biological	Heart beat	1.29	15.43	4
		A cold sweat	2.30	16.44	4
		Indigestion	3.31	17.45	4
		Headache	4.32	18.46	4
		Shiver	5.33	19.47	4
		Insomnia	6.34	20.48	4
2	Cognitive Psychosocial	Lack of concentration	7.35	21.49	4
		Hopeless	8.36	22.50	4
		Negative thinking	9.37	23.51	4
3	Psychosocial Emotion	Feel fear	10.38	24.52	4
		Feel sad	11.39	25.53	4
		Feel angry	12.40	26.54	4
4	Behavioral Psychosocial	Aggressive Behavior	13.41	27.55	4
		Not friendly	14.42	28.56	4
Total					56

Table 3.*Blueprint of Tawakal Scale Before Try Out*

No	Aspect	Indicators	Favourable	Unfavourable	Total
			No Item	No Item	
1	Have the right belief about the power of Allah	Have faith that everything we get is a gift from God	1.29	15.43	4
		Have faith that Allah is always near us	2.30	16.44	4
2	Knowing the law of cause and effect that is done	Effort does not betray the results	3.31	17.45	4
		Allah answers the prayers of those who try	4.32	18.46	4
3	Strengthen and <i>tauhid</i>	<i>qalbu</i> Believe that Allah is omnipotent	5.33	19.47	4
		Worship to Allah	6.34	20.48	4

No	Aspect	Indicators	Favourable	Unfavourable	Total
			No Item	No Item	
4	Feel calm	Not worry	7.35	21.49	4
		Depend only on Allah	8.36	22.50	4
5	Have a good prejudice	Positive thinking	9.37	23.51	4
		Praying to Allah	10.38	24.52	4
6	Surrender <i>qalbu</i> completely to Allah	Always include Allah in everything	11.39	25.53	4
		Believe in Allah's provisions	12.40	26.54	4
7	Surrender all matters to Allah	Accept whatever is given by Allah	13.41	27.55	4
		Don't demand more than what you get	14.42	28.56	4
Total					56

The two instruments were validated by six experts in the psychology field; clinical and Islamic psychology. Then, assessment from experts was analyzed with Aiken's (1985) formula. According to Aiken's (1985) table, when a validation process involves six raters, then the minimum validity coefficient to fulfill is 0.79. In the first round, there were 46 items from the academic stress in the assignment completion scale and 24 items from the *tawakal* scale that were not valid because their validity coefficients were lower than 0.79. After that, those items were revised and validated again by the same six experts and the results showed that all items are valid or all items have validity coefficients more than 0.79.

The following procedure is testing the two instruments in groups that shared similar characteristics with the study sample. The tryout was performed on 272 first-year to final-year students at 18 Islamic higher education institutions in Central Java and Yogyakarta (except UIN Raden Mas Said Surakarta). The tryout results showed an estimated reliability coefficient of 0.926 for the scale of academic stress in assignment completion (22 items were dropped due to discriminatory indices lower than 0.30, resulting in 34 final items), and 0.946 for the *tawakal* scale (5 items were dropped due to discriminatory indices lower than 0.30, resulting in 51 final items). The minimum reliability coefficient for an instrument used in a study is 0.700 (Saifuddin, 2021). Therefore, the two instruments are considered reliable because the reliability coefficient exceeds that suggested value.

The analysis techniques implemented in the study were the normality test, linearity test, and Spearman's correlation technique because after calculating the normality test and linearity test, the results do not meet the assumption test. The analytical technique to analyze the correlation of each aspect of *tawakal* to academic stress used regression analysis because there are more than two aspects of *tawakal*. Analysis was done using SPSS.

This research was carried out online due to the Covid-19 pandemic situation so researchers did not meet directly with research participants. As a result, there is a possibility of bias in the form of people who do not match the characteristics of filling the measuring instrument. However, the researcher anticipates including the characteristics of the research in the research scale and re-checking the answers of the research participants.

Results

Table 4.

Research Subject Data Based on Gender

Gender	Total	Percentage
Female	277	86.56 %
Male	43	13.44%
Total	320	100%

Based on the table, it can be seen that the number of female subjects is more than male with the percentage of women 86.56% (277 students) and men 13.44% (43 students). Based on the different test results, it shows that the value of Sig. of 0.934 ($p > 0.05$) so that there is no difference in the level of *husnuzan* between males and females. This result is different from the results of previous studies which stated that females are more prone to stress than males (Anbumalar et al., 2017; Calvarese, 2015; Kneavel, 2020).

Table 5.

Research Subject Data Based on Age

Age	Total	Percentage
18 years old	50	15.6%
19 years old	96	30%
20 years old	86	26.9%
21 years old	70	21.9%
22 years old	18	5.6%
Total	320	100%

Based on the table, most of the research subjects were 19 years old with a total of 96

students. While at least 22 years old with a total of 18 students. All research subjects are students in semesters 1 to 7 with ages between 18 to 22 years which is a period of storm and stress.

Table 6.

Categorization of Academic Stress Levels in Completing Tasks for Students

Category	Score	Frequency	Percentage
Very heavy	$X > 142.8$	13	4.1%
Heavy	$115.6 < X \leq 142.8$	100	31.3%
Average	$88.39 < X \leq 115.6$	160	50%
Mild	$61.2 < X \leq 88.39$	43	13.4%
Very Mild	$X < 61.2$	4	1.3%
Total		330	100%

Based on the data in the table, it is known that from the 320 research subjects there were 13 or 4.1% of students who experienced academic stress in the very heavy category; 100 students or 31.3% are in the heavy category; 160 or 50% of students are in the average stress category; 43 or 13.4% of students in the category of mild stress; and 4 students or 1.3% experienced very light stress.

Table 7.

Categorization of Tawakal Level in Students

Category	Score	Frequency	Percentage
Very high	$X > 214.2$	241	75.3%
High	$173.4 < X \leq 214.2$	68	21.3%
Average	$132.6 < X \leq 173.4$	11	3.4%
Low	$91.8 < X \leq 132.6$	-	-
Very low	$X < 91.8$	-	-
Total		320	100%

Based on the table, there are 320 students who are the research subjects. There are 241 students or 75.3% who have a level of trust in the very high category; 68 students or 21.3% in the high category; and 11 students or 3.4% in the medium category. On the other hand, there are no students who have low and very low levels of *tawakal* because the participants study at a university with an Islamic background.

Table 8.*Normality Test Results*

Variable	Statistic	Significance/ <i>p</i>	Conclusion
Academic stress	0.042	0.200	Normal
<i>Tawakal</i>	0.129	0.000	Not Normal

This study used two data analysis techniques, namely assumption and hypothesis tests. The assumption test consists of normality and linearity tests. The normality test with the Kolmogorov-Smirnov technique showed a Z-value of 0.042 with an asymptotic significance of 0.200 ($p > 0.05$) for academic stress in assignment completion, indicating that the variable data is normally distributed. Meanwhile, the Kolmogorov-Smirnov test on the *tawakal* variable showed a Z-value of 0.129 with an asymptotic significance of 0.000 ($p < 0.05$), indicating that the data is not normally distributed.

Table 9.*Linearity Test Results*

Variable	Linearity	(<i>F</i>)	Significance/ <i>p</i>	Conclusion
Academic stress* <i>Tawakal</i>	<i>F</i> Linearity	1.582	0.210	Not Linear
	<i>F</i> Deviation from Linearity	1.270	0.090	

The linearity test showed *F*-linearity = 1.582 with $p = 0.210$ ($p > 0.05$) and *F*-deviation from linearity = 1.270 with $p = 0.090$ ($p > 0.05$), indicating that the data are not linear. The hypothesis test utilized Spearman's correlation technique, which is a nonparametric analysis technique. Data in this study are nonparametric because they are not normally distributed and not linear. The results of Spearman's correlation analysis showed $r = -0.103$ with $p=0.033$ ($p < 0.05$). Based on the calculation, it is concluded that there is a negative correlation between *tawakal* and academic stress in assignment completion among students of UIN Raden Mas Said Surakarta. It means that the higher an individual's level of *tawakal*, the lower their stress level would be, and vice versa.

Table 10.*Correlation of Each Tawakal Aspect with Academic Stress*

Aspect	Regression	
Having the the right belief in Allah's power and will for His creations	0.525 ($p>0.05$)	No correlation
Understanding the law of cause and effect	0.006 ($p<0.05$)	Significance
Strengthening <i>qalbu</i> and <i>tauhid</i>	0.032 ($p<0,05$)	Significance
Resting <i>qalbu</i> and feeling peaceful	0.654 ($p>0.05$)	No correlation

Aspect	Regression	
Having good prejudice	0.169 ($p>0.05$)	No correlation
Surrendering <i>qalbu</i> completely to Allah	0.412 ($p>0.05$)	No correlation
Leaving everything to Allah	0.000 ($p<0.05$)	Significance

Based on the analysis of the correlation between each aspect of *tawakal* and academic stress using regression analysis, it was found there are three aspects of *tawakal* that contribute significantly to reducing academic stress, namely understanding the law of cause and effect ($p = 0.006$), strengthening *qalbu* and *tauhid* ($p = 0.032$), and leaving everything to Allah ($p = 0.000$). One aspect of *tawakal* is knowing the cause-and-effect relationship between effort and results. Someone who knows the cause-and-effect relationship, that every effort contributes to the results, and believes that God also has a role in success, then that person is not prone to academic stress. Likewise, when a person's heart and monotheism are strong, then someone believes that everything that happens is the will of Allah. Thus, a person has a high level of resignation which makes him less susceptible to academic stress. As for the attitude of surrendering everything to Allah, it will cause a person's psychological burden to be reduced so that a person is not easy to experience academic stress.

Discussion

This study aims to explain the correlation between *tawakal* and academic stress in students who complete college assignments. The results showed that there was a negative correlation between *tawakal* and academic stress. That is, the higher the student's level of trustworthiness, the lower the level of academic stress on students. This research is in line with various previous studies (Husnar et al., 2017; Refri et al., 2021; Saputra et al., 2022). The magnitude of the resulting correlation is -0.103 or 10.3%. This means *tawakal* has a role in reducing academic stress by 10.3%. The remaining 89.7% is influenced by other factors, for example, gender (Anbumalar et al., 2017; Calvarese, 2015; Kneavel, 2020), personality (Bhatti et al., 2017; Ghoshal & Debasri Banerjee, 2021), and the type of study program.

The present study showed that from 320 students it was found that 13 students (4.1%) experienced a very high level of academic stress, 100 students (31.3%) experienced a high level of academic stress, 160 students (50%) experienced mild academic stress, 43 students (13.4%) showed a low level of academic stress, and 4 students (1.3%) students experienced a very low level of academic stress. The data indicates that some students experience mild to high levels of stress. That significant level of stress is influenced by various internal and external factors. Internal factors may include limited comprehension of the course material which leads to difficulty in doing assignments and following the

course. Additionally, there is also a personality factor. Meanwhile, external factors may take the form of the high volume of assignments and rare interactions between instructors and students (Atziza, 2015; Selvi & Rajaprabha, 2020). Moreover, this study was conducted when the online learning approach was still implemented by the institution. In online learning, many instructors might not explain the material comprehensively, but instead, give out assignments. In addition, online learning limits the interaction between instructors and students. Thus, university students become vulnerable to experiencing academic stress in assignment completion.

University students who experience academic stress are in the late adolescence phase. This phase is often called the stress and storm phase (Casey et al., 2010; Hashmi, 2013). During this phase, an adolescent is demanded to bear more responsibilities and prepare for their future, such as by getting a university degree. The burden will add to factors that cause academic stress. The negative effects of academic stress are varied, such as a decline in academic achievement, problems in interpersonal relationships, depression, social withdrawal, poor psychological well-being, and even suicide (Adom et al., 2020; Liu & Lu, 2011; Selvi & Rajaprabha, 2020). Therefore, it is necessary to discover strategies to reduce academic stress, one of them being *tawakal*.

Tawakal means surrendering to God and believing that every happening in life is with God's assurance and involvement (Ghoni, 2016; Munir, 2018; Setiawan & Mufarihah, 2021). Based on the research results from 320 students of UIN Raden Mas Said Surakarta, 241 students (75.3%) displayed a very high level of *tawakal*, 68 students (21.3%) showed a high level of *tawakal*, and 11 students (3.4%) displayed a moderate level of *tawakal*. *Tawakal* encourages people to believe that everything that happens in life, good or bad, positive or negative, beneficial or causes loss, will not happen unless Allah lets it happen. Someone who performs *tawakal* to Allah will always feel satisfied and content with the things that are provided by Allah. They are likely to have a high level of life satisfaction, high positive affect, and low negative affect (Sartika & Kurniawan, 2015).

When an individual makes an effort in their academic achievement and leaves the result to Allah, their psychological burden will be reduced and they can avoid academic stress (Husnar et al., 2017). A *tawakal* individual has complete trust in Allah, that Allah has established the path for all of His creations. Thus, the person will not have doubt or distrust in Allah and instead will leave everything to Allah (Astuti, 2018). *Tawakal* is also a form of psychological capacity to face threats and stressful situations, that comes from one's faith or religion. Many people rely on their beliefs or religions to face challenges, even those who showed negative mental symptoms that lead to psychopathology (Nurmaliyah, 2014; Pargament & Raiya, 2007).

One of the symptoms of academic stress is emotional change. When an individual performs *tawakal* to Allah, the person will leave everything to Allah. Additionally, according to Ibnu Qayyim (Mujib & Mudzakir, 2002), an individual who performs *tawakal* will have immense faith in Allah's will and provision. The person will believe that Allah

has already decided on their academic results and achievement after they exercise efforts. This resignation lowers the psychological stress in the individual. Thus, their emotions become more stable. This emotional stability can take the forms of self-control or emotion management, appropriate emotional display, problem-solving, and the ability to motivate oneself (Astuti, 2018). *Tawakal* has an important role in the emotional management of an individual who is experiencing academic stress. It is because the person will always be reminded that the pressures and demands are coming from God's will. Thus, they will not easily be angered or saddened for a prolonged time, something that may lead to depression.

Not only that, but *tawakal* can also prevent an individual with academic stress from doing inappropriate actions such as aggressive behavior and maladaptive behavior change. According to Ibnu Qayyim (Mujib & Mudzakir, 2002), *tawakal* causes someone to develop good prejudice toward Allah so they will have positive thinking. Therefore, the person will be able to manage their emotions and inhibit the urge to behave negatively or aggressively which can harm oneself and others (Astuti, 2018).

Every person with academic stress will experience physiological symptoms like rapid heart rate, cold sweat, pallid face, headache, trembling, and insomnia (Sarafino & Smith, 2016). Having a *tawakal* attitude which means leaving everything up to Allah causes the person to be more serene and peaceful (Munirah et al., 2020). That serenity and peacefulness can eliminate the physiological symptoms of academic stress. It is due to the correlation between mental state and physical symptoms (Ohrnberger et al., 2017; Eisele, 2019). Clements and Ermakova (2012) also proved that surrendering to God can be a mechanism to prevent illness and can contribute to increasing mental health and reducing the risk of stress.

One of the *tawakal* aspects according to Ibnu Qayyim (Mujib & Mudzakir, 2002) is having good prejudice toward God and understanding the law of cause and effect. This aspect leads to the person's positive thinking toward God. Therefore, the *tawakal* aspect has an important role in reducing the cognitive aspect of academic stress.

This research is expected to contribute to the field of psychology, especially Islamic psychology, and Sufism. Based on the results of the study, *tawakal* can be a solution to overcome stress, especially academic stress. On the other hand, *tawakal* can be developed into a *tawakal* treatment or psychotherapy to reduce stress levels. When *tawakal* becomes psychotherapy, the concept of *tawakal* in the field of Sufism can be grounded and easy to practice.

Conclusions

Based on the results and discussion, it can be concluded that there is a negative correlation between *tawakal* and academic stress in assignment completion among students of UIN Raden Mas Said Surakarta. It means that the higher a student's *tawakal* level is, the lower

their academic stress level would be.

The limitation of this study is that the data collection was conducted online due to the ongoing Covid-19 pandemic. Additionally, all raters involved in the validation process only have a psychology background, despite understanding all variables in the study. Thus, in the future, another study could hopefully be conducted onsite and involve raters from various disciplines, for example, psychiatrists, education experts, and *Ustaz*. The next recommendation for future researchers is to develop a *tawakal*-based intervention as an alternative treatment or therapy for academic stress in university students. This study is expected to provide another reference for other researchers who are conducting studies about *tawakal* and academic stress in the future.

Recommendations

Research participants in this study should maintain and improve their own *tawakal* attitude. They can increase *tawakal* by learning the concept of *tawakal* thoroughly and imitating the figure who is considered to be implementing *tawakal* so that they can imitate the attitude of *tawakal* easily. It is because most participants were found to experience a moderate level of academic stress in assignment completion, therefore *tawakal* is expected to minimize the *tawakal* stress experienced by those students. This study can be a modality in developing *tawakal*-based psychotherapy to reduce stress levels, particularly academic stress.

Declarations

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Author Contributions

LNA and AS designed and conceptualized the study. LNA developed the measuring instruments while AS provided corrections related to the appropriateness of the instruments. LNA and AS collected the research data and analyzed it statistically. LNA wrote the research results and discussion, while AS provided suggestions to improve the research report. LNA and AS wrote and edited the manuscript.

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No potential conflict of interest was reported by the author.

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