



FACTORS ASSOCIATED WITH COLLEGE STUDENT STRESS LEVELS AT ISLAMIC-BASED UNIVERSITIES IN MAKASSAR

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ABSTRACT

Stress in college students has become a significant mental health issue in higher education settings globally. WHO reported that around 35% of university students worldwide experienced high levels of stress in 2021. In Indonesia, 44.8% of college students experience moderate to severe stress during their college years (Ministry of Health, 2023). In Makassar alone, it was found that 37.5% of students experienced severe stress levels (Nurudin et al., 2023). This study aims to identify factors associated with student stress levels at Islamic-based universities in Makassar. This study used a quantitative method with a cross-sectional approach. Data collection was conducted using the PSS-10 questionnaire to measure stress levels, as well as additional questionnaires to measure other variables. The study population was students of Islamic-based universities in Makassar, with samples taken using cluster sampling technique. Data analysis used chi-square test with a significance level of $\alpha=0.05$. The results of the study showed that there was no relationship between educational background and stress levels in students ($p>0.05$), there was a relationship between diet and stress levels in students ($p<0.05$), and there was a relationship between sleep patterns and stress levels in students ($p<0.05$). This study concludes that educational background, dietary habit, and sleep patterns are factors that play a role in student stress levels at Islamic-based universities in Makassar. These findings can be the basis for the development of stress prevention intervention programs in university students.

Keywords: College student stress; Islamic university; Educational background; Dietary habit; Sleep pattern

1. INTRODUCTION

Stress is the body's natural response to pressures and demands from the surrounding environment, involving physical, mental and emotional reactions. When a person is faced with a challenging or risky situation, their body will respond by increasing alertness and preparing self-protection mechanisms. In the context of academic life, stress is often experienced by students who are faced with various pressures, such as academic demands, the need to adjust to the new campus environment, and social expectations. This condition makes stress one of the common mental health issues in higher education, not only in Indonesia but also in various countries around the world.

According to the World Health Organization (WHO), mental health issues facing university students are a significant phenomenon, with stress being one of the main components. WHO notes that around 35% of university students worldwide experience high levels of stress during their studies. In Indonesia, the results of a national study show that 44.8% of university students experience moderate to severe stress, which is mostly caused by high academic pressure, financial problems, and difficulties in adapting. In South Sulawesi, especially Makassar city which is the center of education in Eastern Indonesia, the problem of stress among students is also a serious concern. Research conducted at several large Islamic universities in Makassar showed that around 37.5% of students experienced severe stress levels. This data illustrates the high prevalence of stress and shows the urgency to understand factors related to stress levels among students, especially in Islamic-based universities.

In Islamic universities, students are not only exposed to general academic pressures, but also to a curriculum that includes religious studies that require deep understanding and emotional engagement. Adjusting to a curriculum that emphasizes religious values is sometimes a challenge for students, especially for those who have a general education background. Educational background is one important factor that is thought to affect the stress level of students in Islamic universities. Students who come from general high schools may find it difficult to adapt to a curriculum that integrates religious and general sciences in Islamic universities. In contrast, students who come from religious education backgrounds, such as madrasah or boarding school, may be better prepared to deal with these demands because they are used to learning approaches that focus on religious values.

In addition to educational background factors, diet is also thought to affect students' stress levels. An unhealthy diet, such as consumption of foods high in fat, sugar, and low in nutrients, can worsen mental and physical health. Students often choose fast food or convenience foods that are easy to obtain for time and cost efficiency reasons, but this unbalanced diet can trigger metabolic disorders that affect brain function and emotional balance. Research by Ghani et al. (2020) revealed that college students who tend to consume fast food have a higher tendency to stress than those who consume nutritious food. A good nutritional balance is important for students to maintain mental health and be able to cope with the academic pressure they face.

Poor sleep patterns are also an important factor in influencing students' stress levels. Students often sacrifice sleep to complete academic assignments or participate in social activities.

Inadequate sleep or poor quality sleep can interfere with a person's mental and physical health, increase the risk of stress, and reduce the ability to manage emotions. A study by Martinez et al. (2020) found that poor sleep quality was closely related to increased stress among university students.

By understanding factors such as educational background, diet, and sleep patterns, this study aims to analyze how these factors relate to stress levels among Islamic university students in Makassar. The findings of this study are expected to provide deeper insights for the university, students, and other researchers in an effort to improve students' quality of life and mental health, as well as help them develop more effective stress management strategies.

2. METHODS

The research method used in this study is a quantitative approach, which focuses on collecting data through objective measurements. Data were obtained from questionnaires distributed to respondents, in accordance with the methodology proposed by Ufieta Syafitri (2023). The research design applied was cross sectional, which aims to analyze the relationship between risk factors and their effects through an observational approach. In this context, data collection is carried out simultaneously, allowing researchers to obtain a clear picture of the variables under study at one point in time.

Observations in this study were made only once, where measurements of subject variables were made during the data collection period. The data collection technique used a questionnaire distributed through Google Form (Shabrina & Hartini, 2021), making it easy for respondents to fill out the questionnaire online. This study was located in four Islamic-based universities in Makassar, namely UIN Alauddin Makassar, Makassar Islamic University, Muslim Indonesia University, and Muhammadiyah Makassar University. The research population includes all students at these universities, totaling 58,473 students. The population breakdown is as follows: UIN Alauddin Makassar has 21,250 students, Islamic University of Makassar 3,549 students, Muslim University of Indonesia 20,002 students, and Muhammadiyah University of Makassar 13,672 students.

From this total population, the researcher determined a sample size of 399 respondents, which was calculated using the Slovin formula. Thus, the proportion of respondents for each university was determined, namely, UIN Alauddin Makassar totaling 144 respondents, Universitas Islam Makassar 25 respondents, Universitas Muslim Indonesia 136 respondents, and Universitas Muhammadiyah Makassar 94 respondents. This division was done using the proportional allocation formula to ensure that each university was well represented in the sample taken.

The PSS-10 questionnaire uses a Likert scale consisting of five response options: "never," "almost never," "sometimes," "quite often," and "too often." In addition, the study also included a questionnaire to measure the respondents' diet, as well as the PSQI (Pittsburgh Sleep Quality Index) questionnaire to evaluate sleep patterns. To obtain information regarding the respondents' educational background, a questionnaire with a Likert scale was used. The process of creating the questionnaire included several stages, such as drafting, editing, and inputting data, as well as preparing frequency tables to analyze the distribution of answers given by respondents.

Once the data is collected, the results will be analyzed univariately for all variables studied, focusing on percentages and data distribution. In this analysis, the researcher will test whether there is a significant relationship between educational background, unhealthy diet, and poor sleep patterns with the stress levels of students at Islamic universities. Through this approach, we hope to identify the factors that contribute to students' stress levels and provide relevant recommendations to improve students' mental health in an academic environment. This research has the potential to provide valuable insights into the dynamics of stress among university students, highlighting the importance of evidence-based interventions to support their well-being.

In addition, after univariate analysis, this study will also conduct bivariate analysis to evaluate the relationship between two variables together. This bivariate analysis aims to identify whether there is a significant correlation or relationship between certain risk factors, such as educational background, unhealthy diet, poor sleep quality, and the level of stress experienced by university students. For the bivariate analysis, we will use the chi-square test for categorical variables. With this approach, it is expected that more in-depth patterns of interactions affecting stress levels can be found, as well as strengthening the understanding of the most influential factors in the context of student mental health. This analysis will provide a clearer picture of the causal relationship between risk factors and stress, which can be used as a basis for designing more effective intervention programs.

3. RESULTS AND DISCUSSION

This study aims to identify factors associated with student stress levels at Islamic-based universities in Makassar. In this study we used a survey method, namely the use of gform to find out the data we needed from the answers to questions given through Google Form to students of Islamic-based universities in Makassar. The results we get from the number of respondents totaling 399 students are as follows.

Table 1

Frequency Distribution of Respondents' Characteristics at Islamic-Based Universities in Makassar

Age Categories	Frequency	Percentage (%)
17-20	282	70,6
21-24	117	29,3
Gender	Frequency	Percentage (%)
Laki-laki	174	43,6
Perempuan	225	56,4
Instances	Frequency	Percentage (%)

UIN Alauddin Makassar	144	36,1
Universitas Islam Makassar	25	6,3
Universitas Muhammadiyah Makassar	94	23,6
Universitas Muslim Indonesia	136	34,1
Semesters	Frequency	Percentage (%)
1	71	17,8
3	99	24,8
5	197	49,4
7	29	7,3
9	3	0,8
Stress Categories	Frequency	Percentage (%)
Normal	20	5,0
Medium Stress	368	92,2
Severe Stress	11	2,2
Education Background Categories	Frequency	Percentage (%)
SMA	262	65,7
MA (Madrasah Aliyah)	80	20,1
Boarding School	57	14,3
Diet Categories	Frequency	Percentage (%)
Not at risk	34	8,5
At risk	278	69,7
Very risky	87	21,8
Quantitative Sleep Pattern Categories	Frequency	Percentage (%)
Good	143	35,8
Medium	201	50,8
Bad	55	13,1
Qualitative Sleep Pattern Categories	Frequency	Percentage (%)
Good	89	22,3
Medium	289	72,4
Bad	21	5,3

Source: Primary Data 2024

Based on table 1, from a total of 399 respondents, it can be concluded that the most age in this study is 17-20 years old, namely 282 respondents (70.6%), while at the age of 21-24 years as many as 117 respondents (29.3%). Then, from the gender of the respondents in this study, the most dominant was female with 225 respondents (56.4%), while the male gender was 174 respondents (43.6%).

Of the 4 (four) Islamic-based universities in Makassar, the most dominant respondents were at UIN Alauddin Makassar, namely 144 respondents (36.1%), while at the Muslim University of Indonesia there were 136 respondents (34.1%), and at Muhammadiyah University Makassar there were 94 respondents (23.6%), and the least respondents were at Makassar Islamic University with 25 respondents (6.3%). The most respondents were in semester 5 with 197 respondents (49.4%), while from semester 3 there were 99 respondents (24.8%), and from semester 1 there were 71 respondents (17.8%), also from semester 7 there were 29 respondents (7.3%), and from semester 9 there were 3 respondents (0.8%).

Students of the Islamic-Based University in Makassar with normal stress levels amounted to 20 respondents (5.0%) who experienced moderate stress levels amounted to 368 respondents (92.2%), and those who experienced severe stress levels amounted to 11 respondents (2.2%). It can be concluded that students of the Islamic-Based University in Makassar who have a public school educational background amounted to 262 respondents (65.7%), and those who have an Islamic-based school educational background amounted to 137 respondents (34.3%). Students of Islamic-based universities in Makassar who have a diet that is not at risk amounted to 34 respondents (8.5%), who have a risky diet amounted to 278 respondents (69.7%), and who have a very risky diet amounted to 87 respondents (21.88%).

Then, it can be concluded that students of the Islamic-Based University in Makassar who have good quantitative sleep patterns total 143 respondents (35.8%), who have moderate quantitative sleep patterns total 201 respondents (50.8%), and who have poor quantitative sleep patterns total 55 respondents (13.1%). It can be concluded that students of the Islamic-Based University in Makassar who have good qualitative sleep patterns total 89 respondents (22.3%), who have moderate qualitative sleep patterns total 289 respondents (72.4%), and who have poor qualitative sleep patterns total 21 respondents (5.3%).

Table 2

Bivariate Analysis

Education Background	Stress Categories								P Value
	Normal		Medium Stress		Severe Stress		Total		
	N	%	N	%	N	%	N	%	
SMA	11	4,2	241	92	10	3,8	262	100	0,127
MA (Madrasah Aliyah Boarding School)	3	3,7	77	96,3	0	0	80	100	
Total	20	5	368	92,2	11	2,8	399	100	

Diet Categories	Stress Categories								P Value
	Normal		Medium Stress		Severe Stress		Total		
	N	%	N	%	N	%	N	%	
Not at risk	7	20,5	27	79,4	0	0	34	100	0,000
At Risk	12	4,3	266	95,7	0	0	278	100	
Very Risky	1	1,1	75	86,2	11	12,6	87	100	
Total	20	5	368	92,2	11	2,8	399	100	

Quantitative Sleep Pattern	Stress Categories								P Value
	Normal		Medium Stress		Severe Stress		Total		
	N	%	N	%	N	%	N	%	
Good	14	9,8	129	90,2	0	0	143	100	0,001
Medium	6	3	185	92	10	5	201	100	
Bad	0	0	54	98,2	1	1,8	55	100	
Total	20	5	368	92,2	11	2,8	399	100	

Qualitative Sleep Pattern	Stress Categories								P Value
	Normal		Medium Stress		Severe Stress		Total		
	N	%	N	%	N	%	N	%	
Good	13	14,6	76	85,4	0	0	89	100	0,000
Medium	7	2,4	274	94,8	8	2,8	289	100	
Bad	0	0	18	85,7	3	14,3	21	100	
Total	20	5	368	92,2	11	2,8	399	100	

Source: Primary Data 2024

Table 2 shows that high school is the most common educational background of students with severe stress levels of 3.8% and normal stress levels of 4.2%. Meanwhile, Islamic boarding school is the least educational background that students have with a severe stress level of 1.8% and a normal stress level of 10.5%. Madrasah Aliyah is also a factor that causes student stress levels with a normal stress level of 3.7% and a moderate stress level of 96.3%. The results of statistical analysis using the chi-square test showed a p-value of 0.127 (>0.05). This indicates that H_0 is accepted, and H_1 is rejected. So that there is no relationship between Educational Background and Stress Level of Students of Islamic Based Universities in Makassar.

Then, college students with a risky or very risky diet tend to have a higher level of moderate stress, namely 79.4% and 86.2% compared to students who have a non-risky diet who only have 79.4% moderate stress level. The results of statistical analysis using the chi-square test showed a p-value of 0.000 (<0.05). This indicates that H_0 is rejected, and H_1 is accepted. So that there is a relationship between diet and stress levels of students of Islamic-based universities in Makassar.

Collegge students with poor sleep patterns tend to have higher levels of moderate stress at 98.2% compared to students who have good or moderate sleep patterns at 90.2% and 90%. This means that the less sleep a person gets, the higher the likelihood of them experiencing stress. The results of statistical analysis using the chi-square test showed a p-value of 0.000 (<0.05). This

indicates that H0 is rejected, and H1 is accepted. So that there is a relationship between quantitative sleep patterns and stress levels of students of Islamic-based universities in Makassar. And students with poor and moderate sleep patterns tend to have higher levels of moderate stress, namely 85.7% and 94.8% compared to students who have good sleep patterns, namely 85.4% and 90%. This means that the less sleep a person gets, the higher their chances of experiencing stress. The results of statistical analysis using the chi-square test showed a p-value of 0.000 (<0.05). This indicates that H0 is rejected, and H1 is accepted. So that there is a relationship between quantitative sleep patterns and stress levels of students of Islamic-based universities in Makassar.

Relationship between Educational Background and Stress Level of Islamic University Students in Makassar

Educational background refers to the level of education a person has attended. It includes formal education taken from primary level to higher education, as well as additional relevant courses or training. Differentiation in educational background can affect the way individuals learn and think, resulting in varied knowledge development (Shubchan & Rossa, 2021). Based on this, the researcher assumes that different educational backgrounds do not always correlate with student stress levels. Students with any educational background have the same opportunity to manage their stress. In addition, the absence of a relationship between educational background and stress levels indicates that other factors may be more instrumental in influencing students' stress levels, such as time management skills, social support, or individual coping strategies, as well as academic pressure. This finding suggests that students' stress levels are more individualized and cannot be predicted based solely on their previous educational background. Education in Islam is a learning process that includes the development of knowledge, skills and morals. The ultimate goal is to form individuals who are not only intellectually intelligent, but also have high morals and ethics. Education in Islam teaches that knowledge is an integral part of worship and is an obligation for every Muslim. In the Qur'an Allah SWT says.

أَفْرَأُ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Translation: *Recite in the name of your Lord who created. (QS. Al-Alaq/96:1)*

This verse shows that reading and learning were the first orders received by the Prophet Muhammad, signifying the importance of education. Educational background is often seen as a factor that can influence students' stress levels. However, research shows that the relationship between the two is not always direct. Students from a variety of educational backgrounds, whether they come from SMA, MA (Madrasah Aliyah), or boarding school, can face similar levels of pressure when entering college. In this context, academic stress becomes a more significant factor. Students often have to adjust to higher academic demands, such as assignment loads, exams, and expectations to achieve good results, which can cause stress regardless of their educational background.

In addition, students' stress levels are more influenced by the individual's ability to manage these pressures. Many students, despite having different educational backgrounds, are able to

develop time management skills and effective coping strategies to deal with academic pressure. Social support from friends, family and the campus environment also play an important role in helping students cope with stress. Thus, while educational background can influence the way students learn and think, factors such as academic pressure and an individual's ability to manage stress are much more influential on the level of stress experienced by students. This shows that stress among university students is a complex phenomenon that is influenced by a variety of variables, not just by their prior education.

Relationship between Diet and Stress Level of Islamic University Students in Makassar

Based on table 2, the results show that there is a relationship between diet and stress levels of students at Islamic-based universities in Makassar. The food we consume plays a role in the production of neurotransmitters, such as serotonin and dopamine, which are very important in mood and stress regulation. Serotonin, often referred to as the "happy hormone," is mostly produced in the gastrointestinal tract and is influenced by the type of food consumed. Intake of foods high in sugar and refined carbohydrates can cause sharp fluctuations in blood sugar levels, which negatively affects mood stability and energy levels. As a result, college students who consume high-sugar foods tend to experience anxiety, irritability and stress (Gupta & Sharma, 2021). foods high in saturated fat, such as junk food, are also known to disrupt the production of dopamine, a neurotransmitter associated with motivation and feelings of pleasure. When dopamine levels are disrupted, individuals are more prone to feelings of depression and anxiety, which can exacerbate stress. Lim et al. (2022) mentioned that college students who frequently consumed fast food showed higher stress responses due to fluctuations in this neurotransmitter.

A diet rich in saturated fat and sugar not only impacts metabolism but also increases the level of inflammation in the body. foods high in saturated fat can trigger systemic inflammation, which plays a role in lowering brain function and increasing the risk of mental health disorders. Research conducted by Wani et al. (2023) showed that a diet high in sugar and saturated fat can trigger the release of inflammatory cytokines, resulting in mood swings and increased tendency to stress. Inflammation in the body affects the HPA (hypothalamic-pituitary-adrenal) axis, which regulates the stress hormone cortisol. Consumption of unhealthy foods disrupts cortisol regulation, so the body is in a state of "fight or flight" more often. College students who frequently consume foods that trigger inflammation may experience chronically elevated cortisol levels, which exacerbates feelings of stress and anxiety, making it harder for them to concentrate and complete academic tasks.

This research is in line with the findings in a study by Putri et al. (2024) which showed a significant relationship between diet and mental health in university students. The study indicated that consumption of nutritious foods plays a role in lowering stress and anxiety levels, while unhealthy diets, such as consumption of foods high in saturated fat and sugar, tend to increase the risk of mental health disorders. These results support the concept that nutrition plays an important role in regulating brain function and managing stress responses. Mechanisms underlying this relationship include the role of food in the production of neurotransmitters such as serotonin, which influences mood and anxiety levels. Diets high in sugar and saturated fat are

known to disrupt the balance of serotonin and dopamine, thereby increasing feelings of anxiety and stress. A previous study conducted by Chacón-Cuberos et al. (2019) also found that college students with low-nutrient diets showed higher stress responses, reinforcing the view that diet can affect mental health directly through its influence on the nervous system. Based on this, the researcher assumed that an unhealthy diet would affect stress levels in university students, especially as consumption of foods high in sugar and fat tends to worsen their mental and emotional state. This diet may hinder students' ability to cope effectively with academic pressure, which in turn increases the risk of mental health disorders. In addition, stress caused by academic demands often triggers a preference for unhealthy foods, thus exacerbating the cycle of stress and unbalanced eating. In the Qur'an, Allah says in QS. Al-Baqarah/2:168.

يَا أَيُّهَا النَّاسُ كُلُوا مِمَّا فِي الْأَرْضِ حَلَالًا طَيِّبًا وَلَا تَتَّبِعُوا خُطُوَاتِ الشَّيْطَانِ إِنَّهُ لَكُمْ عَدُوٌّ مُبِينٌ

Translation: O mankind, eat of that which is lawful and wholesome on earth, and follow not the steps of the devil; verily the devil is a manifest enemy to you.

This verse shows that eating good and halal food is highly recommended, not only for physical health but also for mental balance. Excessive or unhealthy consumption of food often goes against this principle, and can lead to imbalances in the body and mentality resulting in higher stress.

It's important to realize that an unhealthy diet not only impacts physical health, but can also worsen the mental health of college students. For example, when college students consume foods that are high in sugar and saturated fat in excess, they not only experience energy fluctuations, but also trigger inflammatory reactions in the body that can impair brain function. This has the potential to reduce cognitive ability and mental endurance, making students more vulnerable to stress caused by academic demands. Research shows that increased systemic inflammation due to poor diet can contribute to mental health issues such as depression and anxiety, which in turn impacts academic performance and overall well-being.

On the other hand, college students who rely on fast or processed foods may be missing out on important nutrients needed to support their mental health. Nutrients such as omega-3s, B vitamins, and certain minerals play a crucial role in the production of neurotransmitters that regulate mood and stress. When intake of these nutrients is lacking, college students can become more prone to anxiety and depression. In addition, when faced with stressful situations, they tend to choose unhealthy foods as a form of coping. This habit creates a cycle where poor diet further exacerbates stress, and stress itself drives cravings for unhealthy foods, thus worsening the overall mental state. Therefore, it is imperative for college students to be aware of the impact their diet has on mental health and to strive to adopt a healthier diet to increase resilience to stress.

Relationship between Sleep Patterns and Stress Levels of Islamic University Students in Makassar

Sleep patterns are also one of the factors that cause stress levels in students of Islamic-based universities in Makassar, this is because insufficient sleep can increase cortisol levels in the

blood. High cortisol levels are associated with an exaggerated stress response, which can exacerbate symptoms of anxiety and depression in individuals. In the study, it was found that college students who experienced disturbed sleep had higher cortisol levels, which contributed to a more intense stress experience. Poor sleep patterns can also disrupt the functioning of the autonomic nervous system (SNA), which regulates the body's response to stress (Palagini et al., 2020). College students with irregular sleep patterns show instability in the SNA, which can result in increased heart rate frequency and blood pressure, exacerbating the stress response. The inability to adapt to stressors can make individuals more vulnerable to stress (Chowdhury et al., 2022). In addition to physiological effects, poor sleep patterns can also affect how individuals process and respond to stress. Inadequate sleep can reduce one's ability to cope effectively, which in turn can increase their perception of stress. According to Kelley & Cummings (2020), individuals who experience inadequate sleep tend to have lower levels of resilience to stress, which can create a negative cycle where stress is easier to emerge and harder to manage.

Poor sleep patterns have a significant influence on students' stress levels, especially in terms of mental health. When students don't get enough or quality sleep, cortisol levels in their bodies tend to increase. Cortisol, known as the stress hormone, plays a crucial role in how the body responds to pressure. High cortisol levels can lead to more severe symptoms of anxiety and depression, making it harder for students to cope with academic demands. Research shows that college students who experience sleep disturbances often feel higher levels of stress, which negatively impacts their academic performance and overall well-being.

In addition, lack of sleep also impairs students' ability to process information and solve problems. Adequate sleep gives the brain a chance to mentally recover, regulate emotions and strengthen memory. On the other hand, inadequate sleep can reduce students' resilience to stress, making them more prone to anxiety when facing academic challenges. The inability to sleep well can also exacerbate the way students perceive stressful situations, making them more likely to see them as a threat. This creates a cycle where stress interferes with sleep, and poor sleep further increases stress, ultimately harming their overall mental health. Therefore, it is important for college students to ensure good sleep quality and duration in order to manage stress and maintain their mental health.

This research is in line with Sreejesh et al. (2021) who found that there was a significant correlation between sleep quality and anxiety ($r = 0.431$, $p < 0.001$). Low sleep quality can interfere with the mental and emotional recovery process that occurs during sleep, thus exacerbating feelings of anxiety and stress. Adequate and quality sleep allows the brain to process emotions and experiences, whereas disturbed sleep interferes with this process. This research is also in line with the study of Matteo Carpi et al. (2022) found that poor sleep quality was significantly associated with increased stress levels and decreased quality of life related to mental and physical health among Italian university students during the COVID-19 pandemic. More than 65% of university students in this study experienced poor sleep quality, which was associated with higher stress levels and lower mental health.

This research is also in line with research by Vania Aldrete-Cortez. (2023) highlighted the role of sleep quality in increasing stress in college students. In this study, they found that low sleep quality was significantly correlated with higher stress. The research also showed that resilience and self-control can play a role in reducing the negative impact of poor sleep patterns on stress. This research is also in line with research by Wang et al. (2020) conducted in China, also showed that poor sleep duration and quality in medical students significantly increased symptoms of stress, anxiety, and depression. These factors are further exacerbated by academic pressure and the COVID-19 pandemic, which affect sleep patterns. Based on this, researchers assume that poor sleep patterns will affect stress levels in university students, especially because lack of sleep or low-quality sleep can worsen their mental and emotional conditions. Poor sleep quality can hinder students' ability to focus, manage time and cope effectively with academic pressures. This ultimately increases the risk of mental health disorders and triggers a more intense stress response. Furthermore, stress from academic demands often worsens sleep quality, creating a cycle where stress and poor sleep influence each other, further deteriorating students' mental health. As Allah says in QS. Al-Furqan/25:47.

وَهُوَ الَّذِي جَعَلَ لَكُمُ اللَّيْلَ لِبَاسًا وَالنَّوْمَ سُبَاتًا وَجَعَلَ النَّهَارَ نُشُورًا

Translation: *And it is He who made the night for you as a garment, and sleep for rest, and He made the day for rising to work.*

This verse shows that Allah created sleep as a means of rest for humans, which can restore energy and mental health. Adequate and quality sleep helps students to have a good focus on learning and better manage academic pressure.

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