

EXPLORATION OF ISLAMIC RELIGIOUS EDUCATION STRATEGIES IN ENHANCING ADOLESCENT MENTAL RESILIENCE

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ABSTRACT

Muslim adolescents frequently face various pressures and challenges that affect their mental health. Islamic religious education can improve adolescents' mental resilience by teaching religious values and spiritual practices. This research aims to explore effective Islamic religious education strategies for enhancing adolescents' mental resilience. This research uses qualitative methods with in-depth interviews and document analysis to collect data from teachers and students involved in the Islamic religious education program. The results showed that Islamic religious education strategies, such as teaching faith values, spiritual practices such as prayer and dhikr, and social support from the community, can help improve adolescents' mental resilience. These strategies help adolescents develop stress-coping skills and maintain mental balance. This research concludes that Islamic religious education can improve adolescents' mental resilience through comprehensive and religious values-based strategies. Thus, this study contributes to developing educational programs that are more effective in supporting adolescents' mental well-being.

Keywords: Exploration, Islamic Religious Education, Mental Resilience, Strategies

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INTRODUCTION

Adolescent mental health is currently a global issue that is receiving increasing attention. It is estimated that one in four people in the world will experience mental disorders, making it crucial to find effective solutions to improve mental health, especially among adolescents. In the context of rapid social and cultural changes, adolescents frequently experience difficulties building strong mental resilience to deal with the various pressures of daily life. This is where the role of Islamic religious education becomes crucial, as the spiritual, ethical, and moral values taught in Islamic education can potentially be one of the preventive and curative approaches to supporting adolescent mental health. Thus, it is crucial to examine further how Islamic

religious education can contribute to the mental strengthening of adolescents amidst the challenges of the times (Wang et al., 2025).

Islamic Religious Education (PAI) has great potential to improve adolescents' mental health through teaching religious values and spiritual practices. Values such as patience, sincerity, tawakal, and dhikr can be a source of inner strength for adolescents facing life's pressures. Therefore, research on Islamic religious education strategies to strengthen adolescents' mental resilience is crucial. In this context, mental resilience refers to an individual's ability to endure, adapt to, and recover from psychological stress or adversity. According to Reivich and Shatté (2002), mental resilience includes several components: emotion regulation, impulse control, optimism, empathy, self-efficacy, and problem-solving skills. By making PAI a means of strengthening these values, adolescents are expected to develop stress-coping skills and maintain their mental balance (Ciptadi, 2025).

Adolescent mental health is an international concern that is receiving more focus, as this period of life is marked by significant emotional and social challenges. The capacity for mental resilience which encompasses managing emotions, maintaining an optimistic outlook, and recovering from stress is vital for young people facing different life demands. One method thought to aid in enhancing mental resilience is Islamic Religious Education (PAI). Several studies have shown that PAI has a significant role in improving adolescents' mental health through teaching religious values, emotional control, and spiritual practices such as prayer and dhikr that can help overcome stress and anxiety. However, studies that specifically address PAI strategies in strengthening adolescents' mental resilience are limited. Therefore, this study explores how Islamic religious education can be strategically designed to help adolescents build mental resilience in the face of modern life pressures (Aldi & Kawakib, 2025).

Although various studies have shown that Islamic Religious Education (ISE) has a positive contribution to adolescents' mental health, most of them are descriptive and limited to a general description of the role of religious values in reducing stress and anxiety. For example, some studies only highlight the importance of spirituality without elaborating on learning methods or strategies that can be applied in formal education contexts. The lack of focus on specific PAI strategies - such as pedagogical approaches, integration of Islamic values in the curriculum, or learning practices that build mental resilience - makes practical implementation in the field difficult. Therefore, this study aims to fill the void by exploring concrete strategies that can be used in Islamic religious education to effectively strengthen adolescents' mental resilience (Aldi & Khairanis, 2024).

This research is designed to investigate effective strategies within Islamic religious education that can strengthen the mental toughness of young Muslims facing various social and psychological challenges. More precisely, this study seeks to address these issues: which religious teachings and practices in Islamic religious education play a significant role in developing the mental resilience of adolescents? Which instructional

strategies are the most efficient for imparting these teachings within a formal educational framework? How can these strategies be effectively incorporated into the Islamic religious education syllabus? By employing a qualitative method through a case analysis in an Islamic-based secondary school environment, this study aims to present valuable perspectives for teachers and policymakers regarding the impact of Islamic religious education on fostering the mental health and psychological health of Muslim youth.

The literature review will cover various aspects of this research topic, including theories on mental resilience, basic principles of Islamic religious education, and previous research on the relationship between religious education and mental health. This review aims to provide a solid theoretical foundation for this study and identify crucial issues that need further research (Charisi et al., 2025).

Mental resilience is an individual's ability to withstand, adapt to, and recover from various forms of stress, crisis, or trauma. More than just the ability to "survive," mental resilience includes developing effective coping strategies, building strong social relationships, and finding meaning in life, even amid adversity. Mental resilience is not a fixed, innate trait but a set of skills and resources that can be learned, developed, and strengthened over time. Factors such as social support, life experiences, religious beliefs, and the ability to manage emotions and stress all play a crucial role in shaping one's mental resilience. Therefore, this study will explore how Islamic religious education can contribute to developing and strengthening Muslim adolescents' mental resilience (Sukabdi et al., 2025).

Theoretically, Islamic religious education is supported by Islamic concepts such as *tawakkul* (surrender to Allah) and patience (endurance in the face of trials), which help individuals positively deal with stress. Spiritual practices such as prayer and *dhikr* also provide peace of mind and help adolescents focus on their life goals (Ugwu et al., 2025). An analysis of previous research suggests that Islamic religious education serves as a moral bulwark that encourages adolescents to avoid destructive behaviors and promote good mental health. However, more research is needed to understand the specific strategies in PAI that can directly improve mental resilience (Luo et al., 2025).

Muslim adolescents frequently face unique challenges such as religious discrimination, pressure to maintain cultural identity amid globalization, and stigma around mental health. Therefore, it is crucial to develop Islamic religious education strategies responsive to their specific needs to help them better deal with these challenges. Strategies for building mental resilience in Muslim adolescents include strengthening their religious and cultural identity, enhancing stress-coping skills through spiritual practices, social support from the community, and providing counseling services based on Islamic values (Ribbons et al., 2025).

This research is expected to make a significant contribution to understanding how Islamic Religious Education (PAI) can be effectively used to strengthen the mental resilience of Muslim adolescents. The main objective of this study is to identify Islamic

values and learning strategies that can shape mental resilience in the face of psychosocial stress. Specifically, this research seeks to answer the following questions: (1) what religious values and practices in PAI are most influential in shaping adolescents' mental resilience? and (2) what teaching methods are most appropriate to convey these values in the context of formal education? By taking these findings as a basis, this study aims not only to enrich the academic literature but also to develop practical guidelines for educators and policymakers in designing religious education programs that are more adaptive, relevant, and oriented toward the psychological well-being of Muslim adolescents in the modern era.

METHOD

This study uses a qualitative approach to explore Islamic religious education strategies for strengthening the mental resilience of Muslim adolescents. The qualitative approach was chosen because it allows researchers to deeply understand the participants' subjective experiences, views, and meanings of the phenomenon under study. Data collection techniques were conducted through in-depth interviews with two main groups of participants: Muslim adolescents and Islamic Religious Education (PAI) teachers who are directly involved in the learning process. In addition to interviews, participatory observation, and documentation were also conducted to strengthen the context of the data. Data analysis was performed using thematic analysis techniques that allow researchers to identify patterns, main themes, and meanings that emerge from qualitative data. To maintain the validity of the data, source triangulation, member check, and audit trail techniques were used in the data analysis process (Rahmah & Hermina, 2025).

The research subjects were selected using a purposive sampling technique based on criteria relevant to the research objectives. The criteria for choosing Muslim adolescents include: (1) currently a student at the senior high school (SMA) level or equivalent, (2) actively participating in religious activities both in the school and community environment, and (3) willing to openly share personal experiences related to life challenges and how they overcome them. The PAI teachers selected as participants must meet the following criteria: (1) have a minimum of five years of teaching experience, (2) understand the concept of mental resilience in the context of Islamic education, and (3) be willing to explain the learning strategies used to support students' mental resilience. With this design, the research is expected to provide a comprehensive picture of effective Islamic religious education practices in shaping adolescents' mental resilience.

The primary instrument employed in this research was a semi-structured interview framework. This framework included a set of open-ended inquiries intended to draw out the participants' comprehension of mental resilience, strategies within Islamic religious education viewed as beneficial for enhancing resilience, the participants' personal experiences by applying spiritual principles to solve life obstacles,

as well as the factors that either facilitate or hinder the learning process associated with Islamic religious educations in fostering mental resilience among adolescents.

Data obtained from interviews were analyzed using thematic analysis techniques. The analysis process included verbatim transcription of interview recordings, data reduction through identification and coding of relevant parts, presentation of data in the form of descriptive narratives, and drawing conclusions based on emerging themes. With this method, this research can provide an in-depth and comprehensive understanding of Islamic religious education strategies for improving adolescents' mental resilience.

RESULTS AND DISCUSSION

The Role of Islamic Values in Building Resilience

Islamic religious values play a central role in shaping adolescents' mental resilience. Values such as *tawakkal* (surrendering to Allah) were found to be the foundation for inner peace. Adolescents who deeply understand *tawakkal* tend to be more optimistic in the face of life's uncertainties, believing that Allah has arranged everything in the best way. This belief gives them the strength to accept their circumstances and keep trying their best (Salsabila & Rohmah, n.d.).

In addition, patience (resilience in the face of trials) is a crucial value that helps adolescents overcome difficulties. They learn not to give up easily when faced with challenges but see every test as an opportunity to grow and develop. The concept of patience emphasizes resigned acceptance of suffering and encourages active efforts to find solutions and improve oneself (Mustofa & Wuryan, 2025).

"I feel that religious values such as tawakkal and patience help me deal with pressure, especially when my exam scores are not as expected," said one student.

Gratitude (gratitude for God's favor) was also identified as significant in building mental resilience. Adolescents accustomed to being grateful tend to focus more on the positive things in their lives, thus reducing negative feelings such as envy, spite, and disappointment. By appreciating every favor given by Allah, they can maintain a balanced and optimistic perspective.

Ikhlas (doing things because of Allah) is a value that provides internal motivation for adolescents to do good and help others. When adolescents do something sincerely, without expecting anything in return, they feel happier and more meaningful. These positive actions benefit others and strengthen adolescents' mental resilience.

Spiritual practices are also a crucial component in the mental resilience of Muslim adolescents. Prayer, as an obligatory act of worship, provides peace of mind and helps adolescents connect with Allah. Through prayer, they can unburden themselves of thoughts and emotions and seek guidance and strength from Allah.

Another student also stated, *"Praying five times helps me to calm my mind. After praying, I feel more peaceful, as if all the burdens I feel are lighter."*

Apart from prayer, reading the Qur'an is a spiritual practice that inspires and provides tranquility. The verses of the Qur'an contain wisdom and lessons that are relevant to various aspects of life. Adolescents who regularly read the Qur'an feel more guided and motivated to live under religious teachings. Dhikr and prayer are also ways for teenagers to get closer to Allah and strengthen their faith. Through dhikr and prayer, they feel calmer, more peaceful, and protected. These practices help them cope with stress and anxiety and strengthen their hope in God's help.

“When reading the Qur'an, I frequently find verses that strengthen my heart, such as reminding me that for every difficulty there is ease,” said one student.

However, teenagers also recognize that practicing religious values in daily life is not always easy. They frequently face temptations and pressures from the surrounding environment that go against religious teachings. Therefore, they must continue strengthening their faith and understanding of religion. Islamic religious education is crucial in helping adolescents internalize religious values and practice them in daily life. Through classroom learning, religious activities at school, and guidance from Islamic religious education teachers, adolescents can gain the knowledge and skills needed to build mental resilience.

Thus, the values and practices of Islamic religious education are proven to contribute positively to adolescents' mental resilience. This emphasizes the importance of religious education as an integral part of Muslim adolescents' character-building and potential development efforts. In conclusion, this study underscores that values and practices in Islamic religious education significantly enhance adolescents' mental resilience, providing them with the tools and frameworks to navigate life's challenges with confidence and poise.

Islamic Religious Education Teachers' Teaching Methods in Improving Mental Resilience

The results showed that Islamic Religious Education teachers play a very crucial role in improving students' mental resilience through various teaching methods applied in the classroom. The techniques used do not only focus on delivering material but also on developing students' character and social skills. This makes learning more relevant and applicable to adolescents' daily lives (Firdaus et al., 2025).

One of the methods most frequently used by Islamic religious education teachers is group discussion. Students are invited to share their experiences and views on the spiritual values taught in these discussions. Through this interaction, students not only learn from the teacher but also from their peers. These group discussions create an inclusive learning atmosphere and encourage students to think critically and develop communication skills (Ilhamsyah et al., 2025).

“I frequently use the group discussion method in class. This way, students can share their experiences and views on religious values with each other. I see that when they

discuss the problems they face, they feel more supported and motivated to find solutions together,” one teacher revealed.

In addition to group discussions, Islamic religious education teachers apply the case study method to help students understand the application of spiritual values in real situations. In case studies, students are given scenarios of daily life challenges and then asked to analyze and provide solutions based on religious teachings. This method improves students' understanding of spiritual values and trains them to think analytically and creatively in dealing with problems.

Another teacher added, “Case studies are also very effective. When students are faced with real scenarios relating to life challenges, they learn to analyze and apply religious teachings in that context. This helps them think critically and find ways to deal with problems.”

Islamic religious education teachers also use a reflective approach in their teaching. After delivering the material, teachers frequently ask students to reflect on their learning and how the values can be applied daily. This reflection process helps students internalize religious values and understand the importance of using them in their lives.

“After delivering the material, I always ask the students to reflect on what they have learned and how they can apply it in their daily lives. This process helps them internalize religious values better,” explains one teacher.

The use of varied learning media is also one of the effective strategies implemented by Islamic religious education teachers. Teachers can present material more interestingly and interactively by utilizing technology such as videos, multimedia presentations, and educational applications. This increases students' interest in learning and helps them understand religious concepts better.

The table that explains some of the methods used by Islamic religious education teachers is as follows:

Table 1. Methods Most Frequently Used by Islamic Religious Education

Teacher Teaching Method	Description	Impact on Mental Resilience
Group Discussion	Students share their experiences and views on religious values. The teacher facilitates the discussion and provides direction.	Improve students' understanding of religious values, practice communication skills, build a sense of solidarity, and reduce loneliness.
Case Study	Students are faced with real scenarios related to life challenges and are asked to analyze and provide solutions based on religious teachings.	Improve critical and analytical thinking, practice problem-solving skills, and help students apply religious teachings daily.
Reflective Approach	After delivering the material, the teacher asks students to	Increase students' self-awareness of religious values,

Teacher Teaching Method	Description	Impact on Mental Resilience
	reflect on what they have learned and how they can apply it in their daily lives.	help them better internalize religious values, and encourage them to reflect on religious teachings' implications in their lives.

In addition, Islamic religious education teachers serve as role models for students in applying religious values in everyday life. Students tend to imitate the positive behaviors shown by their teachers. This role modeling creates a learning environment that supports students' character development and mental resilience. Teachers who demonstrate patience, gratitude, and sincerity will inspire students to do the same.

The importance of emotional support from teachers was also revealed in this study. Islamic religious education teachers frequently pay special attention to students who are experiencing difficulties or emotional distress. By listening to complaints and providing wise advice, teachers can help students feel supported and valued, thus increasing their confidence in facing challenges.

“When students know that we care and are ready to listen to their problems, they feel more comfortable sharing and seeking help,” said an Islamic education teacher.

Islamic religious education teachers also integrate religious extracurricular activities into the learning process. Activities such as recitation, social services, and spiritual seminars allow students to interact further with religious values outside the classroom. These activities strengthen social ties among students and build a sense of togetherness and solidarity.

However, this study also found some challenges Islamic education teachers face in implementing these teaching methods. One of the main challenges is the lack of professional training for teachers in using innovative teaching methods. Due to limited knowledge and skills, some teachers feel less confident applying new technologies or approaches.

Despite this, many Islamic religious education teachers remain committed to improving the quality of their teaching for the mental well-being of their students. They are constantly looking for ways to enhance their teaching methods and adapt to the needs of today's youth. This commitment shows that Islamic religious education has great potential to shape the character of Muslim adolescents through effective teaching approaches.

Overall, the results show that Islamic Religious Education teachers' teaching methods significantly improve adolescents' mental resilience. Islamic education teachers can help adolescents better face life's challenges and build the mental resilience necessary for their future by implementing relevant teaching strategies supporting students' character development.

Supporting and Inhibiting Factors for The Implementation of Islamic Religious Education Strategies

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The results showed that various supporting factors are crucial in successfully implementing Islamic religious education strategies to improve adolescents' mental resilience. One of the main factors is family support. A harmonious family that pays attention to their children's religious education creates a conducive environment for adolescents' mental development. In interviews, many students stated that discussions with parents about religious values helped them understand how religious teachings can be applied in daily life. Parents who actively accompany their children in religious activities also motivate students to internalize religious values (Pei, n.d.).

“At home, my parents always give full support to the religious activities that I participate in at school,” said one student.

Another student added, *“They also frequently engage me in discussions about religious values and how to apply them in daily life.”*

A supportive school environment is also a crucial supporting factor. Schools with a strong religious culture, such as regularly implementing religious activities, create a positive learning atmosphere for students. Teachers and school staff who demonstrate religious attitudes provide role models for students to apply religious values in their lives. In addition, school policies that support integrating religious values into various aspects of learning also strengthen the implementation of Islamic religious education strategies.

Islamic Religious Education teachers play a central role in the successful implementation of PAI strategies. Teachers function as teachers, mentors, and role models for students. PAI teachers who deeply understand religious values and can convey them in a relevant and interesting way can positively influence students' attitudes and behaviors. Exemplary teachers apply religious values daily to inspire students to follow in their footsteps (Bhakuni et al., 2025).

Community involvement in supporting religious education is also a significant supporting factor. Communities involving teenagers in spiritual activities, such as recitation, social services, or religious seminars, provide space for students to deepen their religious understanding outside the school environment. These activities strengthen social ties between students and build a sense of togetherness and solidarity among them.

However, this research also found several inhibiting factors in implementing Islamic religious education strategies. One of the main challenges is the stigmatization of mental health issues in society. Many teenagers feel reluctant to talk about their emotional problems for fear of being perceived as weak or lacking in faith. This stigma frequently prevents them from seeking help from teachers or counselors when facing mental difficulties.

Limited resources in schools are also a significant obstacle. Some schools do not have adequate facilities or learning materials to support Islamic religious education programs effectively. In addition, the lack of professional training for Islamic religious

education teachers on innovative teaching methods makes it difficult for some teachers to deliver materials in a way that is relevant to the needs of today's youth.

The influence of social media is another challenge that cannot be ignored. Adolescents are frequently exposed to information and values that contradict religious teachings through social media. This can lead to identity confusion or conflict between spiritual values and modern social norms that develop in society. Some students admitted to finding it difficult to balance expectations from their social environment with spiritual teachings.

“The influence of social media is also quite big. I am frequently exposed to content that is contrary to religious teachings, and this makes me confused,” said a student.

In addition, differences in understanding of religious teachings among students also become an obstacle in implementing Islamic religious education strategies. Students come from family backgrounds with different levels of spiritual experience, so sometimes, there are differences in views regarding certain values. This can lead to incomprehension or conflict when discussing religious teachings in class.

Lack of emotional support from the surrounding environment, both from family and peers, is also an obstacle in internalizing religious values in adolescents. Some students do not get attention or support when applying spiritual teachings daily. This can make them feel lonely or alienated. Time constraints are also a crucial inhibiting factor in implementing Islamic religious education strategies. With increasing academic demands, many students struggle to make time for religious activities or spiritual reflection. This reduces their opportunity to reflect on religious values and how they apply them daily.

“When I tried to talk about my problems, some of my friends were dismissive or even mocking. This made me feel uncomfortable and reluctant to seek help,” said a student.

Despite the obstacles, the results show that synergy between family, school, community, and government can be the key to successfully implementing Islamic religious education strategies. Support from all these parties is needed to create a learning environment that supports the development of Muslim adolescents' mental resilience.

Overall, this study highlights the importance of overcoming these barriers while maximizing the supporting factors for Islamic religious education to have a positive impact on the mental resilience of Muslim adolescents. Collaboration between various parties is necessary to ensure that religious values can be effectively applied in the daily lives of Muslim adolescents amidst the challenges of modern times.

CONCLUSION

The findings of this research revealed that Islamic religious education plays a significant role in enhancing the mental resilience of young individuals through the assimilation of religious principles, spiritual activities, and support from family and

friends. The method teachers use in Islamic religious education, including collaborative discussions and practical case analyses, is beneficial in assisting learners to comprehend and implement religious concepts in their everyday lives. However, various supportive elements were noted, such as family support and a nurturing school atmosphere. The researcher also uncovered several obstacles, including mental health stigma, limited resources, and the influence of social media. Thus, families, educational institutions, and communities need to work together to navigate these challenges and foster an environment conducive to nurturing the mental resilience of Muslim youth to face these contemporary issues.

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