

Happiness Uncovered: Exploring Subjective Well-being among Female Students in Islamic Boarding School

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ABSTRACT

Background: Subjective well-being is a measurement that can be used to integrate mental health as disease prevention and health promotion. **Objective:** This study aims to determine the relationship between subjective well-being and mental health in female students at an Islamic boarding school. **Methods:** This study is an observational analytic with a cross-sectional approach. The population is 179 female students; 100 samples were obtained using simple random sampling. The variables in this study are subjective well-being and mental health, optimism, gratitude, and self-esteem. Bivariate data analysis used the Spearman correlation test. **Discussion:** The result found that female students have moderate subjective well-being (66%), moderate mental health (52%), high optimism (84%), high gratitude (60%), and high self-esteem (77%). Correlation analysis shows that there is a relationship between optimism and subjective well-being ($0.00 < 0.05$), there is a relationship between gratitude and subjective well-being ($0.019 < 0.05$), there is no relationship between self-esteem and subjective well-being ($0.619 > 0.05$), and there is a relationship between subjective well-being and mental health ($0.04 < 0.05$). **Conclusion:** Al-Husna Islamic boarding school can maintain subjective well-being in several ways, including by providing learning and education to see life positively, healthy ways of giving thanks, training in positive thinking, and self-development linked to Islamic teachings.

Keywords: Subjective well-being, mental health, female student, Islamic boarding school

INTRODUCTION

The World Health Organization defines health as a complete state of physical, mental, and social well-being, not merely the absence of disease (World Health Organization, 2024). Mental health is crucial for individuals to realize their potential, cope with normal life stresses, work productively, and contribute to their communities. However, recent data indicate a decline in mental health among young people aged 18-24 (Sapien Labs, 2023), with stress levels significantly three to five times higher than in older age groups (Schramme, 2023). In Indonesia, emotional mental disorders have increased from 6% in 2013 to 9.8% in 2018 among those aged 15 and above (Balitbangkes RI, 2018 [Kemenkes RI]; Kementerian Kesehatan Republik Indonesia, 2019). East Java, including Jember Regency, reports significant mental health challenges, with high rates of severe mental disorders and emotional distress characterized by depression and anxiety symptoms. The Basic Health Study

reported that the prevalence of severe mental disorders in East Java is estimated at 0.19% of the population. The prevalence of emotional mental disorders, indicated by symptoms of depression and anxiety, is 4% among individuals aged 15 and above, affecting approximately 14 million people (Balitbangkes RI, 2018). Jember Regency ranks fourth in severe mental disorder cases, with a rate of 21.7% per 1,000 residents diagnosed with severe mental illness (ODGJ) (Andrawina et al., 2020). The 2020 Jember Health Profile revealed that out of 4,671 targeted ODGJ individuals, only 2,352 (50.35%) received services. A study by Bintang and Mandagi (2021) found that 45.57% of respondents aged 18 and above in Jember experience depression. Additionally, study by Budiman et al. (2023) reported that 65.6% of teenagers in Jember have poor mental health (Budiman et al., 2023). Specifically, female college students are particularly vulnerable to mental health issues. Studies indicate that women report higher levels of anxiety and depression compared

to men (Samosir, 2021). This demographic is crucial for study due to their higher distribution of mental disorders and the unique challenges they face in educational settings.

Subjective well-being (SWB) is a critical measure of how individuals perceive and evaluate their lives. It encompasses both cognitive judgments and affective responses such as happiness and life satisfaction (Academies, 2013; Centers for Disease Control and Prevention, 2018; Voukelatou et al., 2021). Subjective well-being is a form of well-being measurement with a stronger connection to positive mental health than objective well-being (Haller & Hadler, 2006; Ruggeri et al., 2020). SWB includes life satisfaction and emotional experiences and is a critical measure of positive mental health. Study indicates that subjective well-being is negatively correlated with depressive disorders; higher levels of SWB can decrease perceived depression (Donald & Jackson, 2022; Li et al., 2023). Factors such as optimism, gratitude, and self-esteem significantly influence SWB. Optimism correlates with lower depression rates, gratitude enhances emotional awareness, and high self-esteem improves coping strategies (Jebb et al., 2020; Margolis & Lyubomirsky, 2018; Schnettler et al., 2017). Studies have shown that individuals with lower optimism levels are more likely to experience depression and anxiety. For example, Valentsia and Wijono (2020) found that 61.9% of students had low optimism levels, and 29.1% had very low optimism levels. Rincón Uribe et al. (2022) identified a correlation between optimism and symptoms of depression and suicidal ideation. Gratitude also plays a significant role in subjective well-being. Study by Anjani et al. (2020) showed a meaningful relationship between gratitude and subjective well-being among students, with 31% of those with low subjective well-being also having low gratitude scores (Anjani et al., 2020). Self-esteem is another important factor. Individuals with high self-esteem tend to have stronger life satisfaction, positive affect, and better subjective vitality (Du et al., 2017). Lu et al. (2018) discovered that high self-esteem individuals are more resilient to stress and employ positive coping strategies.

Islamic boarding schools (*pesantren*) provide a unique living environment combining religious education and general studies. While these institutions offer a supportive community, they also present specific challenges that can affect students' mental health. Strict rules and the pressure to meet educational targets can lead to stress and anxiety (Anwar & Julia, 2021). A study conducted at the Al-Husna Islamic Boarding school in Jember found that 46.7% of the female students experienced mental health issues, including cognitive symptoms, anxiety symptoms, depressive symptoms, somatic symptoms, and energy anxiety symptoms (Wuryaningsih et al., 2018). Additionally, students may face stigma when seeking help for mental health issues, which can exacerbate feelings of isolation and depression (Muttaqin et al., 2024). Studies have shown that students in Islamic boarding school report higher levels of depression compared to those in conventional schools. Factors contributing to this include personality type, communication with peers, satisfaction with the living environment, and overall health status (Asri et al., 2024).

Understanding the subjective well-being of female college students living in Islamic boarding schools, which focuses on optimism, gratitude, and self-esteem, is essential for developing effective mental health interventions. This study aimed to explore these dynamics further to inform policies and practices that support students' mental health in these unique educational settings.

METHODS

Study Design and Participants

This study used a cross-sectional design conducted at Pondok Pesantren Al-Husna in Jember, Indonesia, from October 2022 to June 2023. The sample was 100 out of 179 female college students selected through simple random sampling. Participants were required to be active students residing in the boarding school and willing to provide informed consent.

Tools and Techniques

The data collection technique used in this study was through a questionnaire. This method was to identify the respondents' demographics, including age,

subjective well-being, optimism, levels of gratitude, and self-esteem among the female students at Pondok Pesantren Al-Husna in Jember. The interviews were conducted using a structured format with a questionnaire. The questionnaire was developed using several instruments, including:

1. **Subjective well-being**
This instrument measures the level of subjective well-being among the female students at Pondok Pesantren Al-Husna. The tool used is the Subjective Well-Being Inventory (SUBI), formulated by the WHO in 1992 (Yun *et al.*, 2019).
2. **Mental health (stress levels)**
The mental health assessment in this study focused on stress levels using a standardized instrument known as the Perceived Stress Scale (PSS-10), developed by Cohen in 1983 and translated into Bahasa Indonesia by Prasetya *et al.* (2020). This instrument consists of 10 questions and classifies stress levels into low, moderate, and high stress.
3. **Optimism**
This measures the level of optimism among the female students at Pondok Pesantren Al-Husna. The instrument used is the Revised Life Orientation Test (LOT-R) in the Indonesian version, which has been tested for validity and reliability by Suryadi *et al.* (2021).
4. **Gratitude**
This instrument measures the level of gratitude among the female students at Pondok Pesantren Al-Husna. It uses the Gratitude Questionnaire—Six Item Form (GQ-6) developed by McCullough ((Grimaldy & Haryanto, 2020).
5. **Self-esteem**
This measures the level of self-esteem among the female students at Pondok Pesantren Al-Husna. The instrument used is the Rosenberg Self-Esteem Scale (Primasari *et al.*, 2022).

Statistical Analysis

The data were analyzed using SPSS software. Two types of analyses were employed: univariate analysis and bivariate analysis. Univariate analysis was used to determine the frequency

distribution of each subject's responses for each variable by describing the characteristics of the dependent and independent variables. In this study, univariate analysis focused on the characteristics of the respondents, including age, levels of subjective well-being, mental health (stress levels), optimism, gratitude, and self-esteem among the female students at Pondok Pesantren Al-Husna.

Bivariate data were analyzed using Spearman's correlation. Significance was set at $p < 0.05$. Bivariate analysis was used to examine the relationships between optimism, gratitude, and self-esteem with subjective well-being, as well as the relationship between subjective well-being and mental health among female students. The strength of the correlation was assessed based on the value of r .

Ethical Consideration

The study was conducted with approval from the Ethics Committee of the Faculty of Dentistry, University of Jember Number 2025/UN25.8/KEPK/DL/2023, and data collection was carried out after receiving this approval. Participants were provided with a consent form to participate in the study, which was voluntary and offered no incentives. Participants had the right to withdraw at any time.

RESULTS AND DISCUSSION

Characteristics of Female Student Respondents at the Al-Husna Islamic Boarding School

Most of the female students at Al-Husna Islamic Boarding school are 20, 21, and 22 years old, at 22%, 24%, and 22%, respectively. Meanwhile, the average length of stay for female students at boarding school is 1-3 years, which accounts for 42% of the total. Most female students, specifically 25% (25 students), are in their final year, which is their fourth year of study. Most female students, 55%, had previously studied at an Islamic boarding school before attending Al-Husna Islamic Boarding School. In comparison, 45% stayed at an Islamic boarding school for the first time at Al-Husna (Table 1).

Table 1. Characteristics of Female Students at the Al-Husna Islamic Boarding School (n=100)

Respondents' Characteristics	n	%
Age (years old)		
18	5	5
19	17	17
20	22	22
21	24	24
22	22	22
23	6	6
24	2	2
25	2	2
Faculty		
Science and Technology	44	44
Social and Humanities	56	56
Student Classification		
1 st year	13	13
2 nd year	16	16
3 rd year	22	22
4 th year	25	25
>4 th year	24	24
Length of Stay in Islamic Boarding School (year)		
<1	34	34
1-3	42	42
>3	20	20
Previously living in the Islamic Boarding School		
Yes	55	55
Never	45	45

Subjective Well-being Level and Mental Health (Stress Level) among Female Students at Al-Husna Islamic Boarding school

Most participants in this study have a moderate level of subjective well-being, accounting for 66% (66 students). The stress classification groups are divided into mild, moderate, and severe categories. More than half of respondents have moderate mental health (stress level), 52% (52 students) (Table 2).

Table 2. Level of Subjective Well-being and Stress (n=100)

Category	n	%
Subjective Well-being		
Low	15	15.0
Moderate	66	66.0
High	19	19.0
Stress Level		
Low	14	14.0
Moderate	52	52.0
High	34	34.0

Subjective Well-being Categories among Female Students at Al-Husna Islamic Boarding school

Most female students have a high level of optimism, accounting for 84% (84 students), a high level of gratitude at 60% (60 students), and a high level of self-esteem at 77% (77 students) (Table 3).

Table 3. Subjective Well-being Categories among Female Students at Al-Husna Islamic Boarding school (n=100)

Subjective Well-being Categories	n	%
Optimism Level		
Low	16	16.0
High	84	84.0
Gratitude Level		
Low	10	10.0
Moderate	30	30.0
High	60	60.0
Self-Esteem Level		
Low	4	4.0
Moderate	19	19.0
High	77	77.0

The Relationship between Levels of Optimism, Gratitude, and Self-esteem with Subjective Well-Being in Female Students at Al-Husna Islamic Boarding School

Significant positive correlations were found between optimism and SWB ($r = 0.353, p < 0.05$), as well as gratitude and SWB ($r = 0.234, p < 0.05$). However, no significant relationship was observed between self-esteem and SWB ($p > 0.05$) (Table 4). Indicating a moderate correlation with a positive direction, meaning that the higher the level of optimism, the higher the subjective well-being among the female students at Al-

Husna Islamic Boarding School. This also indicates a moderate correlation with a positive direction, meaning that the higher the level of gratitude, the higher

the level of subjective well-being among the female students at Al-Husna Islamic Boarding School.

Table 4. Relationship between Levels of Optimism, Gratitude, and Self-esteem with Subjective Well-Being

Level of Optimism, Gratitude, and Self-Esteem	Subjective well-being Level						p-value	R
	Low		Moderate		High			
	n	%	n	%	n	%		
Optimism Level								
Low	8	8.0	7	7.0	16	16.0	0.00	0.353
High	7	7.0	59	59.0	84	84.0		
Gratitude Level							0.019	0.234
Low	5	5.0	4	4.0	10	10.0		
Moderate	2	2.0	26	26.0	30	30.0		
High	8	8.0	35	35.0	60	60.0		
Self-Esteem Level							0.619	0.050
Low	1	1.0	3	3.0	4	4.0		
Moderate	1	1.0	16	16.0	19	0		
High	13	13.0	47	47.0	77	77.0		

The Relationship between Subjective Well-Being and Mental Health (Stress Level) among Students at the Al-Husna Islamic Boarding School (n=100)

A significant correlation existed between subjective well-being and mental health ($r = 0.288$, $p < 0.05$) (Table

5). The correlation coefficient (r) is 0.288, which indicates a moderate correlation with a positive direction, meaning that the higher the level of subjective well-being, the better the mental health of the female students at Al-Husna Islamic Boarding School.

Table 5. Relationship between Subjective Well-Being and Mental Health (Stress Level)

Subjective Well-Being	Mental health (Stress Level)						p-value	r
	Low		Moderate		High			
	n	%	n	%	n	%		
Low	6	6.0	6	6.0	15	15.0	0.04	0.288
Moderate	7	7.0	40	40.0	66	66.0		
High	1	1.0	8	8.0	19	19.0		

Characteristics of Female Student Respondents at the Al-Husna Islamic Boarding School

The study found that most female students at Al-Husna Islamic Boarding School are aged 20 to 22, with a significant portion having stayed at the boarding school for 1-3 years. Many are in their final year of study. This demographic suggests a transitional phase where students balance academic pressures with personal development. The prior experience of 55% of students in another Islamic boarding school likely aids their adaptation, providing familiarity with the environment and its demands. A study on stress indicates that younger age groups are at a higher risk of experiencing stress compared to older age groups. Stress and personal crises also show that younger age groups have higher stress

levels compared to older ones. Older individuals perceive events as less stressful than younger people (Birditt et al., 2021). Age is also a determining factor in stress levels, as mental development occurs during late adolescence (18-24 years), which enhances the student's ability to process everything related to their lives and surroundings. This is consistent with Ahasyim's (2021) study, which states that students who decide to stay at an Islamic boarding school during college tend to have previously attended a boarding school, making them feel more familiar and comfortable with the education system applied to Islamic boarding school (Ahasyim, 2021).

Subjective Well-Being of Female Students at Al-Husna Islamic Boarding School

Most female students exhibit moderate subjective well-being (66%). This indicates a balance between positive and negative emotions, with many students expressing confidence in their abilities and satisfaction with their social relationships. The moderate level of well-being could be attributed to strong social networks and spiritual practices within the boarding school, which promote resilience and positive outlooks. Indicators of this include having good life satisfaction, such as feeling confident in their abilities, believing in their capacity to solve problems, being happy with their activities over the past few years, and maintaining close and positive relationships with friends and family. When faced with difficulties, they rarely feel angry or worried over minor issues and seldom feel sad without reason. Adequate social support can create subjective well-being in individuals, as it is an external factor. Positive social relationships are among the best predictors of subjective well-being, which can enhance individual happiness (Hidayati et al., 2023). The findings also align with a previous study, which showed that students (*santri*) can still maintain good subjective well-being due to their strong social adjustment skills, allowing them to adapt more quickly (Arif et al., 2020; Ianah & Suprayogi, 2022). This strong social adjustment might be because most respondents have previously lived in an Islamic boarding school, making the adaptation process faster. The high subjective well-being among female students in the boarding school could also be attributed to their strong spirituality. According to a study by Hasanah (2023), students in Islamic boarding schools have high spirituality, which can generate positive emotions such as hope, compassion, and gratitude, making individuals happier, more satisfied, able to enjoy life, and maintain good mental and physical health (Hasanah & Haris, 2023). Individuals with a strong sense of spirituality believe in the existence of a "higher power." In religious contexts, this power is perceived as God, and in the context of Islam, those with strong spirituality direct their belief toward Allah SWT. A person with good spirituality

feels connected to this higher power, which leads to a positive outlook on life, influencing their subjective well-being (Khamida et al., 2023; Villani et al., 2019).

Level of Optimism, Gratitude, and Self-Esteem in Female Students at Al-Husna Islamic Boarding School

The high levels of optimism (84%), gratitude (60%), and self-esteem (77%) among students play crucial roles in enhancing subjective well-being. These findings emphasize the need for Al-Husna Islamic Boarding School to focus on programs that maintain optimism, gratitude, and self-esteem.

The level of optimism among female students at Al-Husna Islamic Boarding School is influenced by the social support available around them. Social life is integral to their existence as students and *santri* at the boarding school. The study by Fiqih and Suprihatin (2021) indicates that higher social support correlates with greater stress-related growth; conversely, lower social support results in lower stress-related growth. The study by Ni'mah and Khoiruddin (2021) also explains that female students who are also *santri* are accustomed to managing their time and have developed independence while living in a boarding school away from their families. The ability of *santri* to assess themselves and appreciate all their potential fosters a high level of optimism to achieve their desired goals. Another reason for female students' high level of optimism at the boarding school may be their religiosity. According to a study by Harpan (2015), religiosity contributes to an individual's optimism and can influence their emotional pressures, leading to a more realistic and optimistic mindset.

Gratitude, as a state, is defined as a subjective feeling of admiration, thankfulness, and appreciation for anything received. Gratitude as a trait refers to the tendency to feel thankful for life experiences (Komase et al., 2021). Furthermore, female students' high levels of gratitude at Al-Husna Islamic Boarding School are attributed to harmonious social relationships with people in their boarding school environment. Social relationships mediate gratitude and can enhance an individual's adaptive capabilities in new situations, including their health status

(Rahmania & Nashori, 2021). Individuals with high levels of gratitude tend to experience lower negative emotions, positively impacting various life aspects such as physical health, psychological well-being, social relationships, and their environment. A study conducted by Radisti *et al.* (2023) found that the stress experienced by students is significantly lower among those with high levels of religiosity compared to those with lower religiosity. Living in a boarding school setting differs from residing in a rental accommodation. The noticeable difference lies in the daily activities undertaken. Female students in the boarding school tend to be more active in religious activities. Religion is crucial in developing self-confidence, enabling students to face difficulties (Radisti *et al.*, 2023).

Respondents generally exhibit good self-acceptance, low feelings of inferiority, and no issues in social relationships, making them less likely to feel despair while striving to remain optimistic despite facing numerous obstacles. They maintain good relationships with their surroundings, which helps them feel supported when confronting challenges (Hidayat, 2022). Optimism can help address and prevent stress caused by external pressures and demands, leading individuals to think more positively about their future and enhancing problem-solving abilities, moral strength, and overall health (Cornellia Brigita Stella *et al.*, 2023). Moreover, the high self-esteem levels among female students at Al-Husna Islamic Boarding School align with previous studies indicating that students with high self-esteem are more resilient and capable of adapting to life changes and challenges. They demonstrate resilience and the ability to recover when facing difficulties (Hidayat *et al.*, 2020). Another study highlights that individuals with high self-esteem are more likely to have positive attitudes toward themselves and others, feel confident in their abilities, and maintain a positive outlook on life. In contrast, adolescents with low self-esteem may struggle with feelings of insecurity, anxiety, and depression (Lubis & Mahendika, 2023).

Mental Health (Stress Level) of Female Students at Al-Husna Islamic Boarding School

More than half of the respondents (52%) have moderate stress levels. This stress may stem from academic pressures, especially among final-year students facing thesis or project deadlines. This aligns with the study conducted by Domaley *et al.* (2023), which indicates that final-year students often experience stress due to excessive demands from their professors while completing their final projects or theses. While supportive, the boarding school's structured environment can also contribute to stress due to high expectations and rigorous schedules. As female students living away from their parents, they are more likely to experience higher stress levels compared to those living with family or parents (Domaley *et al.*, 2023). This is supported by Alkhawaldeh *et al.* (2023), who stated that students with low social support tend to have higher stress levels. Conversely, students with supportive friends and family will likely experience lower stress levels. However, moderate to severe stress needs to be addressed promptly, as it can lead to more serious physical, mental, and psychological issues. Stress can affect the human immune, digestive, nervous, and cardiovascular systems. The immune system can be influenced by stress, as the capacity of the immune system to resist antigens decreases at certain points during stressful times. Individuals experiencing stress are at a higher risk of infection. The stress hormone corticosteroid can completely compromise the immune system's effectiveness, making stressed individuals potentially prone to heart and arterial problems such as high blood pressure (Zafar *et al.*, 2021).

The Relationship between Levels of Optimism, Gratitude, and Self-esteem with Subjective Well-Being in Female Students at Al-Husna Islamic Boarding School

The results reveal significant positive correlations between optimism and SWB, as well as between gratitude and SWB, while no significant relationship was found between self-esteem and SWB. This finding aligns with previous studies that have consistently demonstrated the beneficial effects of optimism on various

aspects of psychological well-being (Yıldırım & Arslan, 2022). Optimistic individuals are more likely to approach challenges confidently, maintain positive expectations for the future, and employ effective coping strategies when faced with adversity. Individuals with good optimism can better cope with pressure and stress, enhancing their positive emotions and life satisfaction. Those with high optimism are more likely to adopt adaptive and healthy coping strategies, and their hopefulness helps them reframe their thoughts and negative emotions, focusing on positivity and improving their ability to handle stressful life events, leading to happiness and life satisfaction (Genç & Arslan, 2021; Yıldırım & Arslan, 2022). High levels of optimism can be interpreted as good, instilling confidence in overcoming future challenges and fostering a belief that things will improve. High optimism is associated with better physical and psychological health and a reduced likelihood of depression. In the context of Al-Husna Islamic Boarding School, optimism may play a crucial role in helping students navigate the unique challenges of their educational environment. The structured lifestyle, academic demands, and spiritual expectations inherent in Islamic boarding schools may be more easily managed by optimistic students.

Moreover, this finding supports the importance of gratitude in promoting psychological well-being. Gratitude is a manifestation of an individual's religiosity. It enhances subjective well-being by fostering an appreciation for life's experiences. A strong sense of gratitude can develop an individual's cognitive and social capacities, ultimately improving their subjective well-being, an essential index for assessing mental health and quality of life (Dewi et al., 2021). This finding aligns with a study by Hardiani et al. (2021), which indicates that gratitude has a positive correlation with subjective well-being and mental health. Individuals with high levels of gratitude exhibit better coping mechanisms when facing challenges, possess greater self-control in their social interactions, personal development, and life goals, and demonstrate good self-acceptance, all of which positively impact their mental health (Hardianti et al., 2021). Grateful individuals tend to appreciate positive

experiences, acknowledge the contributions of others, and maintain a more positive perspective on life circumstances. For Al-Husna Islamic Boarding school students, cultivating gratitude may be particularly beneficial in fostering a sense of connection to their community, appreciating the opportunities provided by their educational environment, and finding meaning in their daily experiences. The Islamic teachings often emphasize gratitude as a virtue, which may further reinforce this positive relationship between gratitude and subjective well-being. However, this study contrasts with previous study suggesting a positive association between self-esteem and well-being. However, it is important to note that the relationship between self-esteem and well-being can be complex and may vary across different cultural contexts. Several factors could explain this finding. The Islamic boarding school environment may emphasize collective values and humility, potentially moderating the impact of individual self-esteem on subjective well-being. Students may derive their sense of worth from sources other than personal self-esteem, such as religious devotion or academic achievement.

The Relationship between Subjective Well-Being and Mental Health (Stress Level) among Students at the Al-Husna Islamic Boarding School

The positive correlation between SWB and mental health aligns with existing literature on the interconnectedness of these constructs. This finding is consistent with previous studies that indicate subjective well-being is related to mental health. Individuals with high subjective well-being tend to be happier and have better social relationships, which enhances physical health and problem-solving abilities. Conversely, individuals with low subjective well-being are more likely to experience feelings of loneliness, depression, and anxiety (Yıldırım & Arslan, 2022). Subjective well-being can be defined as an individual's cognitive and affective evaluation of their life, which includes emotional reactions to events as well as cognitive assessments of the satisfaction with their life. This aligns with a study conducted by Martinez et al.

(2024), which states that internal consistency, reliability, and convergence exist in every measurement instrument used across each dataset to measure and understand the relationship between subjective well-being and stress levels.

Subjective well-being, which encompasses life satisfaction, positive affect, and low levels of negative affect, has been consistently associated with various mental health indicators across diverse populations. In the context of Al-Husna Islamic Boarding School, this relationship may be particularly significant due to several factors: Islamic boarding schools often emphasize the development of both intellectual and spiritual aspects of students' lives. This holistic approach may strengthen the connection between overall well-being and mental health; The close-knit community environment typical of boarding school may amplify the effects of subjective well-being on mental health through increased social support and shared experiences; and the integration of religious teachings and practices in daily life may serve as a protective factor, enhancing both subjective well-being and mental health.

CONCLUSION

Most female students had moderate levels of subjective well-being (66%) and stress (52%). High levels of optimism (84%), gratitude (60%), and self-esteem (77%) were observed among respondents. Significant positive correlations were found between optimism and SWB ($r = 0.353$, $p < 0.05$), as well as gratitude and SWB ($r = 0.234$, $p < 0.05$). However, no significant relationship was observed between self-esteem and SWB ($p > 0.05$). A significant correlation existed between SWB and mental health ($r = 0.288$, $p < 0.05$). This study underscores the importance of fostering optimism and gratitude to enhance subjective well-being among female college students in Islamic boarding school. Given the unique challenges faced by these students, integrating mental health support within the educational framework could improve their overall well-being and academic success.

The recommendation for the Al-Husna Islamic Boarding School is to maintain or improve subjective well-being

and mental health by providing education and training focused on positive thinking, healthy gratitude practices, and personal development following Islamic teachings. Future studies should explore additional factors influencing SWB to develop comprehensive strategies for promoting mental health in similar settings.

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