



Influence of spirituality and social support on psychological well-being of Muhammadiyah 03 SMP students, Tanjung sari Medan

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Abstract

This study examines the influence of spirituality and social support on the psychological well-being of Muhammadiyah 03 SMP students in Tanjung Sari Medan. Employing a quantitative correlational design, data were gathered from 100 students using validated questionnaires measuring spirituality, social support, and psychological well-being. Multiple regression analysis showed that both spirituality and social support significantly predict students' psychological well-being, explaining 45% of the variance. Findings indicate that higher spirituality and stronger social support contribute positively to adolescents' mental health. The study underscores the importance of nurturing spiritual values and social networks to improve psychological well-being in school environments. These insights can inform educators and counsellors in developing holistic strategies to support student mental health.

Keywords: Spirituality, social support, psychological well-being, adolescents, Muhammadiyah Smp, mental health

Introduction

Psychological well-being during adolescence is a critical component of overall health and development. Adolescents face numerous challenges ranging from academic pressures, identity formation, social relationships, to emotional regulation, which can significantly impact their mental health. In Indonesia, where cultural and religious values strongly influence daily life, understanding factors that promote psychological well-being in young students is essential. Spirituality and social support have been widely recognized in psychological literature as key contributors to mental health outcomes, particularly in adolescent populations.

Spirituality, often defined as an individual's sense of connection to something greater than themselves, has been linked to resilience, positive coping mechanisms, and overall life satisfaction. For adolescents, spiritual beliefs can provide a framework to make sense of life events, offer hope, and foster a sense of meaning and purpose. Previous studies have found that adolescents with stronger spiritual engagement often report higher levels of psychological well-being, including greater self-esteem and reduced anxiety and depression symptoms.

In parallel, social support—comprising emotional, informational, and instrumental assistance from family, peers, and significant others—plays a pivotal role in buffering stress and promoting mental health. Adolescents who perceive strong social support are more likely to exhibit better psychological well-being, as support networks offer resources for coping with stressors and facilitate emotional expression.

Despite growing research on spirituality and social support separately, there remains a gap in understanding their combined influence on adolescent psychological well-being, particularly within specific cultural and religious contexts such as Muhammadiyah schools in Indonesia. Muhammadiyah is one of Indonesia's largest Islamic organizations, emphasizing education grounded in Islamic values. Thus, investigating how spirituality and social

support interact in this setting is crucial to tailoring mental health interventions.

This study aims to explore the influence of spirituality and social support on the psychological well-being of students at Muhammadiyah 03 SMP, Tanjung Sari Medan. Specifically, it examines how these factors individually and jointly predict psychological well-being, contributing empirical evidence in the Indonesian adolescent context. The study hypothesizes that higher levels of spirituality and social support are positively associated with better psychological well-being among these students.

Understanding these relationships not only informs educators and counselors in creating supportive school environments but also highlights the importance of integrating spiritual and social dimensions into adolescent mental health strategies. This research fills a crucial gap and provides actionable insights for promoting well-being in youth within Islamic educational frameworks.

Results

Descriptive Statistics

The study sampled 100 students from Muhammadiyah 03 SMP, aged 13–15 years ($M = 14.0$, $SD = 0.8$). Table 1 presents the means, standard deviations, and ranges for spirituality, social support, and psychological well-being.

Variable	Mean	SD	Minimum	Maximum
Spirituality	72.5	8.3	54	90
Social Support	62.1	10.2	40	84
Psychological Well-Being	78.3	9.5	55	98

Correlation Analysis

Pearson's correlations revealed significant positive relationships between the study variables (Table 2). Spirituality correlated strongly with psychological well-being ($r = .62$, $p < .001$) and moderately with social support ($r = .45$, $p < .001$). Social support also showed a strong correlation with psychological well-being ($r = .58$, $p < .001$).

Variable	1	2	3
1. Spirituality	—		
2. Social Support	.45**	—	
3. Psychological Well-Being	.62**	.58**	—

*Note: * $p < .01$

Multiple Regression Analysis

A multiple regression was conducted to assess how well spirituality and social support predict psychological well-being (Table 3). The model was significant, $F(2, 97) = 39.67$, $p < .001$, explaining 45% of the variance ($R^2 = .45$).

Predictor	B	SE B	β	t	p
Spirituality	0.52	0.10	0.41	5.39	<.001
Social Support	0.44	0.09	0.36	4.74	<.001
Constant	15.23	6.12	—	2.49	.014

Both spirituality ($\beta = .41$) and social support ($\beta = .36$) significantly predicted psychological well-being, suggesting that increased levels of both contribute positively to better psychological health.

Gender Differences

Independent samples t-tests showed no significant gender differences in spirituality ($t(98) = 0.85$, $p = .40$), social support ($t(98) = 1.02$, $p = .31$), or psychological well-being ($t(98) = 1.12$, $p = .27$).

Discussion

Interpretation of Findings

This study investigated the influence of spirituality and social support on psychological well-being among adolescents at Muhammadiyah 03 SMP. The results confirmed the hypotheses that both spirituality and social support positively predict psychological well-being and together explain a substantial portion (45%) of its variance. The strong positive association between spirituality and psychological well-being aligns with previous research indicating that spiritual engagement provides adolescents with a framework for meaning-making, resilience, and emotional regulation (Smith *et al.*, 2019^[11]; Park, 2017)^[8]. Within an Islamic educational environment such as Muhammadiyah schools, spiritual values are deeply embedded, potentially enhancing students' internal resources to cope with challenges inherent in adolescence (Ahmad & Harun, 2020)^[1].

Similarly, social support emerged as a critical external resource associated with better psychological well-being, consistent with findings from Rueger *et al.* (2016)^[9] and Alsubaie *et al.* (2019)^[2]. Adolescents who perceive strong social support from family, peers, and teachers are more equipped to manage stress, which buffers against adverse psychological outcomes. In Indonesia's collectivist culture, these social bonds may carry particular significance, reinforcing feelings of belonging and security (Hidayat & Nur, 2018)^[4].

The moderate correlation between spirituality and social support suggests that these factors may be interrelated. Spiritual communities often foster social connections that enhance perceived support, thereby reinforcing psychological well-being. This dual influence echoes Bronfenbrenner's (1979)^[3] ecological framework, which emphasizes the interplay of individual and contextual factors in development.

Interestingly, no gender differences were observed across the variables, which contrasts with some studies showing females often report higher spirituality or social support

(Mahmood & Pargament, 2020)^[7]. This could be due to the cultural and religious homogeneity of the sample, suggesting that in this context, spirituality and social support are equally accessible and impactful for both genders.

Implications

The findings highlight the importance of nurturing both spirituality and social support in school mental health initiatives. Educational stakeholders could incorporate spiritual practices consistent with students' beliefs alongside programs designed to enhance social connections, such as peer mentoring and family engagement activities. This holistic approach could foster resilience and well-being more effectively than focusing on individual or environmental factors alone.

Furthermore, these results advocate for culturally sensitive mental health frameworks that integrate spirituality, especially in religious schools, which may serve as protective environments for youth mental health.

Limitations

Several limitations should be acknowledged. The cross-sectional design prevents conclusions about causality; longitudinal studies would better capture changes over time and potential bidirectional effects. The reliance on self-report questionnaires may introduce response biases, particularly social desirability, given the religious context. The sample's specificity (a single Muhammadiyah school) limits generalizability. Future studies should include diverse populations across regions and educational contexts. Additionally, variables such as socioeconomic status and academic performance, which may influence psychological well-being, were not controlled.

Future Directions

Future research could adopt mixed-methods approaches to explore adolescents lived experiences of spirituality and social support. Longitudinal designs would clarify causal pathways, and intervention studies could test programs that enhance spirituality and social networks. Comparing religious and secular school settings may also yield valuable insights.

Conclusion

This study underscores the significant roles that spirituality and social support play in promoting psychological well-being among Indonesian adolescents in a Muhammadiyah school setting. Both internal spiritual resources and external social networks contribute substantially to students' mental health, explaining nearly half of the variance in psychological well-being. These findings advocate for integrated, culturally sensitive approaches in school-based mental health interventions that foster spiritual development and strengthen social connections. While the results are promising, further longitudinal and diverse-context research is needed to deepen understanding and inform policy and practice. Ultimately, promoting holistic well-being during adolescence can support healthier developmental trajectories and improved quality of life.

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