



## **The Influence Of Academic Perfectionism And Religion On The Mental Health Of Students In Islamic Higher Education**

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### **Abstract**

*Many students set high standards for themselves such as having a high GPA and perfect grades in lectures. This triggers the emergence of perfectionism in themselves so that it can become excessive pressure that affects students' mental health. This study aims to investigate the effect of academic perfectionism and religious perfectionism on the mental health of PAI students in Kerinci State Islamic Institute both individually and simultaneously. The method used in this research is quantitative by using multiple regression analysis techniques with a sample of PAI students in Kerinci State Islamic Institute. The results showed that there was no effect of academic perfectionism on the mental health of PAI students and there was no effect of religious perfectionism on the mental health of PAI students. Simultaneously, academic perfectionism and religious perfectionism did not affect the mental health of PAI students. However, this study found a relationship between academic perfectionism and religious perfectionism. This suggests that other factors may play a greater role in influencing the mental health of PAI students at Kerinci State Islamic Institute.*

### **Keywords**

*Perfectionism; Academic; Religion; Mental health; Students*

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## Introduction

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Mental health is one of the factors that greatly affects a person's productivity and quality of life (Hakim, Mulyana, and Amalia 2024). According to Law Number 18 of 2014, mental health is a condition in which a person can grow physically, intellectually, spiritually, and socially to recognize their potential, manage stress, work well, and contribute to their community (Rachmawati 2020). Mental health affects the way we think, feel and behave in our daily lives. Someone with good mental health will be able to reach their potential (Rahmawaty et al. 2022). Therefore, it is important to learn and understand about mental health in order to form a supportive environment.

Mental health that is not maintained can be at risk of mental disorders. Unsupportive environmental factors, such as lack of social support, workloads that are too heavy (Suparno et al. 2025), or lack of time for relaxation and recovery (Syahidin et al. 2024) have a negative impact on mental health. On the other hand, in the college environment, students are often faced with various demands where academic and social pressures often occur (Rivaldi 2024), such as academic achievement, self-development, and social adaptation (Rahmawaty et al. 2022; Tinus, Asmirah, and Burchanuddin 2021). If these demands are not handled properly, it can cause mental health problems ranging from stress, anxiety disorders, to depression (Ulfah 2023). Therefore, maintaining mental health is important to prevent emotional disorders.

The issue of perfectionism and its impact on mental health is under review in both general and faith-based higher education. The role of religion on mental health is very important. Religion can fortify oneself from bad deeds, live with patience and humility (Nurislamiah and Setyawati 2023). Religion provides limits to what is good and bad, so that it can understand when efforts to achieve perfection are positive and when it is excessive to have a negative impact (Mz 2018). With moral and spiritual guidance, individuals are expected to balance between maximum effort and acceptance of self-limitation, thus avoiding excessive mental stress.

In the midst of fast-paced times, students' mental health is vulnerable, especially in a competitive academic environment (Vierdiana 2024). According to Riskesdas (Basic health research) 2018 data shows that the prevalence of mental emotional disorders for ages 15 years and over reaches around 6.1% of the Indonesian population or the equivalent of 11 million people with symptoms of depression and anxiety (Rachmawati 2020). This is in line with research showing that 25% of university students in Indonesia experience depression, 51%



experience anxiety, and 39% experience stress (Astutik et al. 2020). Therefore, it is important for the environment to provide support to maintain mental health.

Having high expectations of both oneself and the environment can also trigger mental health problems (Mutiara 2024). The desire to achieve high standards, fear of failure and worry about others' judgments are characteristics of perfectionism (Sujadi 2023). Perfectionism can motivate a person to be better but, if excessive, can cause stress, anxiety and even mental disorders due to too much pressure on oneself. Perfectionists tend to experience stress, anxiety, and self-dissatisfaction when results do not match expectations because they set standards that are difficult to achieve (Sari and Arjanggal 2023). When their expectations are not met, perfectionists sometimes blame themselves and focus on their negative emotions resulting in excessive dissatisfaction, thus, it is very difficult for perfectionists to rise up and overcome their failures (Farisi, Arpandy, and Fitriah 2024).

This phenomenon is becoming increasingly relevant, as achievements and high standards of success are often openly demonstrated through social media. Social media is often a major factor driving social comparison, comparing one's achievements, life or appearance to others (Triastuti, Nurfauziah, and Noviyanti 2025). This can lead to low self-esteem and reduced self-confidence, which can have adverse effects on mental health, including increased stress, anxiety, and even depression (Boni, Panjaitan, and Bermani 2022). Poorly controlled perfectionism can inhibit creativity (Yanti et al. 2023), harm mental health, and lead to social isolation due to fear of being criticized or judged negatively in both academic and professional fields (Farisi et al. 2024).

Studies on how academic perfectionism affects students' mental health have revealed that the pressure to achieve perfection in academic performance often has a negative impact on mental health (Sujadi, 2023). This is in line with research that states that academic perfectionism affects students' mental health, because the higher the academic perfectionism, the higher the academic stress (Cahyadi et al. 2023). According to recent research, the type of major and level of academic load can also have an impact on how perfectionism affects mental health (Fernández-García et al. 2023). Students who take more demanding majors such as law and medicine, usually face higher levels of stress, which can worsen their mental health if they cannot manage perfectionism (Maulina and Sari 2018). This gap shows how important a supportive learning environment and comprehensive strategies for achieving academic success are in helping students maintain their mental health throughout their studies (Oktaviani, Putri, and Mulyeni 2025).

Religious perfectionism in the context of higher education, especially Islamic-based ones, often indicates a strong desire to fulfill religious teachings strictly. As an



educational institution that has a strong religious background, it is possible that students feel the need to achieve very high moral or spiritual standards in accordance with Islamic religious teachings (Basila and Haryanto 2023). This may encourage them to strive to do better in academics and other aspects of life. However, the pressure to meet these standards can also increase the risk of excessive perfectionism, which ultimately affects the mental health of university students. Therefore, exploring the influence between these two forms of perfectionism and the mental health of students in Islamic religious colleges is crucial to improving their well-being and providing guidance for more effective mental health services.

Previous studies have revealed that perfectionism, in both academic and religious contexts, can be associated with various mental health problems, such as stress, anxiety, and depression (Gil et al., 2023; Maulita et al., 2025; Sujadi, 2023). Perfectionism, in its various forms, can create additional pressure on individuals, which in turn can affect mental health, although basically striving and doing your best is a positive thing, extreme perfectionism can have a negative impact on one's mental health (Tziner and Tanami 2013). Based on this background, researchers are interested in examining how academic perfectionism and religious perfectionism both individually and together affect the mental health of PAI students at the Kerinci Islamic religious college.

Research on academic perfectionism and religion has been conducted before, but most of them are still partial and not many have examined the relationship between the two together with mental health variables, especially in the context of Islamic students. This shows that there is a gap in scientific studies that needs to be filled to provide further and deeper understanding of the mental development of PAI students. This research is important to conduct as an academic contribution in strengthening the literature on the relationship between perfectionism and mental health in religious education. Therefore, the study aims to examine the effect of academic perfectionism and religious perfectionism on the mental health of PAI students, both individually and simultaneously.

## **Method**

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This study was conducted on students of the Islamic Education Study Program at the Kerinci State Islamic Institute, uses quantitative research which is used to measure the relationship between independent and dependent variables numerically and identify significant statistical patterns (Priadana and Sunarsi 2021). The quantitative method was chosen because the purpose of this research is



to evaluate hypotheses through systematic data collection. The data collection technique was carried out using a structured questionnaire distributed to respondents who met the criteria. The population of this study consisted of students of Islamic universities and the sample size was determined using a *simple random sampling* technique to ensure that each individual in the population had an equal opportunity to be selected as a respondent.

The data obtained from the questionnaire was then analyzed using the *multiple regression* analysis method. This analysis was chosen because it allows to identify the effect of independent variables on the dependent simultaneously. In this study, the independent variables include aspects of academic perfectionism and religious perfectionism such as high self-standards and fear of failure, while the dependent variable is mental health measured using the psychological well-being scale. To ensure the validity of the regression analysis results, a classical assumption test was conducted.

The results of the analysis will reveal the extent to which the independent variables affect the dependent variable, both simultaneously and partially. To evaluate the extent to which the independent variables can explain the variance in the dependent variable, the coefficient of determination (*R-squared*) is used. The research hypothesis will also be tested using the significance value of each regression coefficient. This method is expected to provide an in-depth understanding of the influence of academic perfectionism and religious perfectionism on mental health.

## Results and Discussion

This study was conducted to analyze whether there is an influence of academic perfectionism and religious perfectionism on the mental health of students in Islamic Religious Universities both individually and simultaneously. From 64 samples of PAI students, the statistical data results of the academic perfectionism variable below can be seen that the Mean (Average) of the data is 34,188 which shows the middle value of the entire data sample. The standard deviation of 5.500 indicates how far the data points are spread from the average value. The minimum value of the table below is 21,000, reflecting the lowest value in the data, while the maximum value of 45,000 indicates the largest value in the observed data.

**Table 1. Descriptive Statistics Academic Perfectionism**

Academic Perfectionism	
Valid	64
Missing	0
Mean	34.188



Std. Deviation	5.500
Minimum	21.000
Maximum	45.000

From the statistical data on the academic perfectionism variable on gender below, it can be seen that there are differences between men and women where the mean of male data is 32.700, while the mean of female data is 34.463, this shows the mean value of female data is greater than male data. The standard deviation in male data is 6.395, while in female data it is 5.340, indicating that the data points from the average male value are much more spread out than female data. The minimum value of male and female data is the same, namely 21,000, while the maximum value of male data is 42,000, while the maximum female data is 45,000, this indicates that the maximum value of female data is greater than the maximum male data. This provides an overview of the variation and range of values of academic perfectionism measured in this study.

**Table 2. Descriptive Statistics Academic Perfectionism on Gender**

	Academic Perfectionism	
	Male	Female
Valid	10	54
Missing	0	0
Mean	32.700	34.463
Std. Deviation	6.395	5.340
Minimum	21.000	21.000
Maximum	42.000	45.000

From the statistical data on the academic perfectionism variable in the semester below, it can be seen that the Mean data for semester one is 33.909, semester three is 33.571, semester five is 34.303, and semester seven is 37.500, this shows that the middle value of the entire data sample is the largest semester seven. The standard deviation of semester one is 5.639, semester three is 4.995, semester five is 5.758, and semester seven is 0.707, indicating that the far data points spread from the average value is semester five. The minimum value of semester one is 21,000, semester three is 25,000, semester five is 21,000, and semester seven is 37,000, this shows the reflection of the lowest value in the data is semester one and semester five, while the maximum value of semester one is 43,000, semester three is 41,000, semester five is 45,000, and semester seven is 38,000, indicating the largest value in the observed data is semester five.

**Table 3. Descriptive Statistics of Academic Perfectionism in Semester**

	<b>Academic Perfectionism</b>			
	<b>1</b>	<b>3</b>	<b>5</b>	<b>7</b>
Valid	22	7	33	2
Missing	0	0	0	0
Mean	33.909	33.571	34.303	37.500
Std. Deviation	5.639	4.995	5.758	0.707
Minimum	21.000	25.000	21.000	37.000
Maximum	43.000	41.000	45.000	38.000

From the statistical data of the academic perfectionism variable on IP (Achievement Index), it can be seen that the Mean data of IP above 3.50 is 34.275, IP below 3.50 is 33.000, and those who do not have an IP are 34.190, this indicates the largest mean value of the entire data sample is IP above 3.50. The standard deviation of IP above 3.50 is 5.411, IP below 3.50 is 8.000, and those who do not yet have an IP is 5.618, this indicates that the data points are scattered from the farthest average value is IP below 3.50. The minimum value of IP above 3.50 is 21,000, IP below 3.50 is 25,000, and who does not yet have an IP is 21,000, a reflection of the lowest value in the data is IP above 3.50 and who does not yet have an IP, while the maximum value of IP above 3.50 is 45,000, IP below 3.50 is 41,000, and who does not yet have an IP is 43,000, this indicates the value of IP above 3.50 is 45,000, IP below 3.50 is 41,000, and who does not yet have an IP is 43,000.

**Table 4. Descriptive Statistics Academic Perfectionism on IP**

	<b>Academic Perfectionism</b>		
	<b>+3.50</b>	<b>-3.50</b>	<b>0</b>
Valid	40	3	21
Missing	0	0	0
Mean	34.275	33.000	34.190
Std. Deviation	5.411	8.000	5.618
Minimum	21.000	25.000	21.000
Maximum	45.000	41.000	43.000

From the statistical data of the religious perfectionism variable below, it can be seen that the Mean (Average) of the data is 23.906 which indicates the middle value of the entire data sample. The standard deviation of 2.402 indicates how far the data points are spread from the mean value. The minimum value of the table below is 18,000, reflecting the lowest value in the data, while the maximum value of 30,000 indicates the largest value in the observed data.

**Table 5. Descriptive Statistics Religious Perfectionism**

<b>Religious Perfectionism</b>	
Valid	64
Missing	0
Mean	23.906
Std. Deviation	2.402
Minimum	18.000
Maximum	30.000

From the statistical data on religious perfectionism variables on gender below, it can be seen that the mean of male data is 23.500, while the mean of female data is 23.981, this shows that the mean value of male data is not much different from the mean of female data. The standard deviation on male data is 3,659, while on female data it is 2,132, indicating that the data points from the average male value are much more spread out than female data. The minimum value of male data is 18,000, while female data is 19,000, this indicates the lowest value in the data set is found in male data. The maximum value of male data is 30,000, while female data is 28,000, this indicates the maximum value of men is greater than women.

**Table 6. Descriptive Statistics Religious Perfectionism on Gender**

	<b>Religious Perfectionism</b>	
	<b>Male</b>	<b>Female</b>
Valid	10	54
Missing	0	0
Mean	23.500	23.981
Std. Deviation	3.659	2.132
Minimum	18.000	19.000
Maximum	30.000	28.000

From the statistical data of the religious perfectionism variable in the semester below, it can be seen that the Mean data of semester one is 24.273, semester three is 22.143, semester five is 23.848, and semester seven is 27.000, this indicates the middle value of the entire data sample which is the largest is semester seven. The standard deviation of semester one is 2.334, semester three is 2.268, semester five is 2.333, and semester seven is 0.000, indicating that the far data points spread from the average value is semester one. The minimum value of semester one is 19,000, semester three is 19,000, semester five is 18,000, and semester seven is 27,000, this indicates a reflection of the lowest value in the data is semester five, while the



maximum value of semester one is 30,000, semester three is 25,000, semester five is 28,000, and semester seven is 27,000, indicating the largest value in the observed data is semester one.

**Table 7. Descriptive Statistics of Religious Perfectionism in Semester**

	<u>Religious Perfectionism</u>			
	<u>1</u>	<u>3</u>	<u>5</u>	<u>7</u>
Valid	22	7	33	2
Missing	0	0	0	0
Mean	24.273	22.143	23.848	27.000
Std. Deviation	2.334	2.268	2.333	0.000
Minimum	19.000	19.000	18.000	27.000
Maximum	30.000	25.000	28.000	27.000

From the statistical data of the religious perfectionism variable on IP (Achievement Index), it can be seen that the Mean of IP data above 3.50 is 23.800, IP below 3.50 is 21.000, and those who do not have an IP are 24.524, this indicates the largest mean value of the entire data sample is those who do not have an IP. The standard deviation of IP above 3.50 is 2.462, IP below 3.50 is 2.000, and those who do not yet have an IP is 2.064, this indicates that the data points are scattered from the farthest mean value is IP above 3.50. The minimum value of IP above 3.50 is 18,000, IP below 3.50 is 19,000, and those without IP is 21,000, reflecting the lowest value in the data is those without IP, while the maximum value of IP above 3.50 is 28,000, IP below 3.50 is 23,000, and those without IP is 30,000, indicating the largest value in the observed data is those without IP.

**Table 8. Descriptive Statistics Religious Perfectionism on IP**

	<u>Religious Perfectionism</u>		
	<u>+3.50</u>	<u>-3.50</u>	<u>0</u>
Valid	40	3	21
Missing	0	0	0
Mean	34.275	33.000	34.190
Std. Deviation	5.411	8.000	5.618
Minimum	21.000	25.000	21.000
Maximum	45.000	41.000	43.000

From the statistical data on the Mental Health variable below, it can be seen that the Mean (Average) of the data is 22.344 which indicates the middle value of the entire data sample. The standard deviation of 4.484 indicates how far the data points are spread out from the mean value. The minimum value of the table below



is 7,000, reflecting the lowest value in the data, while the maximum value of 28,000 indicates the largest value in the observed money data.

**Table 9. Descriptive Statistics Mental Health**

<b>Mental Health</b>	
Valid	64
Missing	0
Mean	22.344
Std. Deviation	4.484
Minimum	7.000
Maximum	28.000

From the statistical data on mental health variables on gender below, it can be seen that there are differences between men and women where the mean of male data is 22.700, while the mean of female data is 22.278, this shows that the mean value of male data is greater than female data. The standard deviation on male data is 5,618, while on female data it is 4,302, indicating that the data points from the average male value are much more spread out. The minimum value of male data is 12,000, while female data is 7,000, this indicates the lowest value in the data set is found in female data. The maximum value of male and female data is the same, which is 28,000.

**Table 10. Descriptive Statistics Mental Health in gender**

	<b>Mental Health</b>	
	<b>Male</b>	<b>Female</b>
Valid	10	54
Missing	0	0
Mean	22.700	22.278
Std. Deviation	5.618	4.302
Minimum	12.000	7.000
Maximum	28.000	28.000

From the statistical data on the mental health variable in the semester below, it can be seen that the Mean data for semester one is 21,636, semester three is 22,714, semester five is 22,576, and semester seven is 25,000, this indicates the middle value of the entire sample data which is the largest is semester seven. The standard deviation of semester one is 4,786, semester three is 4,536, semester five is 4,388, and semester seven is 4,243, indicating that the data points are spread far from the average value is semester one. The minimum value of semester one is 7,000, semester three is 16,000, semester five is 12,000, and semester seven is



22,000, this indicates a reflection of the lowest value in the data is semester one, while the maximum value of semester one, three, semester, and semester seven is the same, which is 28,000.

**Table 11. Descriptive Statistics Mental Health in Semester**

	<b>Mental Health</b>			
	<b>1</b>	<b>3</b>	<b>5</b>	<b>7</b>
Valid	22	7	33	2
Missing	0	0	0	0
Mean	21.636	22.714	22.576	25.000
Std. Deviation	4.786	4.536	4.388	4.243
Minimum	7.000	16.000	12.000	22.000
Maximum	28.000	28.000	28.000	28.000

From the statistical data of the mental health variable on IP, it can be seen that the Mean of IP data above 3.50 is 22,225, IP below 3.50 is 24,000, and those who do not have an IP are 22,333, this indicates the largest mean value of the entire data sample is IP below 3.50. The standard deviation of IP above 3.50 is 4.985, IP below 3.50 is 4.000, and those who do not yet have an IP is 3.582, this indicates that the data points scattered from the farthest mean value are IP above 3.50. The minimum value of IP above 3.50 is 7,000, IP below 3.50 is 20,000, and those without IP are 16,000, reflecting the lowest value in the data is those without IP, while the maximum value of IP above 3.50, IP below 3.50, and those without IP are the same, which is 28,000.

**Table 12. Descriptive Statistics Religious Perfectionism on IP**

	<b>Religious Perfectionism</b>		
	<b>+3.50</b>	<b>-3.50</b>	<b>0</b>
Valid	40	3	21
Missing	0	0	0
Mean	22.225	24.000	22.333
Std. Deviation	4.985	4.000	3.582
Minimum	7.000	20.000	16.000
Maximum	28.000	28.000	28.000

The table below shows that the effect of academic perfectionism on mental health is  $0.2 > 0.05$  and the value of t count  $1.294 < t$  table 2,000 which means there is no significant effect of academic perfectionism on mental health and the effect of religious perfectionism on mental health is  $0.493 > 0.05$  and the value of t count -



$0.690 < t$  table 2,000 this means there is no effect of religious perfectionism on mental health.

**Table 13. Coefficients**

Model		Unstandardized	Standard Error	Standardized	t	p
H <sub>0</sub>	(Intercept)	22.344	0.560		39.868	<.001
H <sub>1</sub>	(Intercept)	21.591	5.758		3.750	<.001
	Academic perfectionism	0.150	0.116	0.184	1.294	0.200
	Religious perfectionism	-0.183	0.266	-0.098	-0.690	0.493

Based on the output below, it can be seen that the p value for the effect of academic perfectionism and religious perfectionism on mental health is  $0.435 > 0.05$  and the calculated f value is  $0.843 < f$  table 3.15 so it can be concluded that academic perfectionism and religious perfectionism do not affect mental health simultaneously.

**Table 14. ANOVA**

Model		Sum of Squares	df	Mean Square	F	F
H <sub>1</sub>	Regression	34.072	2	17.036	0.843	0.843
	Residuals	1232.366	61	20.203		
	Total	1266.437	63			

Based on the table below, it can be seen that the effect of academic perfectionism and religious perfectionism simultaneously on mental health is  $0.027 = 2.7\%$ . This shows that 2.7% of the diversity of mental health can be explained by academic perfectionism and religious perfectionism, while the rest is explained by other things that are not studied.

**Table 15. Model Summary - Mental health**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
H <sub>0</sub>	0.000	0.000	0.000	4.484
H <sub>1</sub>	0.164	0.027	-0.005	4.495

Based on the table below, it can be seen that the Shapiro-wilk value of academic perfectionism is  $0.983 > 0.05$ , so the data is normally distributed, the Shapiro-wilk value of religious perfectionism is  $0.980 > 0.05$ , so the data is normally distributed, then the Shapiro-wilk value of mental health is  $0.925 > 0.05$ , so the data is also normally distributed.

**Table 16. Descriptive Statistics**

	<b>Academic Perfectionism</b>	<b>Religious Perfectionism</b>	<b>Mental Health</b>
Valid	64	64	64
Missing	0	0	0
Mean	34.188	23.906	22.344
Std. Deviation	5.500	2.402	4.484
Shapiro-Wilk	0.983	0.980	0.925
P-value of Shapiro- Wilk	0.517	0.371	<.001
Minimum	21.000	18.000	7.000
Maximum	45.000	30.000	28.000

Although there is no significant effect of both variables on mental health, there is a significant relationship between academic perfectionism and religious perfectionism. The table below shows the correlation analysis test of the three variables, namely academic perfectionism, religious perfectionism and mental health. From the data below, it can be seen that the p-value <0.001 of academic perfectionism and religious perfectionism which means that there is a relationship between the two variables.

**Table 17. Pearson's Correlations**

<b>Variable</b>		<b>Academic Perfectionism</b>	<b>Religious Perfectionism</b>	<b>Mental Health</b>
Academic Perfectionism	Pearson's r	-		
	p-value	-		
Religious Perfectionism	Pearson's r	0.462	-	
	p-value	<.001	-	
Mental Health	Pearson's r	0.139	-0.013	-
	p-value	0.273	0.918	-

It is important to consider other factors that may have influenced the result that there is no effect of academic and religious perfectionism on the mental health of PAI students in Islamic religious colleges. First, there may be other factors beyond academic perfectionism and religious perfectionism that are stronger in influencing students' mental health, such as social support, academic pressure (Salsabila, Hidayat, and Ramdani 2022), or genetic factors (Limone and Toto 2022). In terms of academic perfectionism, some students may perceive it as a challenge that



motivates them to achieve higher (Setyadi and Mastuti 2014) while others may feel it as an excessive burden.

In the context of religious perfectionism, the results of this study can be interpreted that individuals have diverse ways of interpreting and practicing aspects of religion in their lives (Nur and Nuriati 2018). For some college students, religion may be a source of emotional support and well-being (Abdillah, Prihartanti, and Purwandari 2021) while others may experience conflict or incongruence between religious demands and their values (Hidayati and Betria 2022).

Second, individuals' complexity in managing academic stress and processing it varies (Sukadiyanto 2019) and may mediate the relationship between perfectionism and mental health (Dunkley, Zuroff, and Blankstein 2003). These results highlight the importance of more holistic and comprehensive mental health treatment for university students. Factors such as social support, stress management, and mental health skills may become more relevant than levels of academic or religious perfectionism.

Although the results of this study indicate that there is no significant relationship between academic perfectionism and religious perfectionism on college students' mental health (Corley and Reed 2005), it is important to remember that this lack of significance does not negate the psychological and spiritual impact of perfectionism, but rather highlights that its influence on college students' mental health may be more complex and influenced by other factors that are not yet fully understood. For example, factors such as social support, resilience, and coping strategies may play a role in shaping the impact of perfectionism on college students' mental health (Han et al. 2023; Rismelina 2020).

Academic and religious perfectionism can also create additional pressure in daily life (Koutra, Mouatsou, and Psoma 2023). Statistical analysis indicates that, in this context, there is no strong influence on the mental health of Islamic Education students at Islamic Higher Education. Although there is no influence between the two variables on mental health, there is a relationship between academic perfectionism and religious perfectionism.

## **Conclusion**

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The results of the study indicate that there is no significant influence of academic perfectionism and religion on the mental health of students. Academic perfectionism involves high standards related to academic achievement. Meanwhile, religious perfectionism involves high expectations regarding religious practices and spiritual values, which are not significantly correlated with individual



mental health levels. However, academic and religious perfectionism remain associated with mental health, albeit not significantly. These findings provide important insights into the complexity of the interaction between psychological and spiritual aspects in understanding an individual's mental health. This study may have limitations in its design and sample. Therefore, further research is needed to explore this topic further and consider other factors that may influence students' mental health.

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