

## Application Of Commitment Acceptance Counseling Based On Islamic Values In Improving Student Self-Efficacy

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### ABSTRACT

This study explores the effectiveness of Acceptance and Commitment Therapy (ACT) integrated with Islamic values in improving college students' self-efficacy. Low self-efficacy often hinders students' academic performance and emotional well-being, highlighting the need for interventions that address both psychological and spiritual dimensions. This study integrates ACT principles, which emphasize acceptance, commitment, and values, with Islamic teachings such as ikhlas, tawakal, and ridha, to create a holistic counseling framework. Using a pretest-posttest quasi-experiment design, the study involved 15 students from the Counseling Program at Al-Washliyah Muslim Nusantara University who had low self-efficacy. The results showed a significant increase in self-efficacy scores in the experimental group, increasing from 48.2 (low) to 72.5 (moderate to high), while the control group showed minimal change from 65.7 to 67.3. Statistical analysis confirmed the significance of these changes with an effect size (Cohen's *d*) of 0.7439, indicating a large impact. Qualitative responses further highlighted students' positive perceptions of integrating Islamic values into the counseling process. The students noted that the use of Quranic affirmations, such as "Allah does not burden anyone but according to his ability" (QS. Al-Baqarah: 286), provided emotional relief and strengthened their self-confidence. The findings underscore the potential of Islamic value-based ACT to foster psychological flexibility, resilience and self-efficacy. This approach offers a practical framework for counselors to address the challenges faced by Muslim students, by integrating faith-based values with modern therapeutic practices. Future research is recommended to expand its applicability to a wider student population and explore its adaptability to digital counseling platforms.

**Keywords: Acceptance and Commitment Therapy (ACT) with Islamic Values; Faith-Based Counseling Approaches; Self-Efficacy Enhancement in University Students**

## **A. INTRODUCTION**

In academic life, students often face various challenges, such as academic pressure, social expectations, and the need to adjust to a new environment. Many students experience low self-efficacy, which can hinder them in dealing with academic tasks and building healthy social relationships. In Islam, the concept of self-efficacy is in line with the teaching to believe in one's abilities as a gift from Allah that must be utilized to achieve goodness (QS. Ar-Ra'd: 11). However, the pressures of modern life often make students lose their way, so they need an integrated approach, not only psychologically but also spiritually, to overcome these problems (Dalimunthe, 2022).

Acceptance and Commitment Therapy (ACT) is one counseling approach that is effective in helping individuals manage negative emotions and increase psychological flexibility. ACT emphasizes acceptance of conditions that cannot be changed and commitment to positive actions that are in accordance with personal values (Dixon et al., 2020; Tarbox et al., 2020; Lewin et al., 2023). In the Islamic context, self-acceptance (*ridha*) and commitment to practicing Islamic values such as *ikhlas*, *tawakal*, and patience can strengthen students' self-efficacy, helping them find a more meaningful purpose in life. Previous research has shown that the integration of spiritual values in counseling can have a positive impact in improving psychological well-being and self-efficacy of individuals (Levin, 2017; Larsson et al., 2022; Rosyanti et al., 2022).

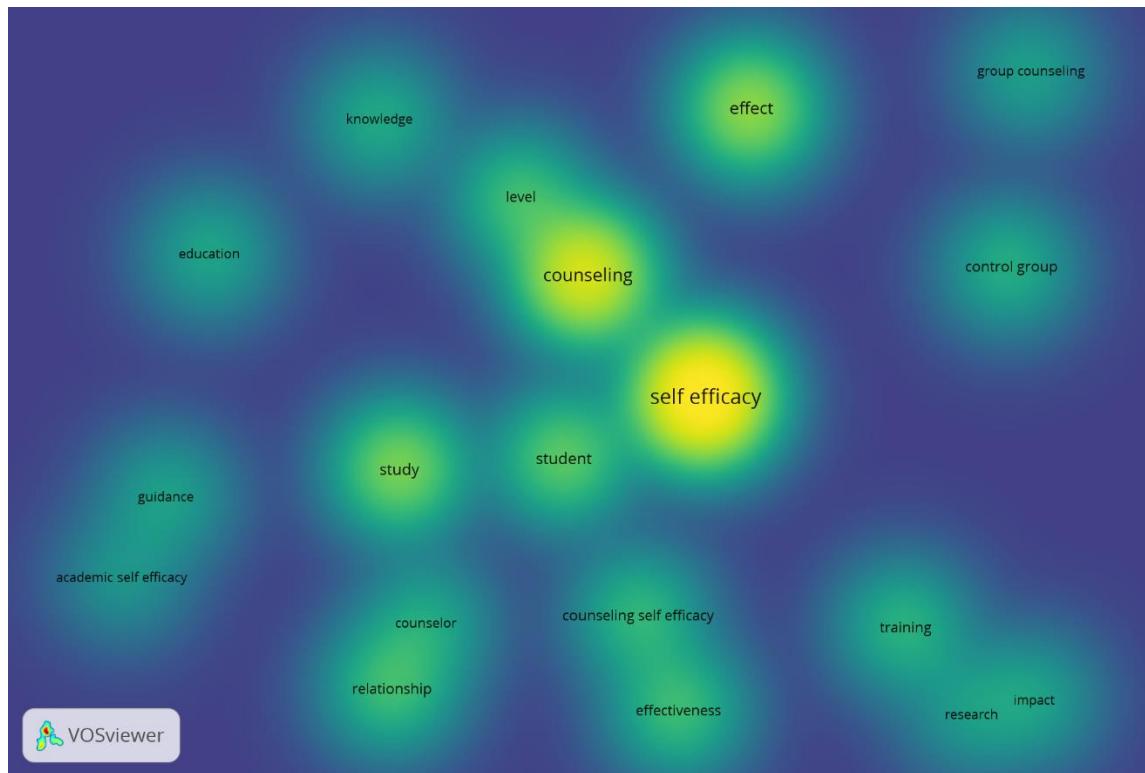
This study aims to analyze the effectiveness of implementing Islamic values-based Acceptance of Commitment Counseling in enhancing students' self-efficacy. By integrating ACT principles and Islamic teachings, this study aims to answer the question of how a spiritual-based counseling approach can support the development of students' self-efficacy more comprehensively (Aly et al., 2023; Irwan et al., 2023). Another aim is to contribute to the literature on faith-based counseling, particularly in the context of higher education in Indonesia, as well as to provide practical guidance for counselors in implementing this approach to support students facing academic and emotional challenges (Dalimunthe et al., 2023).

The hypothesis of this study is that the application of Islamic values-based Commitment Acceptance Counseling can significantly improve college students' self-efficacy. Through the integration of the concept of self-acceptance and commitment to Islamic values, students are expected to develop stronger self-confidence, better psychological flexibility, and the ability to face life challenges with a more positive perspective. Based on the findings from previous studies showing the effectiveness of ACT and the importance of spiritual values in counseling, this approach is expected to have a significant impact in improving students' self-efficacy (Talsma et al., 2021; Commodari et al., 2022; Pérez et al., 2022).

## **B. LITERATUR REVIEW**

Acceptance and Commitment Therapy (ACT) is a mindfulness-based counseling approach developed by Hayes et al (Coto et al., 2020) to help individuals accept difficult life experiences while committing to actions that are aligned with personal values. ACT has six core processes, namely acceptance, cognitive diffusion, connection with the present





**Figure 2.** Density Analysis (Author Source, 2023).

Based on the analysis of both visualizations (network map and density map) using VOSviewer, it was found that the terms "self-efficacy 'and 'counseling" were the main focus of the research related to developing self-efficacy through counseling interventions. In the network map, these two terms showed high connectivity with various keywords such as "student," "effectiveness," "group counseling," and "training," illustrating the relevance of counseling interventions in improving students' self-efficacy, particularly through group and training approaches.

Overall, this visualization provides a comprehensive insight into the research map in the field of counseling and self-efficacy. The emphasis on the effectiveness and impact of interventions shows that research is constantly evolving to create more innovative counseling approaches that are relevant to the needs of students in the modern era. Commitment Acceptance Counseling is a new discovery of a counseling approach that promises to answer these challenges.

### **C. METHODS**

This study used a pre-experiment design with a pre-test and post-test model in one group. This design is applied to test the effect of an intervention on one variable without comparing it with other groups. The procedures in this pretest-posttest design for one group include: (a) conducting a pre-test to measure the level of self-confidence of students in completing the final project, (b) providing interventions to students who have low self-confidence in completing the final project, (c) conducting a post-test to measure changes in the level of self-confidence of students after the intervention, and (d) statistical data analysis

to assess the results of the application of the Commitment Acceptance Counseling Model in helping to increase student self-confidence in the Guidance and Counseling Study Program, Al-Washliyah Muslim Nusantara University Medan.

The subjects of this study were students of the Counseling Guidance Study Program at Al-Washliyah Muslim Nusantara University Medan who showed a low level of self-confidence in completing their final project. The selection of subjects was done through purposive sampling technique, which is a non-random method that selects participants based on certain characteristics relevant to the purpose of the study and in accordance with the properties of the population that have been previously identified (Luh Komang Candra Dewi et al., 2022). This research is also related to the use of self-instruction-based group guidance methods in developing self-confidence of 2019 and 2020 batch students.

The research was conducted at the Counseling Guidance Study Program of Al-Washliyah Muslim Nusantara University Medan. The steps of analyzing the research results include:

- 1) Presentation of pre-test result data.
- 2) Presentation of post-test result data.
- 3) Making a non-parametric statistical analysis table of pre-test and post-test results.
- 4) Individual analysis on the data obtained.

Prior to the main data collection, the researcher conducted a pilot test of the instrument on 15 students who were preparing their final project in the Counseling Guidance Study Program at Al-Washliyah Muslim Nusantara University Medan. After that, the validity and reliability of the instrument were tested using the SPSS version 20 program. The self-efficacy questionnaire used contained 26 items and was distributed online via Google Form. The results of the pilot test showed that 26 items were valid, while 4 items did not meet the validity criteria because the coefficient was below 0.3.

Based on the results of the reliability test, the self-efficacy variable questionnaire has a coefficient of 0.920, which shows a high level of reliability according to the r value interpretation table.

In this study, the data analysis technique used was the Wilcoxon signed-rank test (non-parametric statistical method), which aims to determine whether there is a significant difference between conditions before and after intervention in the same group (Pramadeva & Irdianty, 2023).

## **D. RESULTS AND DISCUSSION**

### **Students' Self-Efficacy Before Counseling Intervention**

Based on the research results, the self-efficacy instrument was distributed to 15 students of the Counseling Guidance Study Program at Al-Washliyah Muslim Nusantara University Medan who were preparing their final project. Each item in the instrument is

measured by a Likert scale of 1-5, with a total of 26 statement items. The maximum possible score is 130 ( $26 \times 5$ ), while the minimum score is 26 ( $26 \times 1$ ). With a class interval length of 23, self-efficacy scores are divided into low (26-49), medium (50-73), high (74-97), and very high (98-130) categories.

**Table 1.** Data Self Efficacy Mahasiswa Bimbingan Konseling Universitas Muslim Nusantara Al-Washliyah Medan.

Interval Class	Number of Respondents (Experiment Group)	Presentation (%) (Experiment Group)	Number of Respondents (Control Group)	Presentation (%) (Control Group)	Category
26–49	7	46.7%	0	0.0%	Low
50–73	6	40.0%	4	26.7%	Moderate
74–97	2	13.3%	8	53.3%	High
98–130	0	0.0%	3	20.0%	Very High

The pretest results showed that the experimental group was mostly in the “low” to “medium” category, with an average score of 48.2 and a standard deviation of 8.4. Meanwhile, the control group showed a distribution of scores in the “moderate” to “high” category, with an average score of 65.7 and a standard deviation of 6.1. This difference indicates that the experimental group had lower self-efficacy than the control group before the intervention. This data is an important basis for designing counseling interventions that focus on increasing students' confidence in facing tough academic tasks.

Further identification showed that low self-efficacy in the experimental group was influenced by several factors. One of them is the academic pressure experienced by students when preparing their final project, such as lack of confidence in their own abilities, poor time management, and lack of social support from the environment. In addition, students also tend to have negative thoughts that hinder their ability to face challenges. Some students stated that they felt anxious and doubted their ability to complete their assignments on time.

Another significant factor is the lack of internalization of relevant spiritual values, such as *ikhlas* and *tawakal*, which should help them accept challenges as part of the learning process. Students who do not utilize these values often feel overwhelmed by external pressures and lose direction in setting goals. This further confirms the importance of an Islamic value-based counseling approach, which not only improves psychological but also spiritual self-efficacy, to help students cope with academic pressures and build a stronger belief in their abilities (Usán & Quílez, 2021; Zeinalipour, 2022; Indainanto et al., 2023).

### **Implementation of Islamic Values-Based Commitment Acceptance Counseling**

The implementation of Islamic values-based commitment acceptance counseling is carried out in structured stages. The first stage is rapport building, which aims to create a therapeutic relationship between counselors and students to build a sense of security and comfort. Students are invited to express their thoughts and feelings freely. Next, the problem identification stage helps students recognize sources of stress and barriers that affect their self-efficacy. Verbalizing techniques are used to help students express emotions deeply, while Islamic values such as *ikhlas* and *tawakal* are introduced to provide a spiritual

perspective to the problems they face (Hoffman et al., 2023; Ramos, 2023). The final stage involves developing concrete action plans, such as time management and priority setting, which are aligned with the students' life goals and Islamic principles (Yusufali, 2021; Sholeh et al., 2023).

Islamic values are integrated into the counseling process to provide a spiritual dimension that helps students find meaning in life challenges. Ikhlas is applied to teach students the importance of accepting circumstances without complaints and oriented towards the pleasure of Allah (QS. Al-Baqarah: 286). Tawakal is taught as a foundation of trust in Allah after maximum effort is made (QS. Ali Imran: 159). In addition, patience is used to help students face obstacles with the belief that every difficulty will be accompanied by ease (QS. Al-Insyirah: 6). These values are conveyed through reflection, discussion, and application of relevant Qur'anic verses. This approach has proven to be effective in building stronger and more sustainable self-efficacy (Faris, 2023; Ismail et al., 2022; Suhendar et al., 2023).

In practice, students of the counseling guidance study program at Universitas Muslim Nusantara (UMN) who face difficulties in completing their final project receive Islamic commitment acceptance-based counseling. In the first session, students were directed to accept their situation by linking the condition to the concept of ridha and the realization that difficulties are part of Allah's test. Verbalizing techniques are used to help students express the negative emotions they feel. Furthermore, the counselor provides Islamic-based affirmations, such as “Allah does not burden a person but according to his ability” (QS. Al-Baqarah: 286). The counseling students were then encouraged to develop action plans, such as dividing tasks into small steps and engaging in prayer before starting work. After several sessions, students reported increased confidence and better time management skills.

**Table 2.** Post-Test Results

<b>Group</b>	<b>Pretest Mean Score</b>	<b>Posttest Mean Score</b>	<b>Category Change</b>	<b>Effect Size (Cohen's d)</b>	<b>Significance</b>
Experiment	48.2	72.5	Low to Moderate	0.7439	Significant Increase
Control	65.7	67.3	Moderate	Not Significant	No Significant Change

The results of the counseling application showed that students who followed the Islamic values-based commitment acceptance approach experienced a significant increase in their self-efficacy. In the experimental group, the average self-efficacy score increased from the “low” (48.2) to “medium” (72.5) category based on the posttest results. In contrast, the control group showed no significant change, with the average score only slightly increasing from 65.7 to 67.3. The effect size analysis showed that the Islamic value-based counseling approach had a major influence on increasing students' self-efficacy (Cohen's d = 0.7439). This finding confirms that a counseling approach that integrates Islamic spiritual values is highly effective in supporting the development of students' self-efficacy in facing academic and social challenges.

### Student Self-Efficacy After Counseling Intervention

The posttest results showed a significant difference in the level of self-efficacy between the experimental and control groups after the implementation of Islamic values-based commitment acceptance counseling. In the experimental group, the average self-efficacy score increased to 72.5, which falls into the “moderate to high” category. In contrast, the control group only experienced a slight increase, with an average posttest score of 67.3. The experimental group's standard deviation of 6.8 indicated higher homogeneity in the level of self-efficacy after the intervention, while the control group showed a standard deviation of 7.2. These findings suggest that Islamic values-based counseling has a significant positive effect on strengthening students' self-efficacy.

**Table 2.** Perbandingan Pre-Test dan Post-Test

Group	Pretest Mean Score	Posttest Mean Score	Change in Mean Score	Effect Size (Cohen's d)
Experiment	48.2	72.5	24.3	0.7439
Control	65.7	67.3	1.6	Not Significant

Comparison of pretest and posttest data showed a significant increase in self-efficacy in the experimental group. Before the intervention, the average self-efficacy score in the experimental group was 48.2, which is in the "low" category. After the intervention, the average score increased by 24.3 points to 72.5, indicating a positive impact of the counseling approach applied. In contrast, in the control group, the average score only increased by 1.6 points from 65.7 to 67.3, which did not show a significant change. This comparison strengthens the effectiveness of Islamic values-based acceptance commitment counseling in improving the self-efficacy of students in the guidance and counseling study program, Universitas Muslim Nusantara.

Significant changes in the level of self-efficacy in the experimental group were also confirmed through statistical analysis using the t-test and the calculation of effect size with Cohen's d. The results showed that the p-value <0.05, indicating a significant difference between the pretest and posttest in the experimental group. The effect size value of 0.7439 indicates a large influence category, which means that Islamic value-based counseling interventions have a strong impact on the development of students' self-efficacy. This is in line with previous studies showing that a spiritual-based approach, when combined with acceptance and commitment techniques, can strengthen an individual's self-confidence and psychological flexibility (Bensaid, 2021; Sari & SE, 2023; Suhendar & Halimi, 2023).

The results of this study indicate that the implementation of Islamic values-based commitment acceptance counseling has high effectiveness in increasing students' self-efficacy. In the experimental group, the majority of students in the guidance and counseling study program at Muslim Nusantara University moved from the "low" category to "medium" or "high," reflecting significant changes. In addition, the integration of Islamic values such as ikhlas, tawakal, and sabar helped students build a more positive perspective on academic and social challenges. In contrast, the control group did not show significant changes, confirming that systematic counseling interventions based on spiritual values provide greater



benefits than conventional learning methods. These findings support the relevance of using Islamic value-based counseling in increasing students' self-efficacy in higher education environments (Iqbal, 2021; Sumanti et al., 2023).

### **Contribution of Islamic Values to the Counseling Process**

The integration of Islamic spiritual values such as ikhlas, tawakal, and ridha plays an important role in building students' self-efficacy. Ikhlas helps students to focus on the process, not the results, by doing all activities for the sake of Allah alone, thereby reducing psychological stress due to worldly expectations (Adnan et al., 2021; Arar et al., 2023; Suhendar et al., 2023). Tawakal, which involves maximum effort accompanied by full trust in Allah, gives students the strength to face academic challenges with more optimism (QS. Ali Imran: 159). Meanwhile, ridha encourages acceptance of difficult situations as part of Allah's test, which helps students manage negative thoughts and maintain motivation to keep trying (Sedek, 2019; Yusuf & Elhaddad, 2020). These concepts provide a strong spiritual foundation, helping students to deal with academic stress in a more meaningful and focused way.

The results of interviews with students of the guidance and counseling study program at Muslim Nusantara University who participated in counseling showed a positive response to the integration of Islamic values in counseling sessions. Most students stated that the use of Islamic values, such as reading verses of the Qur'an that were relevant to their situation, provided emotional comfort and strengthened their self-confidence. For example, one student mentioned that affirmations such as, "Allah does not burden a person beyond his ability" (QS. Al-Baqarah: 286), provided significant motivation to complete their final assignments. Students also stated that values such as tawakal helped them to stay focused on their efforts without worrying too much about the final results. The integration of these Islamic values not only strengthens the spiritual dimension of students but also increases their psychological flexibility in facing academic challenges.

This approach suggests that Islamic values are not only relevant as moral guidelines, but can also be an integral element in counseling to help students cope with academic stress and build stronger self-efficacy. The integration of these values reinforces the concept that counseling should involve a spiritual dimension, especially in the context of Muslim students, to achieve more comprehensive outcomes.

### **E. CONCLUSION**

This study proves that the implementation of Acceptance and Commitment Counseling based on Islamic values can significantly increase students' self-efficacy. This approach integrates the principles of Acceptance and Commitment Therapy (ACT) with Islamic spiritual values such as ikhlas, tawakal, and ridha, which provide an additional dimension in the counseling process. The results showed that students in the experimental group experienced a significant increase in self-efficacy, with the average score changing from the "low" category to "moderate to high." In contrast, the control group did not show any significant changes, thus confirming the effectiveness of the Islamic values-based approach.

Integration of Islamic values in the counseling process not only strengthens the spiritual dimension of students, but also provides a relevant psychological framework to help them face academic challenges. This approach has been shown to have a positive impact on psychological flexibility, increased self-confidence, and students' ability to manage academic stress. Based on these findings, counseling based on Islamic values can be adopted as an effective innovative approach in supporting the development of students' self-efficacy in higher education environments.

This study also highlights the importance of incorporating spiritual dimensions into the counseling process, especially for Muslim students, to produce holistic solutions to the challenges of modern life. For further research, it is recommended to explore the application of this approach to a wider population of students, as well as consider the use of technology in the counseling process to increase its efficiency and effectiveness.

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