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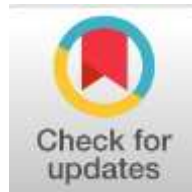
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Multidimensional Integrated Counseling to Overcome Self-Efficacy Deficits in Islamic Boarding School Based College Students: *Konseling Terintegrasi Multidimensional Mengatasi Defisit Efikasi Diri pada Mahasiswa Perguruan Tinggi Berbasis Pesantren.*

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Abstract

General Background Female students balancing university coursework with religious learning face overlapping scholastic, social, and familial pressures. **Specific Background** When welfare services treat these multidimensional struggles separately, they inadvertently diminish the academic confidence of the student. **Knowledge Gap** Existing literature predominantly examines these challenges as discrete variables, lacking a holistic understanding of how simultaneous boarding routines and parental expectations interact. **Aims** This study examined an eleven-session therapeutic intervention targeting the overlapping learning, relational, and familial struggles of a female undergraduate. **Results** Thematic analysis revealed that diminished academic confidence stemmed from memorization difficulties, dormitory rotation policies, and internalized maternal doubt. Following the intervention, the participant successfully restructured negative family narratives, initiated peer assistance requests, and formulated independent study plans. **Novelty** Unlike isolated, single-domain approaches, this qualitative single-case study provides a dynamically synthesized therapeutic framework combining person-centered, solution-focused, and cognitive-behavioral techniques. **Implications** These findings offer institutional welfare supervisors a culturally embedded, comprehensive model to foster student well-being and scholastic persistence.

Highlights

- Cognitive and behavioral therapies successfully manage overlapping familial and scholastic pressures.
- Recurrent dormitory rotations paradoxically exacerbate peer isolation among introverted female students.
- Restructuring internalized maternal doubt restores active study planning and help-seeking behaviors.

Keywords

Integrated Multidimensional Counseling; Academic Self Efficacy; Islamic Residential Education; Social Adaptation; Single Case Study

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Introduction

Islamic higher education institutions that integrate traditional pesantren systems with formal academic programs provide students with a distinctive learning environment. Alongside university coursework, students are expected to engage in intensive religious learning and adapt to the routines of communal dormitory life. Balancing these academic, religious, and social responsibilities can create considerable psychological demands, potentially affecting students' well-being, persistence, and academic adjustment. Previous research has shown that academic stress is relatively common among students in Islamic educational settings and may be influenced by factors such as parenting style and spirituality.

Family involvement constitutes a significant external determinant of academic trajectories, particularly in a substantial body of research has demonstrated that students who believe they can successfully manage academic demands tend to achieve better academic outcomes and show greater persistence when encountering difficulties. This belief, commonly referred to as academic self-efficacy, is explained by social cognitive theory as a judgment of one's capability to organize and execute actions required to attain desired outcomes. Within pesantren-based educational settings, self-efficacy may be shaped not only by learning experiences but also by religious role models, peer attachment, and the internalization of Islamic values. Quantitative evidence further confirms this, showing that both self-efficacy and religiosity independently and positively predict academic achievement among students residing in Islamic boarding schools. These studies, however, have predominantly examined self-efficacy as an individual-level construct, without accounting for how it interacts with concurrent family and social pressures specific to residential Islamic educational settings.

Family involvement constitutes a significant external determinant of academic trajectories, particularly in collectivist cultural settings where academic achievement is understood as a collective family obligation, and where parental support generates stronger academic motivation than in individualist societies). Ecological systems theory (Bronfenbrenner, 1979) further underscores that student development cannot be understood in isolation from family, peer, institutional, and cultural systems that simultaneously shape student functioning. Despite this theoretical framing, how parental doubt becomes internalized as self-limiting beliefs among students in Indonesian Islamic educational settings remains poorly understood.

Social adaptation within boarding environments represents a third area of scholarly attention. Positive dormitory environments characterized by supportive peer interactions enhance student engagement, while interpersonal conflicts within the dormitory substantially diminish it. Counseling approaches grounded in person-centered therapy, solution-focused brief therapy and cognitive-behavioral principles have demonstrated utility in addressing social and academic difficulties among residential students by building strengths, correcting maladaptive beliefs, and fostering trust within helping relationships. Nevertheless, existing studies have largely examined peer support as a static variable and applied counseling interventions in single-domain, isolated approaches, without investigating how institutional policies such as periodic dormitory rotation dynamically disrupt peer relationship formation, and without developing integrated interventions that address academic, family, and social domains concurrently. This fragmentation mirrors broader patterns observed in Indonesian education more generally, where multidimensional challenges spanning pedagogical, institutional, and human resource dimensions have similarly resisted single-domain solutions.

We do not know much about how self-efficacy and family support and student adjustment all work in Islamic residential higher education environments. Most studies look at these things one at a time. They do not look at how they work. This is a problem because students in Islamic higher education boarding schools have a lot of stress. They need help that looks at all of their problems, not one or two. There are Islamic higher education boarding schools in Indonesia and they need counseling models that work for their students.

This study wants to look at the challenges that students in Islamic higher education boarding schools face. It wants to see if a new kind of counseling can help students with their school work and their relationships with their families and their friends. It also wants to find the ways to help students make positive changes in these areas. The study is focused on higher education environments. It wants to find counseling techniques that work well in these environments. Islamic higher education environments are unique. The study wants to make sure that the counseling techniques used are a good fit, for these environments. The study is looking at self-efficacy and family support and student adjustment in higher education environments.

Research Method

A. Research Design

This study employed a qualitative single-case study design to examine the effectiveness of counseling interventions within an Islamic higher education context. A single-case study approach was selected because the case represents a unique and contextually bounded instance of overlapping academic, social, and family challenges within a specific Islamic residential higher education institution, conditions that are difficult to disentangle through survey or experimental methods. This design enables in-depth exploration of complex psychological experiences within their naturally occurring institutional and cultural setting.

B. Participant

The participant was a 23-year-old third-semester female student enrolled in an Islamic residential higher education

institution in Indonesia during the 2023 academic year. To ensure confidentiality, a pseudonym (YU) was used throughout all data reporting. Based on initial counseling assessment and structured observation, the participant was identified as exhibiting introversion, self-doubt, and social withdrawal, which were associated with academic underperformance and interpersonal difficulties. Her daily life followed a highly structured institutional schedule, including pre-dawn Qur'an memorization review, formal academic classes, Islamic study sessions, and evening memorization submissions. Informed consent was obtained from the participant prior to the commencement of counseling, and confidentiality was maintained through the use of a pseudonym (YU) throughout all data reporting.

C. Counselor Role and Institutional Oversight

The counseling intervention was conducted by a graduate-level counseling student under a supervised practicum arrangement. The Ma'had's resident Ustadzah, who serves as the go-to person for all student welfare matters within the residential setting, provided professional oversight throughout the process. All students experiencing academic, social, or personal difficulties are directed to her by institutional policy. Following completion of the counseling sessions, a formal case summary was submitted to the Ustadzah, who subsequently issued recommendations to the university based on the counseling findings. This arrangement helped maintain ethical standards while ensuring that counseling outcomes were carried forward within the institution.

D. Data Collection

Data were collected through triangulation of three sources: semi-structured counseling sessions, contextual observations within the residential academic environment, and relevant institutional supporting documents. This triangulation strategy was employed to enhance the credibility and trustworthiness of the findings by cross-verifying information across multiple data sources. Eleven counseling techniques grounded in person-centered [14], solution-focused [15], and cognitive-behavioral approaches [16] were applied sequentially under faculty supervision to address academic, social, and family-related concerns. Table 1 presents these techniques, their theoretical foundations, and clinical rationales. The intervention was conducted across 11 sequential counseling sessions in the 2023 academic year. Sessions were paced according to the participant's presenting needs and institutional schedule, with each session building upon insights and progress from the preceding one.

Table 1. *Counseling Techniques Applied Sequentially Under Faculty Supervision*

No.	Counseling Technique	Theoretical Foundation	Clinical Rationale
1	Attending	Person-Centered Therapy [14]	Establish therapeutic rapport and convey counselor presence to foster a safe environment for client disclosure
2	Empathy	Person-Centered Therapy [14]	Validate clients' emotional experiences and demonstrate accurate empathic understanding
3	Clarification	Motivational Interviewing [14]	Enhance mutual understanding by clarifying meanings, emotions, and client narratives
4	Reflection of Feelings	Person-Centered Therapy [14]	Facilitate client self-awareness by mirroring emotional experiences
5	Open-Ended Questioning	Solution-Focused Brief Therapy [19]	Promote elaboration and exploration of client perspectives and resources
6	Summarization	Cognitive-Behavioral Therapy [19]	Organize information, consolidate session content, and identify central themes
7	Exploration	Psychodynamic Approaches [20]	Examine underlying patterns, meanings, and intrapsychic processes related to presenting concerns
8	Goal Reassessment	Solution-Focused Brief Therapy [15]	Review and refine counseling goals based on emerging insights and client progress
9	Goal Setting	SMART Framework [21]	Formulate specific, measurable, achievable, relevant, and time-bound counseling goals
10	Offering Support	Person-Centered Therapy [14]	Communicate counselor availability, acceptance, and commitment to client growth
11	Scheduling and Open Invitation	General Counseling Practice	Maintain therapeutic continuity while preserving flexibility for client needs

Note: Table 1 presents the eleven evidence-based counseling techniques applied sequentially during the intervention. Each technique is grounded in established theoretical frameworks and selected based on specific clinical rationales aligned with the participant's presenting concerns and counseling goals. Techniques were applied flexibly based on session dynamics and participant needs under ongoing faculty supervision.

E. Data Analysis

Data analysis was conducted using thematic analysis following the six-phase framework proposed by The analytic process involved data familiarization, initial coding, theme development, review, and refinement. Trustworthiness of the findings was enhanced through prolonged engagement, thick description, maintenance of audit trails, and reflexive analytic practices.

Result and Discussion

A. Result

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Thematic analysis revealed three interconnected themes reflecting the complex interplay among academic, social, and family domains in YU's experience.

Theme 1: Academic Self-Efficacy Undermined by Memorization Challenges.

YU had a time memorizing the Qur'an and Hadith. She scored 68 out of 100 which is below the 75 required by her school. Because of this she had to repeat the semester. She talked about her struggles in sessions. She kept comparing herself to others, which made her feel worse about her ability to do well in school. When she started to open up it turned out that failing a class made her think that trying hard wasn't worth it. It also turned out that she didn't ask for help from her friends. This made it hard for her to do well which made her feel even worse about trying. This kept happening, which is what happens to people who don't feel like they can do well in school. She did not seek help from her peers. This created a cycle of not doing. Her low self-efficacy led to not seeking help. Not seeking help led to self-efficacy. This pattern is consistent with research, on academic self-efficacy .

Theme 2: Social Isolation Exacerbated by Dormitory Rotation.

The institution's semester-based dormitory rotation policy, designed to broaden students' social networks, produced paradoxically contrary effects for introverted students such as YU. She expressed considerable exhaustion from the repeated demands of establishing new relationships each semester and described persistent feelings of exclusion from already-established peer groups. YU articulated this dual burden directly: "*Kalau rendah nilaiku kadang butuh teman untuk bercerita, tapi agak sulit kalau mau cerita dengan teman sekamar*" (When my grades are low, I sometimes need a friend to talk to, but it is rather difficult to open up to my roommates). This statement captures the compounding nature of her situation, academic distress intensifying the need for peer support at the precise moment when social access was most restricted. This recurrent social disruption eliminated her access to peer support for both collaborative learning and emotional processing, a deficit rendered particularly acute by the institution's prohibition on mobile phone use, which simultaneously restricted her contact with family. This pattern stands in contrast to research demonstrating that peer relational support contributes significantly to school engagement and psychosocial adjustment across the adolescent years , and directly impeded the late-adolescent developmental task of forming deep, meaningful peer relationships .

Theme 3: Internalized Maternal Doubt Undermining Self-Efficacy.

During the summarization phase of counseling, YU disclosed her experience in her own words: "*Sebelum mendaftar ke Kampus X, Ummiku memang tidak begitu mendukung karena dia anggap hafalanku kurang bagus*" (Before registering for, my mother was not very supportive because she thought I was not good at memorizing things. This made me realize that my mother did not believe in me even before I started at YU so I already had these thoughts before I even had any problems with my school work.

Through talking about it I figured out that my mothers words had become like a voice in my head that would criticize me whenever I had trouble with my school work. This was made harder because my family was divided. My father was supportive but my mother had doubts about me, which made me feel unsure all the time. When I thought about my feelings I saw how my mothers doubts had affected the way I acted like avoiding tasks not asking for help when I needed it and thinking that normal school problems meant I was not good enough, as a person. These findings align with attachment theory, which establishes that early caregiving relationships give rise to internalized mental representations that continue to shape self-concept and interpersonal functioning across development , as well as with recent cross-national research demonstrating that internalized parental messages exert particularly pronounced influence on academic self-efficacy beliefs within collectivist cultural contexts .

B. Discussion

The findings of the present study reveal that challenges confronting students in Islamic residential higher education operate as an inherently interconnected system rather than as discrete, isolated problems, thereby necessitating integrated, multidimensional interventions. This systemic nature aligns with ecological perspectives emphasizing that individuals are embedded within mutually influencing, layered systems The case of YU illustrates how academic difficulties, social isolation, and internalized maternal doubt interacted in a reciprocally compounding manner: academic shame intensified social withdrawal, social isolation eliminated peer support necessary for addressing academic challenges, and maternal doubt simultaneously amplified academic anxiety and reinforced social avoidance. This pattern of cross-domain interdependence is consistent with developmental cascade theory, which posits that functioning in one domain exerts cumulative influence upon other domains over time, thereby progressively reshaping overall developmental trajectories .

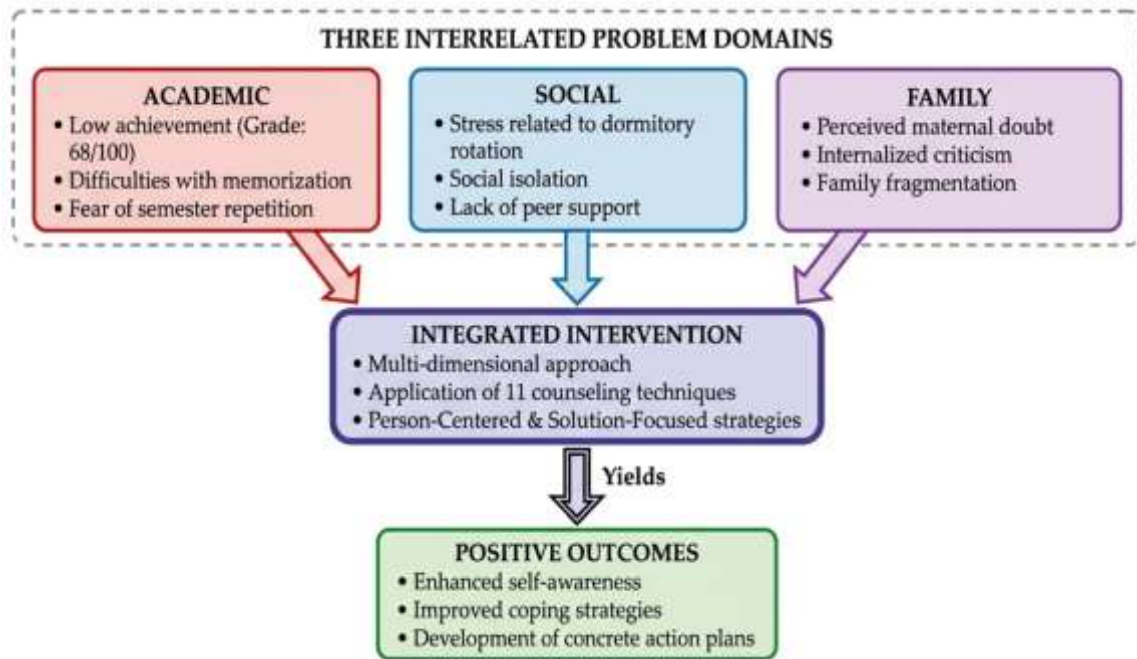


Figure 1. Integrated Multi-Dimensional Counseling Framework Showing Interconnected Problem Domains, Intervention Approaches, and Outcomes.

Note: Figure 1 illustrates the interconnected nature of the three problem domains (Academic, Social, Family), the integrated multi-dimensional counseling intervention drawing on person-centered, solution-focused, and cognitive-behavioral approaches, and the resulting positive outcomes. Arrows indicate bidirectional influences demonstrating that improvement in one domain requires simultaneous attention to others, consistent with ecological systems theory and developmental cascade models. Figure 1. Integrated Multi-Dimensional Counseling Framework Showing Interconnected Problem Domains, Intervention Approaches, and Outcomes

Within the academic domain, YU's failure in Qur'an and Hadith memorization examinations produced consequences extending well beyond the grade itself, most critically undermining her academic self-efficacy. Students operating under conditions of low self-efficacy characteristically avoid seeking assistance when confronting difficulties, interpret ordinary academic setbacks as confirmation of fundamental personal inadequacy, and become entrapped in self-perpetuating cycles of underachievement .

. Longitudinal research by Wang and Eccles , demonstrates that peer support makes a significant contribution to adolescents' academic engagement and psychosocial adjustment during the transition from middle to high school. When periodic rotation impedes the formation of meaningful interpersonal relationships, students are deprived of this critical developmental resource, consequently compounding both academic difficulties and social isolation.

. Drawing upon attachment theory, early experiences with primary caregiving figures give rise to internal working models, cognitive and affective representations of self and others, that continue to shape behavior, self-perception, and interpersonal functioning through adolescence and into adulthood . In collectivist cultures such as Indonesia, the psychological weight of parental messages is substantially amplified. A large-scale cross-national study involving 433,549 participants across 71 countries demonstrated that family support associates more strongly with adolescents' academic performance in collectivist societies than in individualist ones, a finding explained in part by the greater degree to which collectivist adolescents construe academic decisions as family rather than purely personal affairs . Consistent with this, , in a quantitative study involving 1,017 medical students across four Indonesian universities, confirmed that parental expectations exert direct influence on students' self-efficacy within collectivist cultural settings. YUs experience shows what happens when her mothers doubts before she even started school became a voice in her head that got louder when things got tough. This is an example of how what our parents think can really affect how we think about ourselves.

Using a few methods, like focusing on the person finding solutions and changing how we think about things really worked in this case. It shows that using approaches that fit the persons needs and that can change as each counseling session goes on is a good way to do things. Person-centered techniques established a safe therapeutic environment in which YU felt genuinely heard and understood, providing the foundational relational conditions necessary for productive therapeutic work . Solution-focused techniques systematically shifted the therapeutic focus away from problem rumination toward the identification of concrete, actionable pathways forward , while cognitive-behavioral principles enabled the recognition and restructuring of maladaptive thought patterns and self-perpetuating behavioral cycles . These findings are consistent with growing emphasis in the higher education counseling literature on the importance of flexible, individualized approaches capable of responding to the diverse and complex needs of contemporary university students .

That being said, using different theories can cause real problems in a clinical setting. Each approach, like person-centered therapy , solution-focused therapy , and behavioral therapy has its own ideas about how people change and what the

counselors job is. In life switching between these approaches requires a lot of thinking and supervision to make sure you're doing it right. In this situation any possible conflicts were handled by reflecting on each session and getting guidance, from the Ustadzah at Ma'had. This allowed for making decisions based on theory rather than sticking strictly to just one approach. Future counselor training programs in Islamic residential educational contexts should explicitly address integrative practice competencies as a core component of professional preparation.

It should be made clear that this study does not argue that counseling alone caused the changes observed in YU. Given that the participant resides within a highly structured institutional environment in which daily activities, social interactions, and academic obligations are comprehensively regulated by the Ma'had, any changes in YU's behavior and thinking need to be seen as part of this larger institutional picture. Following the conclusion of the counseling sessions, a detailed case summary along with evidence-based suggestions was presented to the Ma'had's resident Ustadzah, who is responsible for student welfare and acts as the primary contact for all student-related issues. These suggestions were submitted with the hope that they could influence institutional decision-making and aid in enhancing the university's student welfare practices.

Conclusion

This study demonstrates that challenges faced by students in Islamic residential higher education are inherently multi-dimensional and interconnected, operating as dynamic systems in which academic difficulties, social isolation, and family dynamics mutually influence one another. An integrated multi-dimensional counseling approach proved effective in facilitating self-awareness, identifying maladaptive patterns, and supporting the development of actionable coping strategies, as evidenced by observable shifts in the participant's help-seeking behavior, cognitive reframing of internalized parental doubt, and formulation of goal-directed academic plans across counseling sessions. When the intervention was finished a formal summary of the case and some evidence-based suggestions were sent to the Ma'had's resident Ustadzah. The goal was that these suggestions could help the institution make decisions and create more supportive systems for students at the university.

This study has some limitations that we need to remember. Firstly we only looked at one case, which makes it hard to say if the results would be the same for students, institutions or time periods. So we should be careful not to apply these results to groups of people without checking them again. Secondly we did not check on the student after counseling so we are not really sure if the positive changes we saw lasted term. We do not know if the student kept getting better at understanding themselves and dealing with problems after the counseling was over. Thirdly the student lives in a controlled environment where the Ma'had decides what they do every day and who they interact with. So we cannot say for sure that the counseling was the reason for the changes we saw. With these limitations this study gives us a good model that we can test with more students and in different settings.

What we learned from this study is that counseling services should consider the person, including school, social life and family. We should not just focus on one area. Look at everything together. This study also helps us understand how students develop confidence in their school work in situations where the community and religion play a big role in education. The Ma'had is an example of this and our study shows that counseling can be very helpful in such a setting.

The Ma'had and other institutions like it can use our findings to create counseling services for their students. By looking at the person and considering their culture and community we can help students succeed in school and, in life. This is what our study is about and we hope that the Ma'had and other institutions will use our results to make a positive change. Future research is encouraged to employ longitudinal and multi-case designs involving multiple stakeholders to further examine the sustainability and transferability of integrated counseling interventions in Islamic higher education settings.

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