

Qur'anic Counseling with Motivational Guidance QS. Al-Baqarah Verses 155-156, in Overcoming Anxiety in One of the Students

Maidatus Sholihah¹, Cholil² Yusria Ningsih³

¹ Universitas Islam Negeri Sunan Ampel Surabaya: Indonesia; maidatus.sholihah16@gmail.com

² Universitas Islam Negeri Sunan Ampel Surabaya: Indonesia;

³ Universitas Islam Negeri Sunan Ampel Surabaya: Indonesia;

ARTICLE INFO

Keywords:

Qur'anic Counseling;
Student Anxiety;
Qs. Al-Baqarah 155-156,
Islamic Counseling;

Article history:

Received 2024-02-21

Revised 2024-15-15

Accepted 2024-06-18

ABSTRACT

Anxiety is a psychological problem that is often experienced by students and can interfere with their learning process. At Sunan Ampel State Islamic University (UINSA) Surabaya, applying Qur'anic-based counseling methods is essential in Islamic education. Research Objectives: This study aims to evaluate the effectiveness of Quranic counseling based on the motivation of QS. Al-Baqarah verses 155-156 in overcoming anxiety in one of the students at UINSA. Methods: This study used a qualitative approach with a case study method. Data were collected through in-depth interviews, observation, and analysis of counseling documentation. QS. Al-Baqarah verses 155-156 were used as the basic framework for the counseling session, which included discussions about patience and steadfastness in facing life's trials. Results: The results showed a significant decrease in anxiety levels in university students after attending a series of Quranic counseling sessions. Students reported an increased sense of calmness and a deeper understanding of the importance of patience in facing challenges. Conclusion: Qur'anic counseling based on QS. Al-Baqarah verses 155-156 effectively overcome anxiety in university students at UINSA. The findings indicate that Qur'an-based spiritual approaches can effectively provide psychological support to university students in Islamic educational institutions.

This is an open-access article under the CC BY-SA license.



Corresponding Author:

Maidatus Sholihah: Universitas Islam Negeri Sunan Ampel Surabaya: Indonesia

maidatus.sholihah16@gmail.com

1. INTRODUCTION

Nowadays, anxiety is one of the main challenges faced by students in higher education, including at Universitas Islam Negeri Sunan Ampel (UINSA) Surabaya. Anxiety can hinder students' academic performance, emotional well-being, and personal development. Therefore, this study aims to examine the effectiveness of the application of Qur'anic counseling based on motivation from QS. Al-Baqarah verses 155-156 in overcoming anxiety in one of the students at UINSA Surabaya.

The presence of the Qur'an in the lives of mankind has reached the pinnacle of literary achievement. The Qur'an has truly become the latest information among people who excel in terms of straightening out the teachings of shirk behavior, social damage, and damage to faith (Hairina, 2018; Hayat, 2016). Therefore, the Qur'an is very relevant and very important to be used as a foothold or basic guideline, understood, and taken advantage of in solving all fields of problems that exist in society, one of which is with Quranic counseling (Bakalim, Şanal-Karahan, & Şensoy, 2018; Khoiriyah, Mu'is, & Mukaffan, 2024).

An individual is certainly not free from a problem. And each individual has their way of solving it. Problems always arise in different forms and levels of complexity and do not blindly target anyone, especially adolescents who are in school (Dias Lopes et al., 2020; Sakin Ozen, Ercan, Irgil, & Sigirli, 2010). This is also influenced by various conditions such as environmental conditions, friends, family, and physical, and psychological conditions of the individual concerned (Duraku, 2017; Husky, Kovess-Masfety, & Swendsen, 2020). The emotional level of adolescents who are still unstable causes them not to be able to take long-term problem-solving steps. The inability to solve problems causes an impact that affects emotions in a person (Kalaikumar, Joseph, Lajuma, & Hashim, 2021). For example, disappointment, feelings of hopelessness, sadness, frustration, anger, and loss of self-confidence. Self-confidence is a positive attitude of an individual who presents himself to develop positive values both towards himself and towards the surrounding environment (Akbari & Sahibzada, 2020; Shrauger & Schohn, 1995).

Qur'anic counseling is one of the Islamic counseling models that is the best solution in problem-solving. According to (H. B. Adz-Dzaky, 2004; M. H. B. Adz-Dzaky & Norma-Permata, 2001) Qur'anic Counseling is an activity of providing guidance, lessons, and guidelines to individuals who ask for guidance (clients) in terms of how a client should be able to develop the potential of his mind, soul, faith, and belief and be able to overcome the problems of life and life properly and correctly independently sourced from the Qur'an.

Regarding the message contained in the Qur'an, efforts are needed to strengthen the motivation of the counselee. a motivational verse will certainly have a significant impact as a suggestion to encourage the counselee in a better direction. Here are some motivational verses, Qur'an Surah Al Baqarah verses 155 - 156.

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنْفُسِ وَالثَّمَرَاتِ ۗ وَبَشِيرِ
 الصَّابِرِينَ ۝ ١٥٥ إِذَا أَصَابْتُم مَّصِيبَةً قَالُوا إِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ ۝ ١٥٦

This means: "And We will surely test you with a little fear, hunger, shortage of wealth, souls, and fruits. And give glad tidings to those who are patient." "Those who, when afflicted with calamity, say "Inna lillahi wa inna ilaihi raji'un" (We belong to Allah and Him is our return)." (QS. Al-Baqarah 2: Ayat 155-156)

The purpose of Qur'an counseling is to help clients make changes in their personality to four main things, namely a person who can establish good relations with themselves, establish good relations with others, establish good relations with the environment, and establish good relations with Allah SWT by using the Qur'an as the main guide (Farid, 2019).

2. METHODS

This research uses a qualitative approach with a case study focus. The qualitative approach was chosen to gain an in-depth understanding of students' experiences in overcoming anxiety through Qur'anic counseling. Case studies allow researchers to explore this phenomenon in detail in a real context. The research subject was a UINSA Surabaya student who experienced a significant level of anxiety. The selection of the subject was done with the consideration that this student represents a case that is relevant to the purpose of this study.

The research procedure began with the identification and selection of research subjects. After that, the data collection process was carried out through in-depth interviews with these students. Interviews were conducted to gain insight into students' personal experiences in dealing with anxiety and how Qur'anic counseling helps in the process.

The main instrument in this research is an interview guide developed based on the framework of QS. Al-Baqarah verses 155-156. The interview guide was designed to support the exploration of how these verses are interpreted by university students and how their application helps overcome anxiety. Primary data was collected through in-depth interviews with selected university students. The interviews were recorded and then transcribed for further analysis. The collected data was analyzed using the thematic analysis method. The analysis began with a reading of the transcripts to identify the main themes that emerged. Then, these themes were categorized, interpreted, and given meaning in the context of Qur'anic counseling based on QS. Al-Baqarah verses 155-156.

By integrating Qur'anic counseling based on motivational verses from QS. Al-Baqarah verses 155-156, this research is expected to provide a deeper understanding of the effectiveness of this method in overcoming anxiety in students at UINSA Surabaya. The results of this study are expected to provide meaningful theoretical and practical contributions to the development of counseling services based on spiritual values in the context of Islamic higher education.

3. FINDINGS AND DISCUSSION

Motivation and Confidence Therapy

Self-confidence is one of the important aspects of personality in a person. Without self-confidence, it will cause problems for a person. Self-confidence is the most valuable attribute of a person in social life. With self-confidence, a person can actualize all his or potential (Dias Lopes et al., 2020). The concept of self-confidence is a belief to live life, consider choices, and make his own decisions about himself so that he can do something (Akbari & Sahibzada, 2020; Bénabou & Tirole, 2002; Gea, Setiawati, Sukriyah, Siahaan, & Amiruddin, 2022). This means that confidence and self-confidence only arise when someone does something that he is capable of doing and that someone can do it with confidence without any other influence (Ghufron & Rini Risnawita, 2010).

Self-confidence is born from the realization that when one decides to do something, that something will also be done. This means that the decision to do something and what is done is meaningful to one's life. If a person has confidence in the social arena, they will be less anxious and more comfortable with themselves and able to develop behavior in social situations (Apriani, Alpen, & Arismon, 2020).

Enung (Fatimah;, 2010) defines self-confidence as a positive attitude of an individual that enables him to develop a positive assessment, both of himself and the environment or situation he faces. This means that the individual is competent to do everything by himself, but self-confidence only refers to the feeling of being confident that he is capable, has competence and believes that he can because it is supported by experience, potential, achievement and realistic expectations of oneself. It can be concluded that the definition of self-confidence is a positive attitude of an individual who is able to develop a good assessment of oneself and others, which is characterized by believing in one's own abilities so that he feels able to achieve all goals in his life.

Qur'anic counseling based on the verses of QS. Al-Baqarah verses 155-156 proved effective in helping students overcome anxiety. Students reported that reflection and meditation on these verses brought calm and comfort amidst the challenges they faced. The process of connecting with the spiritual values of these verses provided a new perspective in responding to their anxiety.

According to (Maczulskij & Viinikainen, 2023), someone who has self-confidence has the following characteristics: 1) Knowing his strengths and weaknesses well, and developing his excess potential. 2) Have or make standards for achieving life goals, and appreciate themselves if these goals are successful. 3) Choosing to evaluate and reflect rather than blaming others if the goal is not achieved. 4) Can overcome feelings of disappointment, depression, and a sense of inadequacy that lingers in him.

The characteristics of people who have high self-confidence are that they are people who have considered information, namely considering the advantages and disadvantages in acting. Not only that, they have also considered the extent to which they regulate each behavior. This means that when individuals already have good confidence in doing every task, achieving goals, overcoming obstacles, being able to control every thing that can affect life, then they include The characteristics of people who have high self-confidence are that they are people who have considered information, namely considering the advantages and disadvantages of acting (Oktafiani & Yusri, 2021). Not only that, they have also considered the extent to which they regulate each behavior. This means that when individuals already have good confidence in doing every task, achieving goals, overcoming obstacles, being able to control every thing that can affect life, then they are included (Boeree, 2017).

Humans have four main factors that can be used as factors to provoke motivation in humans. These four factors generally fall under the category of daily needs that must be fulfilled. They are food, love, sex, and achievement. These factors are determined by each individual, depending on them in choosing which factors they will prioritize in achieving motivation.

According to Diwan's opinion, humans have needs that drive behavior. Motivation, as seen, comes from within the individual which is then applied in the form of behavior. Behavior occurs because of a certain determinant, both biological and psychological or derived from the environment (Ifani & Kartiwi, 2024). This determinant will stimulate the emergence of a certain

psychological state in the body called needs, needs create a state of tension (tention) and this encourages behavior to meet these needs (instrumental behavior) (Guntrip, 2018).

Nevid Jeffrey suggests that anxiety is a state of a person where this individual has an emotional state with physical symptoms in the form of a tense feeling or feeling worried about something that will happen. Anxiety is a reaction of the body that raises a response to a threat that is happening, but anxiety will become unusual when a reaction appears inappropriately either from the symptoms that appear (Nevid, Rathus, & Green, 2005).

Anxiety is a vague feeling of fear that is supported by the situation. When feeling anxious individuals feel uncomfortable afraid and have a premonition of impending doom even though they do not understand why these threatening emotions occur. Anxiety has different characteristics from stress (Jung & Beebe, 2016). If stress is a tension or pressure experienced by physical and psychological that is non-specific due to an obstacle caused by a lot of burden because it does not match something that is not desirable so that it can control emotionally in a person (Salecl, 2004). Meanwhile, anxiety has a meaning where a person's condition is due to worry and fear due to irrational ways of thinking that cause uncomfortable feelings and a natural response that arises due to certain things or conditions.

According to Sigmund (Freud, 2012), anxiety is divided into three types, namely realistic anxiety, neurotic anxiety, and moral anxiety, as for an explanation of the three types of anxiety, namely: 1) Realistic Anxiety, Is an anxiety that arises in unpleasant feelings of threat or danger that will occur against himself, and this anxiety cannot be specified. Realistic anxiety arises from feelings that tend to be afraid of external threats or dangers. 2) Neurotic Anxiety, is anxiety that arises against a threat or danger that is unknown to the person who feels it. This anxiety arises from one's ego with the encouragement of the Id. So, this neurotic anxiety arises due to a feeling of fear of an action taken by the individual himself. 3) Moral Anxiety, is a feeling that arises from the ego and superego. This feeling stems from a failure to concentrate on something that is believed to be morally right. Moral anxiety has an excessive feeling of fear that comes from the inner voice.

Discussion

The next step is treatment or the process of providing therapy to the counselee. At this stage, the counselor divides the therapy into 3 stages. The first is the stage of establishing a commitment or counseling contract. At this stage of the counseling contract, the counselor and the counselee openly get to know each other first in order to create mutual trust which then determines the duration and agreement of counseling. The agreement in question is that the counselee is truly willing to take part in this therapy purely to change for the better without coercion. The second is the provision of therapy in the form of guidance to read, understand, and practice the content of the Qur'an verse in accordance with the problem of the counselee.

In this second stage, the counselee is conditioned to practice reading over and over again, until the counselee is at least fluent in reading a verse that will be used as a therapeutic. The counselee repeatedly reads different therapeutic verses until he memorizes them by himself. The second stage, the counselee is conditioned to understand one by one the content of the Qur'anic verse and is adjusted to the phenomena in the field that are relevant to the problems faced by the counselee. The last stage of therapy is muhasabah, extracting meaning and evaluation. The goal is to create an impetus for the counselee to realize that by having self-confidence the counselee is able to face every situation.

Students showed a positive response to the Qur'anic counseling sessions. They reported improvement in their ability to manage daily anxiety after applying Qur'anic verses in their lives. The therapy gave them confidence and a more stable inner peace.



Gambar 1 proses konseling Qur'ani

The data analyzed showed that college students who engaged in Qur'anic counseling experienced significant improvements in their understanding of the anxiety issues they were facing. The results of the analysis show that this approach not only provides a short-term solution to anxiety, but also builds a strong foundation for long-term emotional well-being.

After all the counseling processes are carried out, the results of the changes in the counselee have appeared. In this study, the process of providing therapy using motivational verses given to the counselee succeeded in regaining the counselee's self-confidence. This is in accordance with the results of observations and interviews conducted by the counselor to primary data sources and secondary data sources, namely starting with the neighbors around the counselee, classmates of the counselee and the counselee's family.

Currently, the counselee has shown positive changes regarding the self-confidence that exists in the counselee. The counselee has dared to return to social interaction independently without coercion and without being accompanied by a counselor. For this reason, research with the title Qur'anic Counseling with Motivational Verses to Nurture Self-Confidence in UINSA Surabaya Students can be said to be successful. The following are symptoms that appeared when before the therapeutic process was given to the counselee: 1) The counselee feels that he no longer believes in his abilities because it will be in vain. This is a result of friends laughing at him when in class. 2) Feeling excessive anxiety when having a schedule that collides with college hours. 3) Lack of concern by the counselee's close environment such as parents and friends. Kosneli became pessimistic because there was no support from people around him. 4) The counselee withdrew from his environment.

Table 1: Changes in Student Anxiety Score Before and After Qur'anic Counseling

Counseling Session	Score Before Anxiety	Score After Anxiety
1	40	22
2	32	18
3	26	12

The results of this study support the hypothesis that the application of Qur'anic counseling based on the verses of QS. Al-Baqarah verses 155-156 is effective in overcoming anxiety in students at UINSA Surabaya. Discussion of the implications of the results also indicates that this approach can be integrated in counseling services in an Islamic college environment to improve the overall well-being of students.

In this study, it has been proven that the application of Qur'anic counseling based on motivational verses from QS. Al-Baqarah verses 155-156 is effective in overcoming anxiety in students at UINSA Surabaya. The results of this study provide a foundation for further development in spiritually-based counseling approaches in the context of Islamic higher education. Future research could further explore broader implementation strategies and the long-term impact of this therapy on student well-being.

4. CONCLUSION

This study has aimed to evaluate the effectiveness of Qur'anic counseling based on the motivation of QS. Al-Baqarah verses 155-156 in overcoming anxiety in one of the students at Sunan Ampel State Islamic University (UINSA) Surabaya. Based on the data analysis that has been done, it can be concluded that the application of Qur'anic counseling makes a positive contribution to helping students manage and reduce their anxiety levels. The results showed that Qur'anic counseling based on the verses of QS. Al-Baqarah verses 155-156 are effective in overcoming anxiety in college students. Students who engaged in this therapy experienced significant improvements in their ability to manage daily stresses and worries. Reflection and meditation on the Qur'anic verses provided them with a spiritual perspective that helped them respond to life's challenges.

To further develop this research, it is recommended to consider the following: Development of Counseling Methods: Conduct further exploration of various Qur'anic counseling methods that can be applied to other psychiatric and mental health problems, Effectiveness Measurement Scale: Measuring the effectiveness of Qur'anic counseling more broadly by using a larger sample and a more diverse population variation. Integration in Educational Curriculum: Include Qur'anic counseling as part of the mental health curriculum in Islamic colleges to improve the overall well-being of students. Further research is currently being conducted to identify the best strategies for implementing Qur'anic counseling in a higher education setting. The study aims to refine the counseling methods and expand the understanding of its impact on the psychological well-being of university students.

REFERENCES

- Adz-Dzaky, H. B. (2004). *Konseling & Psikoterapi Islam*. Fajar Pustaka Baru.
- Adz-Dzaky, M. H. B., & Norma-Permata, A. (2001). *Psikoterapi & konseling Islam: Penerapan metode sufistik*. Fajar Pustaka Baru.
- Akbari, O., & Sahibzada, J. (2020). Students' Self-Confidence and Its Impacts on Their Learning Process. *American International Journal of Social Science Research*, 5(1), 1–15. <https://doi.org/10.46281/aijssr.v5i1.462>
- Apriani, L., Alpen, J., & Arismon, A. (2020). Tingkat percaya diri dan keterampilan micro teaching. *Edu Sportivo: Indonesian Journal of Physical Education*, 1(1), 42–49. [https://doi.org/10.25299/es:ijope.2020.vol1\(1\).5155](https://doi.org/10.25299/es:ijope.2020.vol1(1).5155)
- Bakalim, O., Şanal-Karahan, F., & Şensoy, G. (2018). The Effect of Group Supervision on the Psychological Counseling Self-Efficacy Levels of Psychological Counseling Candidates. *Turkish Online Journal of Qualitative Inquiry*, 9(4), 412–428. <https://doi.org/10.17569/tojqi.439769>
- Bénabou, R., & Tirole, J. (2002). Self-Confidence and Personal Motivation*. *The Quarterly Journal of Economics*, 117(3), 871–915. <https://doi.org/10.1162/003355302760193913>
- Boeree, C. (2017). *Personality Theories: From Freud to Frankl*. CreateSpace Independent Publishing Platform.
- Dias Lopes, L. F., Chaves, B. M., Fabrício, A., Porto, A., Machado de Almeida, D., Obregon, S. L., ... Flores Costa, V. M. (2020). Analysis of Well-Being and Anxiety among University Students. *International Journal of Environmental Research and Public Health*, 17(11), 3874. <https://doi.org/10.3390/ijerph17113874>
- Duraku, Z. H. (2017). Factors Influencing Test Anxiety Among University Students. *The European Journal of Social & Behavioural Sciences, Issue 1*. <https://doi.org/10.15405/ejsbs.206>
- Farid, M. (2019). *Bimbingan dan Konseling*. Malang: Madani Media.
- Fatimah, E. (2010). *Psikologi perkembangan (perkembangan peserta didik) / Enung Fatimah*. Pustaka Seta. (Bandung). Retrieved from //senayan.iain-palangka.ac.id/index.php?p=show_detail&id=10904&keywords=
- Freud, S. (2012). *The Basic Writings of Sigmund Freud*. Random House Publishing Group.
- Gea, S. H., Setiawati, D. T., Sukriyah, E., Siahaan, A., & Amiruddin. (2022). PAI Teachers' Self Reflections on Differentiation Learning in the Independent Learning Curriculum. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(2), 212–220. <https://doi.org/10.31538/munaddhomah.v3i2.263>
- Ghufron, M. N., & Rini Risnawita, S. (2010). Teori-Teori Psikologi, yogyakarta. *Ar-Ruzz Media*, 1(3), 156–165.
- Guntrip, H. Y. (2018). *Personality Structure and Human Interaction: The Developing Synthesis of Psychodynamic Theory*. Routledge.
- Hairina, Y. (2018). *Konseling Qur'ani: Suatu Model Pendekatan Konseling Untuk Mengatasi*.
- Hayat, A. (2016). *Bimbingan Konseling Qur'ani (Jilid 1)*. Lkis Pelangi Aksara.
- Husky, M. M., Kovess-Masfety, V., & Swendsen, J. D. (2020). Stress and anxiety among university students in France during Covid-19 mandatory confinement. *Comprehensive Psychiatry*, 102, 152191. <https://doi.org/10.1016/j.comppsy.2020.152191>

- Ifani, N. N., & Kartiwi, A. P. (2024). Leadership in Indonesian Islamic Schools: How Leader Spiritual and Motivational Styles Affect Organizational Citizenship Behavior and Employees' Religiosity. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 9(1), 67–78. <https://doi.org/10.31538/ndh.v9i1.4559>
- Jung, C., & Beebe, J. (2016). *Psychological Types*. London: Routledge. <https://doi.org/10.4324/9781315512334>
- Kalaikumar, K., Joseph, A., Lajuma, S., & Hashim, N. (2021). *The Relationship between Social Anxiety and Emotion of Teenagers*.
- Khoiriyah, D. A., Mu'is, A., & Mukaffan. (2024). Guidance Counseling Techniques Through Muhasabah Qur'an and It's Implication For Altruism Attitudes. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(2), 235–245. <https://doi.org/10.31538/munaddhomah.v5i2.1114>
- Maczulskij, T., & Viinikainen, J. (2023). Self-confidence predicts entrepreneurship and entrepreneurial success. *Journal of Business Venturing Insights*, 19, e00382. <https://doi.org/10.1016/j.jbvi.2023.e00382>
- Nevid, J. S., Rathus, S. A., & Green, E. B. (2005). Psikologi Abnormal (terjemahan). Jakarta: Erlangga.
- Oktafiani, Z., & Yusri, Y. (2021). The Relationship of Self Confidence to Students Learning Achievement. *Counseling and Humanities Review*, 1(1), 20–26. <https://doi.org/10.24036/000411chr2021>
- Sakin Ozen, N., Ercan, I., Irgil, E., & Sigirli, D. (2010). Anxiety Prevalence and Affecting Factors Among University Students. *Asia Pacific Journal of Public Health*, 22(1), 127–133. <https://doi.org/10.1177/1010539509352803>
- Salecl, R. (2004). *On Anxiety*. London: Routledge. <https://doi.org/10.4324/9780203508282>
- Shrauger, J. S., & Schohn, M. (1995). Self-Confidence in College Students: Conceptualization, Measurement, and Behavioral Implications. *Assessment*, 2(3), 255–278. <https://doi.org/10.1177/1073191195002003006>