

DEVELOPMENT OF AN ISLAMIC COUNSELING MODEL USING BIBLIOTHERAPY TECHNIQUES WITH E-BOOKS TO IMPROVE ACADEMIC RESILIENCE

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Abstract

Academic resilience is one of the key elements of success for mathematics education students in facing academic challenges in higher education. This study aims to develop an Islamic Counseling Model using Bibliotherapy e-books to improve the academic resilience of Mathematics Education students. This research is a Developmental Study with a design according to Borg and Gall, which consists of three stages, namely the preliminary study stage, the model development stage, and the model testing stage. The research was conducted at the State Islamic University of North Sumatra. Data collection was carried out using an academic resilience scale and an expert assessment scale. Data analysis was performed using quantitative descriptive analysis to describe the academic resilience of students in the preliminary study stage, followed by Miles and Huberman's qualitative descriptive analysis to describe the feasibility of the Islamic Counseling Model using the Bibliotherapy technique with e-books. Finally, the U-Mann Whitney test was performed to determine the effectiveness of the model. The results showed that the academic resilience of students in the Mathematics Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, Medan, was at an average of 67.5% of the ideal score, with 16% in the high academic resilience category, 69% in the moderate category, and 15% in the low category. The results of the feasibility test of the Islamic Counseling Model using the Bibliotherapy Technique with e-books with several experts showed that it was feasible to use. Based on the results of the U-Mann Whitney test, a sig. value of 0.000 was obtained, so it was concluded that the Islamic Counseling Model using the Bibliotherapy Technique with e-books was effective in increasing the academic resilience of mathematics education students.

Keywords: : *islamic counseling, academic resilience, mathematics education*

Introduction

Learning in higher education is often marked by various significant challenges faced by students. Academic pressure, demands for achievement, and adjustment to a new environment often cause individuals to become stressed, which can disrupt and affect their mental health and academic achievement (Ye et al., 2021 ; Abbas et al., 2024) . Studies show that students often have difficulty managing their time, understanding complex material, and meeting the expectations of their lecturers and families. This often leads to increased levels of anxiety and academic stress (Findyartini et al., 2021 ; (Ye et al., 2021) .

Mathematics education students face more specific and complex challenges. They are not only required to understand abstract mathematical concepts, but also to be able to apply them in various theoretical and practical contexts. Difficulties in mastering

mathematical theory and application often cause frustration and reduce motivation to learn (Syarifuddin et al., 2023) . In addition, students in this field are also expected to have high analytical and problem-solving skills, which can add to their psychological burden (Yan & Gai, 2022) . Research results explain that students who feel and experience difficulties in learning mathematics often experience higher levels of academic stress compared to students in other fields (Ye et al., 2021) .

In overcoming these challenges, academic resilience is a key element. Academic resilience refers to students' ability to manage stress and difficulties related to learning and to bounce back after experiencing failure (Osman et al., 2021 ; (Ye et al., 2021) . Academic resilience refers to the ability of students to persevere and achieve success despite facing various obstacles in the academic environment (Marettih et al., 2022) . Academic resilience is a crucial issue for mathematics education students, especially given the various challenges they face during their college education. Mathematics education students often face heavy academic burdens, such as understanding complex mathematical concepts and completing tasks that require a high level of precision and creativity (Khairunnisa et al., 2022) .

Mathematics education students face complex challenges in their academic journey. As future educators, they are required to master abstract mathematical concepts and competent pedagogical skills. These demands create significant pressure, especially when students must understand complex material such as advanced calculus and abstract algebra, while also managing tasks that require creativity and precision. This pressure often impacts their mental well-being, creating challenges in maintaining motivation and focus on their studies (Khairunnisa et al., 2022;

One of the biggest obstacles often faced by mathematics education students is the completion of their thesis or final project. This process requires in-depth research, data processing, and scientific writing. Many students feel overwhelmed by this academic burden, especially when support from their surroundings is lacking. Research indicates that the thesis writing process can trigger significant academic stress, which negatively impacts students' mental health and academic performance (Marettih et al., 2022) . In addition, students also need to adjust to learning methods that are different from their previous levels of education, which can increase academic pressure and reduce their resilience (Salma & Sawitri, 2021; Findyartini et al., 2021) .

Mathematics Education students at UIN Sumatera Utara face various challenges that demand a high level of academic resilience. As part of an institution that integrates Islamic values into its curriculum, they are not only required to master mathematics conceptually and practically, but also to understand the connection between this science and spiritual values. These challenges create additional complexity compared to mathematics education programs at other institutions.

Significant academic challenges arise from courses with a high level of difficulty, such as calculus, linear algebra, and real analysis. In addition, students are also expected to develop the pedagogical abilities and communication skills necessary as prospective educators. In this context, difficulties in understanding the material and completing assignments have the potential to trigger high academic stress. Tasks that require precision and understanding of complex mathematical concepts are often the main sources of stress. In addition, the pressure to achieve high academic standards, both from lecturers and family, also adds to the psychological burden on students, further increasing their stress levels. Research shows that students who experience chronic academic stress are at greater risk of decreased learning motivation and academic performance (Findyartini et al., 2021; Yan & Gai, 2022) .

In addition to academic stress, lack of social support is a significant problem in improving the academic resilience of mathematics education students at UIN Sumatera

Utara. Many students complain about the lack of support they receive from peers or lecturers. They find it difficult to get help in understanding the material or overcoming the academic difficulties they face. Some students also admit that they feel uncomfortable sharing their problems with others, both friends and family, because they feel that no one understands the pressure they are under.

Mathematics Education students also face obstacles in their low stress management skills. They even lack knowledge about how to manage stress effectively. Some students even tend to ignore stress or divert it to less productive activities, such as playing games or procrastinating. This certainly worsens their ability to face increasing academic challenges. Not only that, students also find it difficult to manage academic failure. Students feel insecure after receiving low grades or failing to complete assignments properly. This often leads to a decline in motivation to study, and some students find it difficult to get back up and continue their academic journey.

The imbalance between academic demands and personal life is also a factor that disrupts academic resilience. Most students admit that they find it difficult to divide their time between studying, part-time jobs, and family obligations. This tension often causes them to feel physically and emotionally exhausted, which ultimately affects their ability to focus on academic tasks.

Another factor affecting the academic resilience of UIN North Sumatra students is personal challenges, such as family pressure to graduate quickly and financial needs. In addition, campus life dynamics, such as interpersonal relationships with peers or lecturers, also affect their ability to persevere in the face of academic obstacles. Adequate social support has been proven to increase students' mental resilience in dealing with these pressures (Almun & Ash-Shiddiqy, 2022;

When working on their thesis, for example, students often face major challenges, ranging from difficulties in determining a research topic to processing data. This becomes even more difficult when students lack intensive guidance from their supervisors or feel that they do not have sufficient ability to complete the task. In situations like this, students' academic resilience is tested. Students with high levels of resilience tend to have good stress management skills and remain focused on completing their studies (Marettih et al., 2022; Abbas et al., 2024)

Research shows that students with high resilience are better able to cope with stress and perform better academically (Ye et al., 2021; Abbas et al., 2024) . When academic resilience is disrupted, the impact is seen in various aspects of students' lives. They may experience a decline in motivation to study, anxiety, and even the risk of burnout. As a result, some students face delays in completing their studies or even decide to drop out (Abbas et al., 2024; Ye et al., 2021).

Impaired or problematic academic resilience can have a significant impact on students' lives, both academically and psychologically. When a student is unable to manage academic pressure or bounce back from failure, various negative consequences can arise, ranging from a decline in academic performance to mental health disorders. One of the direct impacts of impaired academic resilience is a decline in academic performance. Students who have difficulty facing challenges, such as complex assignments or exam pressure, tend to have difficulty meeting their academic targets. They may face failure in completing assignments, delay their thesis work, or even drop out of their study program. Research shows that poorly managed academic stress can reduce cognitive abilities, such as concentration and problem-solving, which in turn affects learning outcomes (Findyartini et al., 2021) .

Additionally, academic resilience issues are often closely linked to mental health problems. Students who are unable to cope with academic pressure may experience higher levels of anxiety, depression, or even *burnout*. In the long term, these conditions affect

their emotional well-being, reduce their motivation to study, and cause social isolation (Osman et al., 2021). These impacts are often exacerbated by a lack of social support or effective guidance systems, whether from family, friends, or educational institutions.

Another equally important impact is the effect on students' self-confidence and self-identity. Students who repeatedly fail to overcome academic obstacles often feel incompetent or incapable. These feelings can create a negative mindset that prevents them from trying again or seeking alternative solutions. In some cases, students even develop a fear of facing new challenges, which hinders their development in both academic and professional contexts (Abbas et al., 2024).

Disruptions to academic resilience can also affect students' interpersonal relationships. The inability to manage pressure often causes students to withdraw from social interactions, which can exacerbate feelings of loneliness or lack of emotional support. Conversely, high academic pressure can also trigger conflicts with family or friends, especially if students feel misunderstood or inadequately supported (Almun & Ash-Shiddiqy, 2022).

Overall, impaired academic resilience not only affects students' performance in class but also their overall well-being. Therefore, educational institutions need to develop programs aimed at improving students' academic resilience, especially in challenging fields of study such as mathematics education. Strengthening academic resilience is a strategic step to help students cope with difficulties and achieve success in their education.

To help students develop academic resilience, UIN North Sumatra can implement a more holistic approach. For example, counseling programs that focus on developing coping skills, as well as strengthening Islamic value-based learning communities that provide emotional and spiritual support. Such approaches can help students manage academic pressure, build confidence, and maintain their motivation to learn. This emphasizes the importance of developing innovative approaches in counseling to help students build mental and emotional resilience. A holistic and integrated approach can help mathematics education students overcome various challenges. By building academic resilience, they will not only be able to complete their studies well but also become competent educators in the future.

In the context of mathematics education, students often face specific challenges, such as difficulty understanding mathematical concepts and pressure to achieve high academic results. Therefore, a counseling model specifically designed to meet their academic needs is required. Research shows that social support, both from peers and the academic environment, has a significant influence on academic resilience (Almun & Ash-Shiddiqy, 2022). This resilience can be influenced by various factors, such as social support from peers and family, as well as effective coping skills (Abbas et al., 2024). Therefore, educational institutions need to develop programs aimed at improving students' academic resilience, especially in challenging fields of study such as mathematics education. By integrating social support and bibliotherapy, the counseling model developed is expected to be an effective solution for improving the academic resilience of mathematics education students.

Islamic counseling plays an important role in supporting student character development, especially in facing various academic and daily life challenges. By integrating spiritual values, this approach is not only oriented towards improving academic achievement, but also helps students find deeper meaning in their learning process. Within this framework, students are encouraged to develop strong mental resilience, in line with Islamic principles that prioritize emotional and spiritual balance as part of a successful life (Maksum et al., 2023).

One innovative method in Islamic counseling is the use of bibliotherapy, which is a therapy that uses reading materials to help individuals overcome psychological problems. In the context of education, this technique is often realized through the provision of e-books that are relevant to students' needs. Through these reading materials, students can learn from the experiences of others, reflect on their own situations, and gain inspiration to face existing challenges. Reading materials tailored to the context of students' lives are not only a source of information but also a tool to strengthen their psychological resilience (Asri et al., 2024).

The use of e-books in counseling provides many advantages, especially in terms of accessibility. Digital technology allows students to search for the materials they need anytime and anywhere with very easy access, so they can study independently according to their time and needs. Additionally, the flexibility of this technology allows for regular updates, ensuring that the materials provided remain relevant and up-to-date with academic or social developments (Nugroho, 2024).

In relation to academic resilience, Islamic counseling guidance contributes greatly to improving student academic performance. Research shows that students with high levels of resilience tend to be more motivated, skilled at managing their time well, and remain focused even when facing various pressures. This mental resilience is one of the main indicators of academic success, as students are able to manage stress and take advantage of opportunities for growth, even in challenging conditions (Marina Sandra et al., 2024). Islamic counseling offers a comprehensive and relevant approach to supporting students. This model integrates spiritual values, which have been proven to strengthen individual resilience in facing various difficulties (Asror, 2021). In addition, bibliotherapy techniques that utilize e-books as a counseling medium provide flexible solutions for students to obtain the information and support they need (Pratiwi & Fitniwillis, 2023). These digital media can help students hone their coping skills and increase their self-efficacy, both of which are important elements in academic resilience (Solahudin et al., 2022).

The holistic approach adopted in Islamic counseling guidance not only considers intellectual aspects but also the emotional and spiritual well-being of students. This approach focuses on creating mentally resilient individuals who can maintain a balance between academic demands and personal life. In the long term, good mental health is the main foundation for academic success and overall success in life (Risatur Rofi'ah, 2021).

With a comprehensive and relevant approach, Islamic counseling guidance can help students overcome the challenges they face, both in academic and non-academic life. This model provides a solid foundation for them to grow into resilient, productive, and characterful individuals. Overall, the purpose of this study is to develop an Islamic counseling model based on bibliotherapy using e-books to improve the academic resilience of mathematics education students. By combining psychological and spiritual approaches and utilizing digital technology, it is hoped that this model will have a positive impact on the academic well-being of mathematics education students.

Method

This research was conducted using a *Research and Development (R&D)* approach. Based on Borg and Gall, the research design was simplified into three stages, namely 1) Preliminary Study Stage, 2) Model Development Stage, and 3) Model Testing Stage (Sugiyono, 2019a). The research was conducted at the State Islamic University of North Sumatra. The research respondents were divided based on the research stages, namely the preliminary study stage, the model development stage, and the model testing stage. In the preliminary study stage, data on the academic resilience of Mathematics Education students at UIN Sumatera Utara was collected, along with data and information related to

existing Islamic counseling models. The academic resilience scale used indicators of (1) emotional regulation; (2) optimism; and (3) self-efficacy (Reivichi, 2002). This academic resilience scale was compiled using a Likert scale. Furthermore, in the development stage, the Islamic Counseling Model using Bibliotherapy Techniques was developed using e-books. The model at this stage was designed based on the data and information collected in the previous stage. Finally, in the model testing stage, it was conducted on Mathematics Education students at UIN North Sumatra using *purposive sampling*. Respondents in this testing stage were selected based on the criteria of moderate and low academic resilience. In assessing the feasibility of the bibliotherapy-based Islamic counseling model using the e-book that we developed, validation was carried out with experts and practitioners using an assessment scale and *Focus Group Discussion* with psychologists, counselors, and counseling students as well as mathematics education students.

The data analysis technique used was quantitative descriptive to describe the academic resilience of mathematics education students. The following are the guidelines for categorizing the academic resilience of mathematics education students.

Table 1. Categorization of Academic Resilience

Category	Interval
Low	$X < M - 1SD$
Moderate	$M - 1SD \leq X < M + 1SD$
High	$X \geq M + 1SD$

(Bara & Afri, 2024)

Description

X : Academic resilience score of respondents

M : average academic resilience score

SD : Standard deviation of academic resilience scores

Next, the model feasibility assessment scale developed was analyzed descriptively and quantitatively. Data from expert validators and practitioners that had been obtained was used to calculate the ideal score using the formula. Ideal score (criterion) = Number of questions x number of Likert scale scores. After the ideal score is known, the validity percentage of the validation results is calculated using the following formula:

$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

Explanation:

P : Validity percentage

$\sum X$: Total validator scores

$\sum X_i$: Number of ideal scores

Once the P value is known, the model validation assessment criteria can be determined as follows:

Table 2. Validity Assessment Criteria

Percentage	Category
81% - 100%	Highly Valid
61% - 80	Suitable
41% - 60	Fairly Acceptable
21% - 40	Less Acceptable
0% - 20	Not Suitable

(Damayanti et al., 2018)

Furthermore, the validation results were also analyzed using the Miles and Huberman analysis model with the following stages: (1) Data reduction; (2) Data presentation; and (3) Drawing conclusions (Sugiyono, 2019b). Then, to see the effectiveness of the

developed model, data analysis was performed using the U-Mann Whitney test using SPSS 24 on the pretest-posttest scores of academic resilience of mathematics education students in the moderate to low category.

Result and Discussion

Description of Academic Resilience of Mathematics Education Students at UIN North Sumatra

The academic resilience of mathematics education students (PMM) at the Faculty of Tarbiyah and Teacher Training (FITK) UIN North Sumatra Medan was obtained by distributing questionnaires to PMM students. We distributed academic resilience questionnaires to 135 students in their third and fifth semesters of the 2025/2026 academic year. In general, the description of academic resilience among PMM program students can be seen in the following table.

Table 3. Academic Resilience of Mathematics Education Students at UIN North Sumatra Medan

N	135.00	Ideal
Average	81.00	Score
Min	70.00	
Max	96.00	120
Elementary	5.82	

Based on Table 3 above, the average academic resilience of Mathematics Education students is 81 out of an ideal score of 120, which is equivalent to 67.5% of the ideal score. This means that efforts need to be made to improve the academic resilience of Mathematics Education students at UIN Sumatera Utara Medan. Furthermore, if the academic resilience of mathematics education students is grouped into high, medium, and low categories based on the grouping criteria stated by Azwar (Bara & Afri, 2024) . The following are the grouping results.

Table 4. General Categorization of Academic Resilience Among Mathematics Education Students at the Faculty of Islamic Teacher Training and Education, UIN North Sumatra, Medan

Category	f	%
High	22	16
Medium	93	69
Low	20	15
Total	135	100

Table 4 above shows that of the 135 students in the Mathematics Education Study Program (PMM) FITK UIN North Sumatra Medan, the majority of students are at the Academic Resilience level with a moderate to low category, meaning that students in the Mathematics Education Study Program (PMM) FITK UIN North Sumatra Medan are moderate to low in overcoming the academic challenges they face during college. This means that efforts are needed to improve the academic resilience of Mathematics Education students at UIN North Sumatra Medan so that they can successfully overcome obstacles and challenges during their studies and face challenges in the world of work later on.

The Feasibility of the Islamic Counseling Model Using Bibliotherapy Techniques with e-books to Improve the Academic Resilience of Students at UIN North Sumatra.

The Islamic Counseling Model of Bibliotherapy developed in this study uses guidebooks and e-books that can be easily used by counselors and students in providing individual counseling services to clients to improve student resilience. The guidebook and e-book model used is a flipbook model, which is like an online book that can be easily accessed anywhere. This way, the speed, accuracy, and interconnection between prospective students (clients) and the admin and counselors/psychologists become faster. To measure the validity of the guidebook and e-book, expert feasibility validation and practical validation were conducted on the guidebook and flipbook e-book model. Several suggestions from the validators became improvements for the researchers and the study program. In addition, the researchers also conducted *focus group discussions* with several academics and counseling practitioners from several lecturers at the State Islamic University of North Sumatra. The results of the expert validators and FGDs concluded that improvements still need to be made to the e-book and guide. For the Islamic counseling guide on bibliotherapy techniques, the expert validators suggested including examples of role models from the stories of the Prophets as reading material for clients or students with low resilience. In addition, the input provided related to the -book/flip book was to integrate motivational words that could arouse the enthusiasm and spirit of students in carrying out lecture activities and completing all the tasks given.

After conducting a focus group discussion with expert validators to review the appearance of the guide and flipbook e-book offered in the guide and flipbook e-book, several main points were identified, namely an attractive appearance, the services displayed, a brief description of the guide and flipbook e-book, the counselors and psychologists on duty, and the peer counselors used as samples in the application. The results of the *focus group discussion* are included in the appendix.

Overall, based on the results of the FGD conducted with expert validators, it can be concluded that the Guide and E-book Flipbook are attractive, have a reader-friendly appearance, and operate consistently and are easy to use and access using Android. After receiving suggestions and input from the *focus group discussion* with expert validators, the next step taken by the researcher was to revise the appearance and content of the Guide and E-book Flipbook.

Table 5. Results of the Guide Usability Test and E-book Usability Test

No	Model	%	Category
1	Guide	68.04	Highly Recommended
2	E-Book (Flipbook)	87.06	Highly Feasible

The results of the feasibility test for the validated guide showed a percentage of 86.04%, which is categorized as highly feasible. Meanwhile, the results of the feasibility test for the flipbook e-book showed a percentage of 87.06%, which is categorized as highly feasible.

Based on the feasibility test results, the guide obtained a feasibility percentage of 86.04%, which is categorized as highly feasible. These results indicate that the guide has met the criteria for good quality in terms of content, presentation, language, and benefits for users. The "highly feasible" category indicates that the guide can be used without major revisions, requiring only minor improvements to enhance the design of the flipbook e-book.

Meanwhile, the feasibility test results for the flipbook e-book obtained a percentage of 87.06%, also falling into the highly feasible category. This score indicates that the flipbook e-book has an attractive appearance, is easily accessible, and is able to present material interactively and effectively. The advantage of the flipbook feature, which allows users to read digitally with an experience similar to opening a real book, adds value to the practicality and attractiveness of the learning media.

The Effectiveness of the Islamic Counseling Model Using Bibliotherapy Techniques with e-books to Improve the Academic Resilience of Students at UIN North Sumatra.

After conducting several stages of research, namely: *Pre-Research*, consisting of: literature review, preliminary study (FGD), creation of an e-counseling website. *Research Implementation*, consisting of: validation testing, revision of the website's appearance and material, testing the effectiveness of the Islamic counseling model with bibliotherapy techniques using E-books. *Post-Research*, revision of the final product, namely Islamic counseling with bibliotherapy techniques using e-books, and report preparation.

The effectiveness of the Islamic Counseling Model using Bibliotherapy techniques with e-books to improve the academic resilience of students at UIN North Sumatra was conducted on an experimental group (students with low resilience who underwent individual counseling using Bibliotherapy techniques with e-books).

To answer the effectiveness of the Islamic Counseling Model using Bibliotherapy Techniques with E-books in improving student resilience, the *Mann-Whitney* test was used for data analysis. This study did not test assumptions because the number of research participants was small, namely 5 (five) students in the experimental group. Therefore, data analysis using nonparametric testing is useful when the sample size is small and is easier to calculate than parametric methods. Nonparametric methods are used when the data is not normal and homogeneous or normal and not homogeneous and involves a small number of research subjects (Saifuddin, 2019). Data analysis was performed using the SPSS.26 program. The results can be seen in the table below.

Table 6. Mann-Whitney Test Results

Test Statistics ^a	
	Contrast
Mann-Whitney U	.000
Wilcoxon W	29.500
Z	-1.537
Asymp.Sig.(2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^b

a. Grouping Variable: Exp

b. Not corrected for ties.

Based on the results of the analysis using the Mann-Whitney test, the results are significant with a Z value of -1.537 and a P value of 0.000 ($p < 0.05$). This proves that the Islamic counseling model with bibliotherapy is effective in increasing the academic resilience of mathematics education students. This is also shown in Table 7, which shows the distribution of pre-test scores, and Table 8, which shows the distribution of post-test scores below.

Table 8. Distribution of Pretest Scores

Subject	Score	Category
S1	70	Low
Master's Degree	70	Low
S3	71	Low
S4	71	Low
S5	71	Low
Ideal Score		120

Based on Table 8 above, the academic resilience scores of the students were in the range of 70-71 in the low category, which is about 58% of the ideal score. Next, the Islamic Counseling Model Bibliotherapy Technique was carried out with the help of e-books for the five subjects of the study (). After that, another academic resilience questionnaire (posttest) was distributed. The results are as follows.

Table 9. Posttest Score Distribution

Subject	Score	Category
S1	85	Medium
S2	89	High
S3	85	Medium
S4	80	Medium
S5	86	Medium
Total		

Based on Table 9, the posttest results show that the academic resilience category of the 5 research subjects was in the medium and high categories. Previously, during the pretest (before the Islamic counseling model using bibliotherapy with the help of e-books was applied), the academic resilience category of the research subjects was in the low category. This shows that the Islamic counseling model developed was able to increase the academic resilience of mathematics education students.

In addition to the above data, the researcher also analyzed the results of the LAISEG (Direct Service) completed by students after completing the counseling session. The results obtained were that the counselees became calmer, were able to maintain their study routines, showed courage in the form of learning activities in class, dared to take new opportunities, became more confident and optimistic, maintained their study habits, and became more confident.

The phenomenon of low student resilience in facing academic pressure has become a serious concern in higher education, including in Islamic universities. Research shows that academic pressure, such as piles of assignments and demands for achievement, can trigger stress and decreased learning motivation among students (Basari et al., 2023) . Academic resilience, defined as an individual's ability to persevere in the face of learning difficulties and academic pressure, has been identified as a key factor in overcoming this problem (Basari et al., 2023) ; (Zanal Abidin et al., 2022) . Students with high resilience are better able to manage their emotions and remain optimistic in the face of challenges (Basari et al., 2023) . In Islamic universities, interventions based on religious values, including Islamic counseling, can serve to strengthen student resilience by integrating values such as patience, gratitude, trust in God, and sincerity into the learning process (Zanal Abidin et al., 2022) . In the context of Islamic universities, interventions based on religious values are highly relevant, so Islamic counseling is chosen as the main approach (Mawaddah & Ahmadi, 2025) .

One intervention technique that is gaining attention is bibliotherapy. Bibliotherapy involves reading relevant materials to help students cope with psychological and academic challenges. In the context of Islamic counseling, bibliotherapy can include Islamic reading materials that are not only informative but also emotionally resonant, such as stories of the prophets and verses from the Qur'an (Zanal Abidin et al., 2022) (Hardiansyah et al., 2022). Research shows that bibliotherapy can improve social-emotional skills and reading interest among students, as well as serve as an effective intervention in the learning process (Basari et al., 2023). *Bibliotherapy* techniques are considered effective because they involve reading materials that are rich in values, meaning, and experiences, enabling students to engage in self-reflection (Adams & Pitre, 2000).

The use of e-books in bibliotherapy also shows great potential. E-books offer easier and more interactive access for students, allowing them to read anytime and anywhere (Sidik et al., 2024). Research shows that e-books can enhance interaction in the learning process, making them an effective tool for delivering Islamic values-based counseling content (Sidik et al., 2024) (Asshiddiqi et al., 2021). In today's digital age, e-books not only serve as inspirational reading but also as a guide for reflection in line with the principles of Islamic counseling, strengthening the learning experience and helping students find new strength in facing their academic challenges (Sidik et al., 2024). Through e-books designed according to Islamic counseling principles, students not only gain inspirational reading material but are also guided to find solutions to academic problems based on Islamic teachings. This makes e-book-based bibliotherapy techniques more accessible, flexible, and adaptable to students' digital learning styles (Durrutunnisa, 2022).

Research findings indicate an increase in academic resilience after students undergo Islamic counseling using bibliotherapy techniques. Students who were initially easily stressed by academic burdens experienced positive changes after receiving intervention, such as increased patience, optimism, and emotional management skills. Religious factors integrated into the reading materials became an important foundation, as students felt calmer when facing problems by relating them to Islamic values (Jack, 2008).

In addition, the use of e-books proved to be attractive. Students felt more motivated to read because the digital format made it easy to access anytime and anywhere. This practicality is in line with the character of today's students who are familiar with technology. Thus, delivering counseling material through e-books is not only a media innovation but also an effective strategy to increase student participation in the counseling process (Andina, 2019).

From a counseling perspective, the success of this program is inseparable from the integration of religious approaches, psychological techniques, and the use of technology. This proves that the Islamic counseling model can be adapted to the needs of modern students without reducing the substance of spiritual values. The integration of Islamic counseling with bibliotherapy in e-book format can strengthen students' resilient character, so that they are better prepared to face academic dynamics in higher education (Nadhifah, 2022).

Overall, the development of a religious value-based approach and technical support such as e-books in bibliotherapy is expected to produce students who are more resistant to academic pressure and have the skills needed to manage stress and challenges in this competitive educational environment (Basari et al., 2023) (Sidik et al., 2024) (Zanal Abidin et al., 2022).

The results of applying Islamic counseling that integrates bibliotherapy techniques show a significant positive impact on students. Research shows that students who experience high levels of anxiety and pressure due to academic burdens begin to show

more positive behavioral changes, such as increasing their patience and ability to manage their emotions (Nurhayati et al., 2024) (Al-qossam, 2023) . The integration of religious elements in reading materials has been proven to play an important role, where students associate their academic experiences and challenges with Islamic values such as patience and trust in God, which help them feel calmer and more prepared to face problems (Perdana & Daulay, 2023) . Literature containing religious elements can shape an individual's perspective and decision-making in stressful situations, in line with these findings (Nurhayati et al., 2024)

Furthermore, the use of digital media such as e-books in counseling has been shown to increase students' motivation to engage in reflection and learning. Research by (Istati & Hafidzi, 2020) shows that digital-based counseling is more effective at attracting students' attention and increasing their participation compared to traditional methods (Ralasari S & Atika, 2019) . In this context, e-books not only present information but also provide a more interactive and accessible format, making it easier for students to undergo the counseling process more comfortably (Ralasari S & Atika, 2019) . The use of technology in counseling is a key factor in improving the effectiveness of psychological intervention programs among students, given that students today are more familiar with digital tools (Istati & Hafidzi, 2020) .

The success of this approach lies in the harmony between religious approaches, psychological techniques, and the use of technology. An Islamic counseling model that integrates bibliotherapy with the use of e-books is said to be able to meet the needs of modern students more effectively (Al-qossam, 2023) . In this way, students not only gain spiritual insight, but also the psychological skills necessary to deal with academic pressure independently (Istati & Hafidzi, 2020) . The combination of Islamic values and psychological methods in a single counseling model can build resilient character in students (Perdana & Daulay, 2023) .

Overall, this study emphasizes the importance of developing a contextual and innovative Islamic-based counseling model. The bibliotherapy technique with e-book media support not only increases academic resilience but also fosters learning independence, spiritual awareness, and stress management skills. Thus, this study makes a real contribution to counseling practices in Islamic universities, while opening up opportunities for further research with a broader scope and diverse populations (Haslinda, 2022) .

However, this study has several limitations. First, the limited scope of the research population to students in several Islamic educational institutions makes it difficult to generalize the results broadly. In addition, the quasi-experimental research design limits the ability to draw direct causal conclusions, while the relatively short intervention period means that the long-term effects of this bibliotherapy technique remain unclear. Furthermore, the quality of reading materials in e-book format is key to the success of this intervention, which depends on the researchers' ability to select and design content that suits the psychological and spiritual needs of students. Several external variables, such as social support and economic conditions, have not been fully included in the analysis, which may influence the research results. Given these limitations, future research needs to expand the sample size, extend the duration of the intervention, and explore more deeply the effectiveness of Islamic-based bibliotherapy in different educational and cultural contexts.

Conclusion

The academic resilience of students in the Mathematics Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, Medan, was at an average of 67.5% of the ideal score. There were 16% in the high academic resilience category, 69% in the medium category, and 15% in the low category. Thus, an Islamic Counseling Model using Bibliotherapy e-books was developed to improve the academic resilience of mathematics education students at UIN North Sumatra. Based on the results of expert and practitioner validation as well as the results of *Focus Group Discussions*, the developed model was deemed very feasible. Furthermore, this developed model was also considered effective in improving academic resilience. This can be seen from the Mann-Whitney test results with a Z value of -1.537 and a P value of 0.000 ($p < 0.05$). In addition, from the limited trial results with 5 mathematics education students who were in the low academic resilience category, 4 students' academic resilience increased to the moderate category and 1 student to the high category. This implies that the Islamic Counseling Model using Bibliotherapy e-books is feasible and effective in improving the academic resilience of mathematics education students. Therefore, counselors or educators need to focus on providing this model to mathematics education students who have low academic resilience.

Author Contributions Statement

ACP and LDA conceptualized and designed the research. HUM and JAH developed the methodology and research instruments. ACP and HUM carried out data collection and implemented the counseling model. LDA and JAH performed the analysis and data interpretation. ACP drafted the initial manuscript, while LDA, HUM, and JAH provided critical revisions and editing. All authors reviewed and approved the final version of the manuscript and agreed to be accountable for the entirety of this research.

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