

Enhancing Motivation Of Students Completion Of Study Using REBT Counseling Based On Islam

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Abstract

Universities are expected to produce quality and timely graduates based on special knowledge in their fields. However, the reality is that several learners are unable to complete their education during this normal period. Many factors and challenges are encountered, such as students' emotional state, social environment, physical health, etc. The purpose of this study is to describe an increase in motivation for study completion after Rational Emotive Behavior Therapy (REBT) counseling for Biology Education students who are on the verge of dropping out. This descriptive quantitative analysis was conducted at the Department of Biology Education, Faculty of Tarbiyah and Teacher Training, Alauddin State Islamic University, Makassar. Purposive criteria were used to select seven study participants who almost dropped out of university. The data collection instruments used were a motivation scale, a motivation screening sheet, an ABCDEF model REBT therapy worksheet, an Islamic-based REBT module, and documentary evidence. The data analysis method used is descriptive statistics, and indeed, the findings demonstrate an increase in the average value of motivation for completion of the study before (60.14) and after treatment (63.14). Meanwhile, the screening data showed that each subject experienced an increase in motivation to complete the study at each counseling session. The study participants also recognized the value of the Islamic-based REBT method in increasing motivation to complete their studies

Keywords: Islamic-Based REBT Counseling, Motivation, Study Completion

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Introduction

In general, the phase that has been passed necessitates efforts to hone cognitive, to create sufficient comprehension as an accomplishment in each level, especially when studying at university (Rump, Esdar, & Wild, 2017). Being a learner represents achieving the highest aspects of learning. Responsibility in carrying out duties as a student requires maturity. Students are supposed to be able to learn through each lesson appropriately as a form of foundation in preparing for a bright future. The value of education has been regarded as a means of assisting students in

achieving success in life, having careers, and acquiring personal satisfaction (Daehlen, 2017) (Dupere, Leventhal, Dion, Crosnoe, Archambault, & Janosz, 2015; Lamb & Markussen, 2011; Rumberger, 2011). Learning achievement will be attained if learning is effective. Learning could be effective if there's enough motivation to learn, interest in lectures, effort to have something, as well as encouragement. As a result, learning accomplishments can be obtained. The lecture process occasionally encounters obstacles in the different steps, which also have no orientation to the future, resulting in the

emergence of a sense of laziness within students (Utomo, 2009). Internal student factors and external student environment factors (Frostad, Pijl, & Mjaavatn (2015); Lack of student academic responsibility, role conflicts in students who are studying while continuing to work, students prioritizing organizational activities over academic assignments, as well as scholarly process saturation (Cabus & De Witte, 2016; Von Simson, 2015). Various problems experienced by students while attending class should be of concern to various parties, ranging from departments, faculties, and universities to learners' families. This is not unusual for cases of lecture obstruction to result in the threat of losing student status, resulting in the decision to end the study period (drop out).

Dropping out of university is a condition where a person's rights as a student are considered lost. Generally, students who leave the system will waste energy in terms of time, effort, and money. It's accurate for both students and the educational institutions where they are educated (Willging & Johnson, 2004). To process such a complex suspension of dropouts (Grau-Valldosera & Minguillon, 2013), institutions will be required to determine the reason why students leave the system (Tinto, 2006). The phenomenon of dropping out of studies has occurred in various educational institutions. As shown in the literature study at Anadolu University, Turkey, this paper analyzes the implementation of academic achievement from face-to-face lectures to distance education. Evaluate the variables in these models based on cultural differences and investigate learners' reasons for leaving open and distance learning systems. The findings of this study indicate that there is a correlation between learning motivation and students' perceptions of the reasons for leaving the campus system, which leads to dropout rate (Aydin, Ozturk, Buyukkose, Er, & Sonmez, 2019).

Numerous different studies have found a link between learning motivation as well as demographic studies of students taking the Massive Open Online Course in China, the United States, India, Mexico, Canada, Brazil, Taiwan, Egypt, Spain, and Nigeria (MOOC). Those who have a positive attitude toward learning gradually demonstrate satisfying learning outcomes (Zhang, Bonafini, Lockee, Jablokow, & Hu, 2019). Motivation affects an individual's interest in learning, it is one of the most powerful internal factors in encouraging students to complete their studies (Slameto, 2006). According to Ainurrahman (Yuliani, 2013), motivation in learning activities becomes a strength that enables individuals to reach their potential within themselves as well as everyone's ability beyond themselves to achieve learning goals.

Dropouts are also found at UIN Alauddin Makassar, particularly in the Biology Education Study Program. The rules for dropping out of UIN Alauddin Makassar study are as follows: (1) if the student does not register or expect to be paid university fees on time; (2) if the student has spent the effective study period (14 semesters) but have not been able to finish your studies by August 31, the current academic year; and (3) if the student has spent a minimum of 2 semesters of study but have not been able to complete GPA 2.00 (Handbook UIN Alauddin Makassar Students, 2013). Although academic rules clearly explain dropping out of university, the fact remains that many learners, particularly from the Biology Education class of 2011, appear to be hampered in completing their degree. The indicator could be seen in the fact that it appeared once during the thesis title submission but never again for consultation with the supervisor. Some never appear at all for the approval of research titles, even after the deadline has passed.

Yatmono and Zamtinah in Hariyadi, Anto, & Sari (2017) described that late final

project is due to the unpreparedness of students to complete the thesis research title, the process of implementing guidance is not intensive (due to ineffective supervisor and students communication), the unavailability of adequate media and places to do the thesis, as well as the ineffectiveness of sanctions for students who do not meet the target time for completing the final project. Based on data from the 2016 Higher Education Database (PDPT), there were 25 students in the Department of Biology's class of 2010 who had a GPA above 2.0, with some even reaching 3.0. Not to mention that there are 10 students with a GPA below 2.0. That being said, according to information obtained from the Biology Education Education Department staff (Tuesday, 28 March 2017 at 08.00 in the Biology Education Department Room), the number of students in the Biology Education Department's 2011 class can still be attempted to graduate this year is seven. This could not be separated from the learners' own motivation to pursue their education. Students must always be motivated in needed to finalize their studies. Motivation is someone's encouragement to do anything to achieve a goal. Psychosocial factors such as motivation offer learning success to students, good learning outcomes are the strongest predictors of subsequent graduation (Casillas, Robbins, Allen, Kuo, Hanson, & Schmeiser, 2012). A person will be highly motivated if he realizes and comprehends the goals he intends to achieve in the future (Dillahun, Wang, & Teasley, 2014; Hew & Cheung, 2014; Kizilcec & Schneider, 2015). It can be concluded that the motivation for completing the study is the encouragement of students to conduct thesis research as soon as possible so that they might easily advance to the thesis and judicial examination stages and obtain a bachelor's degree (S1). according to Susanti's research (2015) which states that the cause of the delay in completing the thesis is that most students

are lazy to complete the final project and lack motivation. Motivation in completing academic studies can be defined as what a student does to accomplish their studies by the deadline set by the university. Learners who are motivated to complete their studies have a positive impact on the productivity of their project, are resistant to challenges, are interested in solving various problems, prefer to work independently, and do not get easily bored while preparing a research paper from each phase. Self-encouragement could create motivation to finish this report by recognizing one's duties and responsibilities as a student. In regards to encouragement from within, external motivation in the form of support from parents, peer groups, and supervisors can help students complete their final assignments and arrive at college on time. In such cases, the Department Head must deal with the faculty members.

Efforts were made in the Biology Education Department to process the completion of student studies, including calling one by one student who has been identified as experiencing delays in the process of achieving the target period of study. Nevertheless, engaging with all these students necessitates preferential treatment. Based on the interview with the Head of the Department of Biology Education on Tuesday, March 28, 2017, at 09.00 in the Education Room of the Department of Biology, it conclude that the Head of the Department of Biology took the initiative to enable decision-making for problems of learning motivation for students of the Department of Biology, one of which required an interpersonal approach. Such as a psychological approach in the form of counseling from a psychologist. Handayani's research (2017) illustrates that the highest learning motivation in students is dominated by the need for goal orientation, which is significant because it is the primary basis for students to foster an intrinsic drive to complete

their studies. The appropriate counseling model used according to Ellis in Jones (2011) is in the form of Rational Emotive Behavior Therapy (REBT) counseling is to improve negative beliefs into rational and realistic beliefs so that students can find their inner motivation. Intrinsic motivation refers to students' belief in how they can finish their studies on their terms. Then according to Sismadi's (2016) research, self-esteem is necessary for the educational process because it affects educational success. Self-esteem was raised in this study through Islamic-based REBT counseling. Furthermore, Amaliyah (2015) conducted research that emphasized the effect of REBT training on reducing student anxiety when writing theses. Sartika (2017), on the other hand, used the concept of gratitude-based REBT counseling to help adolescents improve their self-concept. This is intended so that adolescents can reach their aims mostly with self-assurance, optimism, and enthusiasm. The educational environment can even have a positive influence on students' learning outcomes. Certainly, it promotes a great deal of achievement in the process of completing education in the student environment. The emphasis of Islamic-based REBT counseling is the researchers' assumption throughout this study, which is expected to contribute to motivating the students to complete their work. Researchers attempted to incorporate Islamic aspects into their frameworks in this research paper by altering them so that Islamic elements predominated. Researchers will use the Spiritual Emotional Freedom Technique (SEFT) as one of their strategies. According to Nurlatifah (2016), SEFT is a breakthrough in counseling techniques. The technical stages make use of the physical, psychological, and spiritual aspects of humans in a balanced manner. These three factors are used to assist the counselee in resolving his or her problems. SEFT's spiritual component is consistent with

Islamic Guidance and Counseling, which includes spiritual and religious elements in all of its scientific viewpoints.

Islamic-based REBT counseling is designed to help students understand their existence as a creature of Allah SWT, who essentially lives according to the teachings of Islam (Musnamar in Khotijah & Rahman, 2016). It is hoped that by using a religious approach, students will be able to evaluate themselves and enhance their belief that placing forth the maximum effort and processes possible, provides useful results will be obtained. The whole research is meant to prove assumptions about the effect of Islamic-based REBT counseling on increasing study completion motivation for Biology Education students who are threatened with dropping out of a study at UIN Alauddin Makassar, referring to several reasons for the need for dealing with students who are hampered by their study process through a religion-based counseling approach. Relying on the context of the current problems, the main issue for this research is will be the description of the motivation for study completion in Biology Education students who are threatened with dropping out of their studies following the application of Islamic-based Rational Emotive Behavior Therapy (REBT) counseling.

Research Methods

This study is descriptive quantitative research conducted in the Department of Biology Education, Faculty of Tarbiyah and Teacher Training, Alauddin State Islamic University, Makassar, South Sulawesi. Biology Education was chosen because it had the highest number of dropouts among all study programs at the Tarbiyah and Teacher Training Faculty.

The study population consisted of all Biology education students who were on the verge of dropping out. The selected sample was 7 students who met the following criteria:

(1) they were still registered as Biology Education students; (2) they had aGPA above 2.0; (3) they had been studying for 11 semesters (more than 5 years); and (4) they expressed a willingness to be a research sample. The instruments for data collection included a project report, a motivation screening sheet, an ABCDEF model REBT therapy worksheet, an Islamic-based REBT module, and documentation.

The REBT module was created using the ABC-DEF and G concepts (Namora in Hartati and Rahman, 2017):

- a. **An antecedent Event (A)** is an event that leads to a personal experience. Events that occur, with various processes involved, and that ignore elements of good or bad experiences. Although the counselee is suffering as a result of recalling the memory of the experience. In therapy, the counselee is encouraged to believe that the incident is true in the hope that it will create a situation in which the counselee will be able to feel a mental problem by giving meaning to the situation in which the incident has occurred.
- b. **Belief (B)** is an individual's perceptions, values, points of view, and interpretations of an event. People have two kinds of belief systems: rational and irrational beliefs. Rational belief is defined as a rational way of thinking that is wise and productive. Meanwhile, irrational belief refers to the ability to believe in individuals who have the wrong system, which is dominated by emotional feelings and produces unproductive thoughts.
- c. **Emotional Consequence (C)** is a result of an individual emotional reaction that results in a pleasant feeling or an emotional barrier when associated with experience (A). The incident (A) does not directly cause this emotional feeling, but rather the belief created by the individual through belief (B), whether rational or irrational.

- d. **Disputing (D)** is the application of scientific principles against self-defeating thinking and unprovable irrational values.
- e. **Effect (E)** is the final outcome of the ABCD process, manifested as cognitive and emotional behavior. When the ABCD process is carried out in a rational manner, it results in positive behavior. If, on the other hand, the thought process is irrational, the outcome will be negative behavior.
- f. **New Feeling (F)** is a goal in this counseling that means there is a new feeling in interpreting the process of each event. It is hoped that by discovering new beliefs, people will be better able to distinguish between both rational and irrational thoughts, allowing them to better position themselves to deal with difficult situations by encouraging rational thinking.
- g. **Goal (G)** is presented at the beginning before the ABCDEF process is carried out so that the individual knows the purpose of the counseling session during this phase.

Islamic-based REBT counseling is technically carried out in this study in the form of direct communication with clients in a group setting. This was done because it was assumed that the students who served as study samples all had the same problem. The REBT model is implemented by using the ABCDEFG technique and including Islamic content in the affirmation sentence. Technically, the ABCDEFG model is combined with the Spiritual Emotional Freedom Technique (SEFT).

In specifics, the distribution of Islamic content with the awareness that humans are born with the potential for hearing, sight, and reason to know which ones are good and which are bad and have the power to choose the greatest for themselves. The combination of Spiritual Emotional Freedom Technique (SEFT) is intended to assist the subject in

realizing his spiritual potential to overcome his emotional issues.

The motivation scale for the completion of the study with the Likert scale model with five answer choices (Strongly Agree, Agree, Disagree, and Strongly Disagree) the researcher compiles into 20 favorable (F) and unfavorable (UF) items based on the motivational indicators of Bakar (2014) namely diligently working on theses, enduring difficulties, showing interest in various problems, preferring to work independently, and not being bored in doing theses. The whole scale has acquired validator credibility and has been tested on 50 Tarbiyah and Teacher Training Faculty learners who are currently working on their theses. As a result, there are 17 valid items and 3 items with validity values ranging from 0.284 to 0.709, as well as a Cronbach's Alpha reliability value of 0.723 and a Cronbach's Alpha Based on Standardized Items value of 0.839 (> 0.6), indicating that the items are reliable and acceptable. The descriptive statistics data analysis technique, with the help of the Excel program, was used to measure the average score of study completion motivation as well as during the Islamic-based Rational Emotive Behavior Therapy (REBT) counseling treatment.

Results and Discussion

The descriptive analysis of the research completion motivation scale results shows a description of the motivation data for study completion, with a minimum value of treatment is 47 and a maximum value is 70, with a mean of 60.14. A maximum of 69 was recorded, with a mean of 63.14.

Table 1.
Descriptive Statistic

	N	Mini mum	Maxi mum	Mean	Std. Deviation
BEFORE	7	47	70	60.14	8.513
AFTER	7	57	69	63.14	3.761
Valid N (listwise)	7				

Furthermore, it was discovered that the seven research subjects experienced an increase in motivation for study completion after the Islamic-based REBT treatment was carried out, based on the graph of the motivation screening data for the completion of the study of each session (for 5 sessions it had been held).

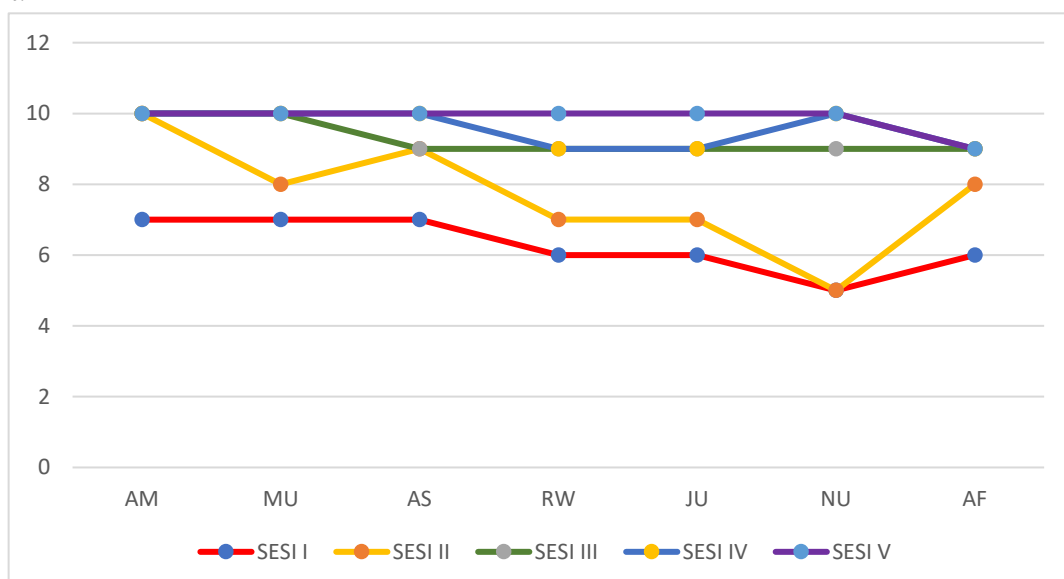


Figure 1. Study Competition Motivation Screening Data.

Figure 1 shows that the AM sample's motivation to complete the study was only at level 7 in session I, but it increased and remained at level 10 in meeting II and the following session. Similarly, in session, the MU sample's motivation level for completing the study was at level 10. Level 7 was increased to 8 in session II, and level 10 in the following session. The US sample also experienced an increase in motivation to complete the study, beginning with level 7 in session I, then stages 9 in sessions II and II, and 10 in sessions IV and V. RW Sample and JU also reported a rise in motivation; in session I, RW and JU had a level of motivation for completion of the study that was initially at the session I at level 6, then at the session I at level 7, and doubled again after sessions III and IV at level 9, then at level 10 in session V. The NU sample as well boosted, originally only to level 5 in sessions I and II, but dramatically to level 9 in session III and 10 in session V. Finally, the AF sample was initially only level 6 in session I, but it continued to increase to 8 in session II and 9 in sessions III, IV, and V. In general, the study completion motivation screening process was effective. This indicates that there was a positive change during the process of receiving treatment in the form of REBT counseling, as evidenced by increased motivation for study completion in all participants.

Referring to the theory, motivation itself is a driving force for action or action. According to Nancy Stevenson in Kartadinata (2001), motivation is all verbal, physical, or psychological things that make someone do something in response. Thus, the motivation for completing the study is an encouragement that is possessed by students so that it encourages study completion behavior such as being diligent in facing the supervisor to consult their thesis so that they can be judged before the deadline of the study period. This has been attempted during the treatment

process in the counseling session. Participants are given reinforcement to help them realize their current situation, instill confidence, introduce the consequences of feelings and emotions caused by life events, assist in the implementation of a planned lifestyle, and generate positive thoughts. Naturally, the therapeutic patterns in this research were based on the ABC-DEF model in REBT therapy (Namora in Hartati & Rahman, 2017). Weiner in Nursalam and Efendi (2008) further define motivation as an internal drive that awakens individuals to act, achieves certain goals, and keeps individuals focused on an effort/activity in achieving their goals. Uno in Nursalam and Efendi (2008) also defines motivation as an internal and external drive in an individual as measured by (a) the desire and interest in carrying out activities; (b) Encouragement and need to carry out activities; (c) a description of hopes and dreams; (d) create self-respect and respect; (e) creates a favorable environment; (f) manifest in interesting activities. Motivation is something that can lead individuals to act towards their goals.

During the counseling session, participants showed a willingness to implement to complete the thesis preparation process. In line with the results obtained, research from Hartato (2016) has found that: (1) Motivation to immediately graduate from college has a positive effect on the completion of the thesis final project, in addition to that (2) Student strategies to strive to be able to complete their final assignments in the form of mastering skills Techniques for writing scientific papers are also needed, (3) Facilitating learning resources is also supportive, (4) Quality in thesis guidance, and (5) The influence of the friendly environment contributes to encouraging students to increase their learning motivation. In this study, participants demonstrated progressive efforts made, such as forming groups with friends who

shared a similar interest in the research and had completed their thesis. This is solved to participate more actively in the completion, and they also learn techniques for completing their lectures easily. In addition, the participants created a behavioral checklist that included concrete steps that had not been, while, and had been finalized. Hakim (2000) Hakim (2000) gave several points in trying to increase student motivation to complete the study: (1) Students are expected to understand and find the benefits of each stage in the process of preparing the final project; (2) Choosing a fun/comfortable way in pursuing the final assignment preparation process; and (3) Trying various alternative solutions, such as trying to find references, maintaining good relations with the supervisor, and limiting relationships that can bury the urge to stay focused on completing the final project. In this study, especially at the last meeting of the counseling process, participants admitted that they were more often and more focused when they were in the library than at their boarding house.

In this study, the impact of Islamic-based Rational Emotive Behavior Therapy (REBT) on student motivation for study completion was analyzed, particularly through a counseling approach designed to enhance intrinsic motivation. The descriptive analysis revealed a significant increase in motivation among participants after undergoing the REBT treatment. Initially, participants showed varying levels of motivation, but throughout multiple sessions, most participants reached their highest level of motivation by the final session. This suggests that the therapeutic process, grounded in the ABC-DEF model of REBT, effectively enhanced students' drive to complete their academic tasks.

Motivation, as described by various scholars, is a fundamental psychological force that propels individuals toward goal

achievement. Stevenson (2001) defines motivation as a set of verbal, physical, or psychological factors that drive action. In the context of education, motivation to complete academic tasks is crucial for overcoming challenges, particularly in complex tasks such as thesis writing. Motivation can be understood both as an internal drive and a result of external influences (Nursalam & Efendi, 2008). The increase in motivation observed in this study aligns with these definitions, indicating that participants' intrinsic motivation was bolstered by external support through the REBT sessions, which provided cognitive restructuring and emotional reinforcement.

In addition to the development of intrinsic motivation, the participants actively sought to step out of their comfort zones (through disputing) by engaging with their peers in discussions at the boarding house. This highlights the idea that motivation does not solely depend on external factors but is fostered within the individual. According to Bakar (2014), motivation within the educational process can be seen through behaviors such as high motivation to learn, diligence in completing assignments, resilience in the face of difficulties, an interest in a variety of topics, a preference for working independently, and a lack of boredom in completing tasks. Based on Kartadinata (2011), there are several methods to motivate someone: (1) Motivation through force, which involves motivating through the threat of punishment or violence, (2) Motivation through enticement, which involves persuading or offering rewards to do something as expected, and (3) Motivation through identification, which involves instilling awareness so that individuals perform actions driven by internal desires to achieve their goals.

The significance of cognitive and emotional processes in decision-making is also

evident in this study, where qualitative data was collected regarding participants' cognitive and emotional processes during the Islamic-based REBT counseling sessions using the ABCDEFG technique. The results showed differing dynamics among the samples; however, the core outcome was similar—after the Islamic-based REBT counseling, participants realized that there were irrational beliefs they needed to challenge to rediscover motivation for study completion. The research subjects recognized the importance of the Islamic-based REBT method in enhancing their motivation to complete their studies. Individual belief in solving problems requires emotional strength, which acts as a driving force for finding solutions. Based on the researcher's exploration of the subjects' beliefs, emotions, and problem-solving abilities, it was found that seven participants were able to instill self-confidence in completing their theses. According to Ellis (2002), REBT is grounded in the belief that individuals possess the ability to overcome adversity through their beliefs and emotions.

Furthermore, Baharuddin (2009) explains that one of the key factors in fostering motivation is the individual's knowledge of how to effectively utilize free time. Academic activities such as searching for references, completing assignments, and engaging in discussions with peers can significantly increase students' interest in their studies. However, participants AM, MU, RW, JU, NU, and AF faced challenges in prioritizing time to take advantage of opportunities in the academic process due to family issues, illness, and side jobs. These challenges impeded their ability to maximize their potential in completing their studies.

REBT counseling is based on the understanding that individuals have beliefs, emotions, and the ability to overcome difficulties. Belief in one's ability to solve

problems requires emotional strength, which serves as a motivating force for finding solutions (Ellis, 2002). The ABCDEF model in REBT describes how individuals can dispute irrational beliefs that hinder the formation of positive motivation. By doing so, they can overcome their problems, recognize the sources of their motivation, and develop effective coping strategies (Dahlan, 2009). This counseling process achieved its primary goal of building a dispute resolution process against negative motivation and irrational beliefs that obstruct the development of positive motivation.

In conclusion, this study contributes to the growing body of literature on the role of REBT in academic settings, particularly in enhancing student motivation. The positive effects observed here support the integration of therapeutic approaches like REBT in educational counseling, offering an effective strategy for improving student outcomes in higher education.

REBT based on Islam was developed to assist in re-empowering the potential within individuals, including *aql* (reason), *qalb* (heart), *nafs* (soul), and *ruh* (spirit), which constitute human nature. This approach aims to reactivate faith and piety, enabling individuals to return to function and develop as they should. The process is designed to enhance human capabilities and guide them back to a state of balance and harmony by tapping into these fundamental aspects of human existence.

First, *aql* (reason/cognition) is intrinsically connected with ethics and morals. Rational thinking, as emphasized in Islamic teachings, enables individuals to become aware of the consequences of their actions, thus fostering emotional control. As a result, emotional control can help predict future outcomes and guide behavior accordingly (Abdullah in Hartati & Rahman, 2017). In this context, *aql* is not only the capacity to reason

but also serves as a guiding force in aligning one's actions with ethical values. According to Al-Ashfahani (1972), aql leads humans to the essence of humanity (haqiqah insaniyyah). Al-Ghazali, despite adhering to formal logic in the development of aql, rejected the notion of a free, unbounded aql, aligning more with a structured approach to reasoning. In psychology, aql is understood as the ability to think critically, connect ideas, and assess life situations, functioning as a key element in logic-based problem-solving (Zohar & Marshall, 2000).

Second, the concept of qalb (heart), as discussed by Jalaluddin Rumi, is recognized for its immense capacity for thought (Syukur in Hartati & Rahman, 2017). Based on a hadith narrated by Imam Bukhari & Muslim, the heart plays a central role in determining the health of the body and soul: "Remember that there is a piece of meat in the body. If it is good, the body is completely good; if it is bad, the body is completely bad. Keep in mind that the piece of meat is a heart." Qalb, as one of the nafsani powers, is integral to guiding, controlling, and regulating human behavior. Scholars have various interpretations of its nature. Some consider the heart to be organic material (al-adhuw al-madi), while others see it as a cognition system (jihaz indraki ma'rifi) that is emotionally empowered (al-syu'ur) (Al-Syinqithi, 1993). In contemporary psychology, qalb is often associated with al-syu'ur (emotion), referring to recognized or realized feelings. Al-Ghazali (1991) viewed the heart both physically and spiritually. The physical heart, being central to the human body, plays a crucial role in human psychological well-being. When a person's mental state is balanced, the heart functions normally; however, disturbances in psychological states lead to irregularities in the heart's rhythm, indicating the profound connection between emotional health and physical well-being.

Third, nafs (soul) is a subtle and essential element of the human being that greatly depends on spiritual conditions (Auliya in Hartati & Rahman, 2017). Nafs seeks self-gratification and often imposes desires upon the individual. However, it is the role of aql to act as a controller, guiding the nafs toward positive satisfaction and avoiding negative desires. This dynamic between aql and nafs highlights the tension between reason and desire, where each dimension serves as a counterbalance to the other. The nafs mediates between the rational soul and the physical body, as it contains aql and enables the individual to distinguish between right and wrong (Al-Kasyani, 1984). The nafs can, therefore, be seen as the agent through which the spiritual and physical aspects of the self are harmonized.

Fourth, ruh (spirit) plays a vital role in supporting the function of qalb and serves as the foundation of the heart. The human body is governed by aql and nafs, which are both located within qalb and come to life through the power of Allah SWT. This power should be reflected in human abilities to think rationally and recognize that humans are servants of Allah SWT and leaders on Earth, as discussed in Hartati & Rahman (2017). In Islamic tradition, ruh is often referred to as the male form (muzakkar), while nafs is seen as the female counterpart (mu'annas), following the linguistic traditions of the Arabs (Al-Ashfahani, 1972). The nafs acts as a bridge between the rational soul and the physical body, with the spirit being distinct from the body itself. As reported by Ibn Abbas (Al-Kufi, 1992), humans possess both nafs and spirit, and the interaction between these two components shapes human behavior. Ruh is often described as the true essence, the vertical rays from Allah that directly connect with humans, guiding them toward spiritual fulfillment. Meanwhile, nafs is a horizontal

light, reflecting how the divine energy interacts with the human body and influences behavior patterns (Burckhardt, 1984).

In conclusion, the integration of aql (reason), qalb (heart), nafs (soul), and ruh (spirit) within the framework of Islamic-based Rational Emotive Behavior Therapy (REBT) offers a comprehensive approach to personal and spiritual development. Aql guides rational thinking and ethical decision-making, fostering emotional control and self-awareness. Qalb, as both the emotional and spiritual center, ensures psychological and spiritual well-being, connecting individuals to their inner selves and the divine. Nafs, mediating between desires and reason, encourages self-regulation, while ruh provides the divine guidance that empowers individuals to fulfill their higher purpose as stewards on Earth.

Together, these components promote balance and harmony, enabling individuals to navigate life's challenges with purpose and resilience. Islamic-based REBT facilitates this integration, empowering individuals to reconnect with their potential, cultivate self-control, and deepen their spiritual awareness. This holistic approach enhances motivation, fosters personal growth, and aligns individuals with moral and spiritual values, leading to a fulfilling and meaningful life guided by both rational thought and spiritual understanding.

The primary goal of REBT counseling is to establish a rational personality by changing irrational thinking to rational thinking. In this case, counselors believe that human beings will experience emotional disturbances as a result of irrational thoughts in dealing with life. Throughout this treatment plan, living realistically is a baseline. People should be capable of controlling all thoughts that arise from unrealistic beliefs. The capital is in developing a more self-respecting, adaptable attitude, learning to always think

scientifically, and developing self-acceptance (Natawidjaya, 2009). By utilizing the concept of individual self-existence through awareness of the nature of human creation, the religious approach is frequently viewed as an effective part in constructing a healthier true identity. Achieving the value of life and enjoying life will be a good ending if the REBT counseling concept can be effectively applied. Having self-interest, social involvement, being able to direct oneself, being tolerant, flexible, social acceptance, accepting uncertainty, self-acceptance, being able to take risks, having realistic expectations are some of the goals deemed necessary in gaining REBT, have tolerance in a state of high frustration, as well as construct personal responsibility (Komalasari, Eka, & Karsih, 2016).

The study's findings imply that people can overcome problems by confronting their irrational beliefs. An Islamic approach is required so that humans can recognize the potential of their intellect and be grateful for the life they have. As a result, it is necessary to assist others, such as counselors, or to remind one another to avoid emotional problems caused by irrational beliefs.

Conclusion

The researcher concluded that the average motivation to complete the study has significantly increased following the application of the Islamic-based Rational Emotive Behavior Therapy (REBT) treatment. This conclusion is supported by the results of the descriptive analysis, which consistently indicated a positive trend in the participants' motivation. The screening chart further corroborated this finding, demonstrating a clear increase in motivation over the course of the five sessions. Participants not only displayed a steady rise in their engagement with the academic tasks but also reported improved emotional resilience and focus, which are critical components in overcoming

academic challenges, particularly in completing a thesis.

The Islamic-based REBT approach was instrumental in helping participants recognize and challenge irrational beliefs that hindered their academic progress. By disputing these beliefs and replacing them with more rational and constructive thought patterns, participants were able to regain their motivation and confidence in their ability to complete their studies. This therapeutic method, which combines emotional, cognitive, and spiritual elements, proved to be an effective strategy for fostering intrinsic motivation among students.

However, the researcher acknowledges that this study has certain limitations, particularly in terms of the small sample size. The findings, while promising, may not be fully generalizable across larger and more diverse student populations. Therefore, it is recommended that future research involve a larger sample size to strengthen the validity and reliability of the findings. Additionally, the use of inferential statistics, such as the t-test, would provide more robust data analysis, allowing for a deeper understanding of the significance of the observed changes in motivation. Future studies should also consider the inclusion of other variables, such as individual differences in personality, academic background, and external support systems, which may influence the effectiveness of REBT.

Overall, this study provides valuable insights into the potential of Islamic-based REBT as a motivational tool for students. It suggests that such therapeutic approaches can have a profound impact on academic performance by enhancing self-efficacy, fostering a positive mindset, and reinforcing the belief in one's ability to succeed despite challenges. Further investigation into the long-term effects of this intervention would be beneficial, particularly to understand its

sustainability and broader application in educational settings.

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