

The Influence of Client-Centered Counseling with Self-Reflection on Overthinking Behavior of a Bilingual Islamic Boarding School Student

Maidatus Sholihah¹, Yusria Ningsih²

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

² Universitas Islam Negeri Sunan Ampel Surabaya; yusria.ningsih@uinsby.ac.id

Abstract

Keywords:
Client-Centered
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This research explores an innovative approach to dealing with overthinking behavior in Santri at the Bilingual Islamic Boarding School in Krian, Sidoarjo, through Client-Centered Counseling with Self-Reflection (*Muhasabah Diri*). This topic involves counseling and psychology, focusing on changing the client's behavior and outlook. This study aims to test the hypothesis that the integration of Client-Centered Counseling with Self-Muhasabah will effectively reduce the level of overthinking among Santri. Using a quantitative method with a single-subject design of A1-B-A2, this study observed behavior before and after the counseling session. Data were collected through observation, interviews, and questionnaires to measure the level of psychological distress. The results showed significant behavioral changes after the counseling sessions. Before counseling, the client showed overthinking behavior that led to self-doubt, excessive worry, anxiety, and difficulty adapting. After counseling, clients showed increased confidence in social situations, were calmer in facing challenges, and were more courageous in interacting with others, especially new people. This research contributes by examining the impact of this approach on the emotional, intellectual, physiological, and interpersonal aspects of student, supporting their personal, social, and spiritual development. By enhancing mental and spiritual well-being, this research offers new insights into educational strategies that address the well-being of students.

Abstrak

Kata kunci:
Konseling Client
Centereed;
Muhasabah Diri;
perilaku
Overthinking,
Pondok Psantren.

Penelitian ini mengeksplorasi pendekatan inovatif dalam menangani perilaku overthinking pada santri di Pondok Pesantren Bilingual Krian, Sidoarjo, melalui Konseling Client-Centered dengan Refleksi Diri (*Muhasabah Diri*). Topik ini melibatkan disiplin ilmu konseling dan psikologi, dengan fokus pada perubahan perilaku dan pandangan klien. Penelitian ini bertujuan untuk menguji hipotesis bahwa integrasi Konseling Client-Centered dengan Muhasabah Diri akan efektif dalam mengurangi tingkat overthinking di kalangan santri. Menggunakan metode kuantitatif dengan desain subjek tunggal A1-B-A2, penelitian ini mengamati perilaku sebelum dan sesudah sesi konseling. Data dikumpulkan melalui observasi, wawancara, dan kuesioner untuk mengukur tingkat tekanan psikologis. Hasil penelitian menunjukkan perubahan perilaku yang signifikan setelah sesi konseling. Sebelum konseling, klien menunjukkan perilaku overthinking yang menyebabkan keraguan diri, kekhawatiran berlebihan, kecemasan, dan kesulitan beradaptasi. Setelah konseling, klien menunjukkan peningkatan rasa percaya diri dalam situasi sosial, lebih tenang menghadapi tantangan, dan lebih berani berinteraksi dengan orang lain, terutama orang baru. Penelitian ini memberikan kontribusi dengan mengkaji dampak pendekatan ini pada aspek emosional, intelektual, fisiologis, dan interpersonal santri, mendukung perkembangan pribadi, sosial, dan spiritual mereka.

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Dengan meningkatkan kesejahteraan mental dan spiritual, penelitian ini menawarkan wawasan baru dalam strategi pendidikan yang memperhatikan kesejahteraan santri.

Corresponding Author: Maidatus Sholihah

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

INTRODUCTION

Along with the times, education today not only emphasizes mastery of knowledge but also involves spiritual aspects and personal development (Alam, 2022; Bisri, Muid, & Khamim, 2023; Mainuddin, Tobroni, & Nurhakim, 2023). Students of Bilingual Islamic Boarding School, in their commitment to acquire both religious and general knowledge, are often faced with psychological challenges that affect the balance between academic intelligence and mental well-being (Abidin & Sirojuddin, 2024; Oktaviani, Syahid, & Moormann, 2020; Wicaksono, Arifin, & Sumarsono, 2024). One significant challenge is overthinking, which is often rooted in uncertainty or lack of validation of processed thoughts. This can cause individuals to get stuck in unproductive thought patterns and potentially trigger anxiety symptoms (Palo, Royan, & Julyani, 2024).

Preliminary data from this study indicated that a student exhibited disturbing symptoms of overthinking, such as decreased appetite, difficulty sleeping, and nightmares. They also experience difficulties in social interactions, appear as introverted individuals, and face difficulties in forming new relationships despite their concern for their surroundings.

Previous studies have revealed various approaches that are effective in overcoming psychological problems, such as the use of Self-Reflection to increase spiritual intelligence (Palo, Royani, & Julyani, 2024) and Client-Centered therapy in reducing anxiety in adolescents (Fatimatuzzahroh & Muhid, 2022; N. M. A. Saputra, Wahyu, & Rahman, 2022; T. A. Saputra, 2020). In addition, the Client-Centered approach has also been proven effective in reducing gadget addiction in children through family counseling (Hamzanwadi, 2020) and reducing anxiety levels in the elderly through group counseling (Hidayat & Hidayah, 2021). However, no research specifically examines the effect of integrating Client-Centered counseling and Self-Reflection in overcoming overthinking in a student.

The purpose of this study is to fill the gap in previous research by exploring the effect of Client-Centered counseling and self-reflection on students' overthinking behavior at Bilingual Islamic Boarding School in Krian Sidoarjo. With a focus on the Client-Centered approach that involves students' activities in the counseling process and self-reflection that emphasizes self-reflection and introspection, it is hoped that this research can provide a comprehensive and relevant solution to improve the mental well-being of students.

This research is expected to make a significant contribution to the field of education, especially in paying attention to aspects of the mental and spiritual well-being of a student. The main hypothesis to be tested is that the integration of Client-Centered

counseling with self-reflection will be effective in reducing the level of overthinking in a student of Bilingual Islamic Boarding School Krian Sidoarjo.

RESEARCH METHODS

Research Methods

In this study, a quantitative approach was used. This method focuses on research on certain populations or samples. The title of this research is "The Effect of Client-Centered Counseling and Self-Reflection on Overthinking Behavior in a student of Bilingual Islamic Boarding School Krian Sidoarjo," indicating that this research is included in the experimental category with a quantitative research approach. This study considers the independent variables (Client-Centered counseling and *self-muhasabah*) and the dependent variable (overthinking).

The research design used was experimental with a single-subject research design, using the A-B-A reversal design. It involves a baseline phase before intervention (A1), an intervention phase (B), and a phase after intervention (A2). Data were analyzed using descriptive and inferential statistical methods to evaluate the effectiveness of the intervention on overthinking behavior. The research procedure included problem identification, baseline data collection, intervention implementation, and analysis of results to assess the impact on the subject. The research instruments included questionnaires, interview guides, and observation sheets designed to measure the subject's level of overthinking.

The counselee studied in this study was a student of the Bilingual Islamic Boarding School in Krian Sidoarjo who was in second grade. The counselor was born in Madura and currently lives in Sidoarjo because he is a student at the Krian Sidoarjo bilingual Aliyah Madrasah. This research subject has the pseudonym Akmal who is presently 17 years old.

The place of this research was carried out in one of the educational institutions of the Boarding School in Sidoarjo City, precisely at the Bilingual Islamic Boarding School Krian Sidoarjo. Bilingual Islamic Boarding School is a formal upper-secondary level institution established under the auspices of the al-Amanah Modern Islamic Boarding School in 2002, to build a "Brilliant" generation that can synergize in religious, intellectual, and skill aspects. Madrasah with an integrated curriculum system, combining pesantren-based national curriculum. The education curriculum with "*Ta'lim wa Tarbiyah*" lasts for 24 hours, integrating the mind and spirit based on the natural environment as a medium or educational infrastructure.

Bilingual Islamic Boarding School was chosen as a research site because at that time the researcher carried out an internship at Bilingual Islamic Boarding School with several other colleagues, besides that, there were also interesting psychological phenomena to be studied by researchers, one of which was overthinking. In addition, the researcher found it easy to conduct interviews, observations, and documentation to collect the data needed as a basis for intervention. In addition to interacting in the classroom environment, the researcher also sometimes took the counselee to places that

were considered comfortable, such as the gazebo in front of the teacher's room or other locations, so that the atmosphere was not boring and provided comfort to the counselee, which the counselee also agreed to.

Research Measures

In this study, the measuring instrument used by the researcher is an adaptation of the Kessler Psychological Distress Scale (K10), a simple measuring tool used to assess a person's level of psychological distress. The K10 scale consists of ten questions regarding emotional conditions, with each question having five levels of answer scale. It can be used as a brief screening tool to identify the level of psychological distress. Patients can be asked to complete the tool themselves, or the questions can be read out by the practitioner to the patient.

The scoring instructions indicated that each item was scored from one (never) to five (all the time). The scores of the ten items were then summed, resulting in a minimum score of 10 and a maximum score of 50. Low scores indicate low levels of psychological distress, while high scores indicate high levels of psychological distress.

Interpretation of the K10 score refers to the 2001 Victorian Population Health Survey, which adopted a series of cut scores for screening psychological distress: (Kessler RC, et al. 2023)

Scores 10-19: Likely good

Scores 20-24: Likely to be mildly impaired

Score 25-29: Likely to be moderately impaired

Score 30-50: Likely to experience severe impairment

In this study, the researcher acts as a counselor, a student of Islamic Guidance and Counseling with an academic background and experience in the field. This research aims to contribute to the field of education, especially in the mental and spiritual well-being of students, and offers solutions to overcome overthinking through Client-centered counseling and self-reflection (*Muhasabah*).

The assessment revealed that the counselee experienced overthinking, and a tendency to overthink things that seem trivial to others but have a significant impact on the counselee, such as decreased appetite, difficulty sleeping, and nightmares. The counselee also showed signs of low self-esteem or insecurity and perfectionism in carrying out activities, as well as difficulty trusting others due to experiences with people who were considered dishonest. Based on observations, the researcher concluded that the counselee showed symptoms of overthinking involving psychological and emotional aspects that need to be considered in the counseling process.

Research Validity Technique

Data validity is seen if the data that occurs on the object with data that has been obtained from research related to the object of research are similar. (Sugiyono, 2020) According to Juang Sunanto's explanation in his work, to achieve good and (valid) research results, several aspects need to be considered, among others: 1) Determine

target behavior as a variable that can be measured accurately. 2) Collect data on the first baseline (baseline 1) 3 to 5 times until the graph shows a stable trend. 3) After the data reaches stability, enter the intervention session. 4) Measure and collect data over a specified period during the intervention phase (B) until the data reaches stability. 5) Repeating the baseline phase (A2) after the trend and amount of data has stabilized. In Single Subject research, Validity and Reliability are related to how long the baseline session is conducted and reaches a stable value.

Data Analysis Technique

In research conducted on single subjects, data analysis was used in the form of visual graph analysis consisting of the following components:

Condition Length: The length of the condition is determined by observing how long the baseline and intervention conditions are applied. The length of the condition refers to the score data when not given intervention (baseline data) and when given intervention until the trend becomes stable.

Level: The level is defined as the value of the dependent variable data pattern by determining the level of stability and the range of values of this variable. The search for level data is done by reducing the results of the initial session with the last session in a condition.

Directional tendency, also called trend, is a pointer to a score so that it can be assessed whether there is a change or not. This trend consists of Decreasing, Increasing, and Flat. The directional tendency can be seen by using an ascending, parallel / descending line starting by splitting the two scores that have been obtained at a baseline or intervention. (split-middle) with stages:

Directional tendency, often called trend, is a marker of a score that can be used to determine whether or not there has been a change. These patterns include downward, upward, and flat. The directional trend can be shown by halving the score, which can be obtained from the baseline or intervention phase, with the following steps: 1) Scores on both baseline and intervention data are divided into two parts. 2) Then, divide the right and left halves into two parts. 3) Determine the middle position (median) of the score divided into 2. 4) Draw a parallel line connecting the point of the graph line between the right and left lines.

Overlap tries to describe whether the data has changed for each condition. Check the upper and lower limits to determine the overlap. Calculate the quantity of data in the range of condition A in the intervention condition (B), then calculate the percentage, and finally check the results of calculating the % overlap. The lower the percentage of overlap obtained, the greater the change in target behavior.

Visual analysis in Single Subject Design is divided into two steps: in-condition analysis and inter-condition analysis. The in-condition analysis consists of six phases and components that include information on condition length, directional tendency, stability tendency, data trace tendency, stability level, range, and level of change. As for the analysis between conditions, it contains components of the number of variables targeted, changes in trends and effects, changes in stability, and overlap.

RESEARCH RESULTS AND DISCUSSION

Results

Data Presentation

The presentation of data in this study explains the information obtained from the field through observation, interviews, and our measuring instruments. The data collection process is divided into three stages. First, the baseline 1 stage includes data collection before the counseling process is carried out. Second, the intervention stage involves collecting data from the counselee after undergoing counseling sessions using Client-Centered Therapy with Self-Muhasabah. Third, the baseline 2 stage involves data collection when the counselee no longer gets the intervention. Evaluation is carried out using a simple measuring tool, the Kessler Psychological Distress Scale (K10), or psychological distress screening.\

Baseline Stage (Initial data collection)

Session 1

In the initial session of the baseline 1 stage, interviews and observations of the activities and daily routines of the counselee for one week were **conducted** on Tuesday, March 5, 2024, 11:10-11:55. The results included a description of the counselee's routine from Monday to Sunday, including attendance at school from 06.45-15.00 on Monday to Saturday, as well as extracurricular activities such as scouts and Islamic book studies. The afternoon to evening routine involves activities at the boarding school such as congregational prayers, reading the Qur'an, studying together, *tahlil*, and recitation of *rowi dziba'*.

The counselor stated that when facing a threat, she tends to ruminate on insignificant things, blame herself excessively, feel disappointed, and angry, and lose her appetite. This anxiety has been present since junior high school, but her family did not know about it. The counselee also tends to be introverted and reluctant to share her sadness with her parents for fear of causing concern.

The following summarizes the counselee's activities in tabular form to make it easier to see the counselee's activities during the week:

Table 1. *Counselor Activities*

Activity	Time
School	06.45 – 15.00
School	06.45 – 15.00
School	06.45 – 15.00
School	06.45 – 15.00
School	06.45 – 15.00
School	06.45 – 12.00

The results of the measurement with the psychological distress screening measurement tool conducted by the researcher (counselor) to the counselee in session 1

received a score of 38 out of a total score of 50. This score is included in the addition with the category of possible severe disorder. This initial data is a reference for researchers to determine the level of overthinking of the counselee. Measurement is again carried out to determine the level of data stability.

Session 2

In this session, the research focuses on identifying the causes of overthinking in the counselee. This phase includes an in-depth exploration of the internal and external influences that may affect the intensity of overthinking experienced by the counselee. The internal aspect involves factors within the counselee, such as mindsets or personal experiences, that may encourage overthinking. The external aspect considers the impact of the environment around the counselee's cottage, such as social pressures, academic demands, or interpersonal dynamics.

From the interview with the counselee, several internal factors that trigger overthinking were found, including low self-esteem, perfectionism, and difficulty trusting others. These factors together create conditions that support overthinking. Meanwhile, in the context of external factors, the counselee stated that overly high expectations and demands for perfection from herself often led to overthinking. When these expectations are not met, the counselee tends to blame herself, which has an impact on psychological and physiological aspects, such as loss of appetite.

From the measurement of the level of overthinking at the second meeting, the counselee scored 39 out of 50, which indicates severe impairment. The results of observations and interviews indicate that there are perceptions that need to be changed in the counselee to control overthinking. Therefore, the researcher decided to take the data a third time to be more sure of the counselee's behavior.

Session 3

The third session was conducted on Friday, March 22, 2024, at 09.30-10.15. In this session, the researcher interviewed the counselee to understand her feelings about the habit of overthinking. The researcher also asked about the culture of friendship in the cottage, whether they support each other or even bring each other down. From the results of the interview, the counselee revealed that he had felt psychological pressure since junior high school but had not dared to tell anyone, especially his parents. Additional burdens at the cottage, such as being a caretaker with great responsibility, felt very heavy for the introverted and difficult to face challenges. In addition, the counselee felt uncomfortable with the gang dynamics in the hut. Measuring the level of overthinking for the third time showed that the counselee scored 38 out of 50, which is still in the category of severe disorder.

The following is a presentation of baseline 1 data to clarify the results that have been obtained by researchers:

Table 2. Baseline Session 1 Psychological Distress Screening Measurement Scores

Date Of Measurement	Session	Time	Score
Selasa, 5 Maret 2024	1	11.10-11.55	38
Senin, 18 Maret 2024	2	07.10-07.55	39
Jum'at, 22 Maret 2024	3	09.30-10.15	38

Table 2 shows a difference in results of 1 point between session 1 and session 2. Session 1 has the same points as session 3. This difference in scores is influenced by various factors, including that the data was collected in separate periods, resulting in different scores. The score obtained by the researcher categorizes the subject's (counselee's) self-behavior regarding the level of psychological distress as belonging to the severe category, thus concluding that appropriate treatment is needed to help control the level of psychological distress experienced by the subject (counselee).

Implementation of Intervention

The intervention in this study used Client Centered Counseling with Self Muhasabah with the following series.

Table 3. Intervention Framework

Session	Activities	Objective	Time
Intervention	Report card, assessment, and introduction Client Centered Counseling with Self Muhasabah	Build a good relationship with the counselee so that the counselee feels comfortable and identifies the counselee's problems.	10 Minutes
	Finding cognitive perspective errors in the counselee's thinking through counselee involvement.	The counselor finds the problem of negative cognitive perspective experienced by the counselee.	10 Minutes
	Dialogue and application of Client-Centered Counseling with Self Muhasabah to overcome cognitive perspective errors	Counter the counselee's poor adaptive thinking and replace it with more positive thoughts or better thinking strategies (coping thoughts).	5 Minutes
	Positive Reinforcement Exercise	The counselee trains a new perspective and brings up the inner drive.	5 Minutes

Follow-up and home assignments	Integrate the thoughts obtained through the counseling process into daily life and make it a habit.	5 Minutes
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First Intervention

The first intervention was held on Tuesday, March 5, 2024, at the counselee's school from 09.15 to 10.00. The steps in a counseling session using a Client-Centered approach with self-reflection begin with fostering a good relationship between the counselor and the counselee. This is done by starting a conversation about the latest news, creating a comfortable atmosphere, making sure the counselee is sitting comfortably, and starting the session with prayer, aiming to facilitate an effective counseling process.

Next, the counselor explains the counseling approach that will be used, specifically focusing on *Self-Muhasabah*, including its goals and steps. Basic principles such as confidentiality are also explained to ensure the counselee feels safe and open in the counseling session. The counselee is invited to identify the challenges or problems faced, to understand the root causes of overthinking. During this process, the counselor and the counselor work together to identify ineffective thought patterns that promote overthinking, including the beliefs that lead to such behavior.

After identifying the mindset that needs to be changed, the counselor introduces the concept of *Self-Muhasabah* as a tool to improve the ineffective mindset. The counselee is encouraged to actively participate in the counseling process and try new perspectives through Self-Contemplation. This concept is applied to help counselees recognize and evaluate their actions more sensibly, based on moral and spiritual values.

Furthermore, the counselee is involved in new thinking exercises or coping thoughts accompanied by the counselor. This counseling session also includes positive reinforcement for each achievement that the counselee has made. The purpose of this reinforcement is to increase the counselee's self-esteem, promote independence in facing challenges, and reduce dependence on acceptance from others.

As a follow-up task, the counselee is asked to conduct *Self-Muhasabah* regularly in the hope of strengthening his relationship with Allah SWT. This task involved evaluating the counselee's actions by considering their impact and attempts at self-control. At the end of the session, the counselee was assessed using a psychological distress screening tool to evaluate the level of overthinking experienced. The results showed that the counselee scored 29 out of a total of 50 points, indicating a moderate level of overthinking disorder.

Second Intervention

The second intervention was conducted on Monday, March 18, 2024, with a duration of 45 minutes, starting at 09.15-10.00. The session began with greetings,

followed by creating a comfortable atmosphere by the counselor. Before starting the intervention, the counselor invited the counselee to pray so that this session would provide great benefits for the counselee. Next, the counselor explained the Client-centered approach with *self-muhasabah*, including its meaning, purpose, and steps. The principle of confidentiality was also explained to ensure the safety and openness of the counselee in telling the story.

The counselee was then asked to recount their daily experiences and feelings related to overthinking over the past week. From the interview results, the counselee revealed that overthinking still frequently occurs, although with slightly reduced intensity. This is due to a lack of self-control in facing ordinary situations that become exaggerated in the counselee's mind, causing excessive anxiety and discomfort.

After identifying the counselee's problem, the counselor guides the counselee to change his mindset in a more positive direction, focusing on the counselee's role in the counseling process as described in the Client-Centered approach. Furthermore, *Self-Muhasabah* therapy is used to help the counselee understand and apply techniques such as recitation of the Qur'an, *tafakkur*, prayer, *muraqabah*, repentance, *istighfar*, and taking lessons from stories in the Qur'an, as described in *Tafsir Ibnu Katsir*.

After adopting a new perspective, the counselee is coached in coping thoughts or new ways of thinking needed to overcome overthinking. The session also includes positive reinforcement of any progress made by the counselee, to increase self-esteem and independence in handling future challenges.

As a follow-up task, the counselee was given the task of doing activities such as reciting the Koran, practicing self-love, and doing *self-muhasabah* every time he did something. After the tasks were given, the counselee was assessed using a psychological distress screening tool to evaluate the level of overthinking. The results showed that the counselee scored 28 out of 50 points, which indicated that the counselee's level of overthinking was in the moderate category.

Third Intervention

The third intervention was conducted on Friday, March 22, 2024, starting from 09.15-10.00 with a duration of 45 minutes.

The first step taken by the counselor in the third intervention process is to start by building a good relationship or rapport with the counselee such as asking how the counselee is doing. Making the situation as comfortable as possible the atmosphere and starting with prayer before entering the intervention process so that the counseling process runs smoothly and has a positive impact on the counselor and the counselee.

Furthermore, the counselor briefly explains what treatment will be carried out and explains the steps in the counseling process. After getting an overview of what will be done, the counselor reminds and reiterates to the counselee about the principle of confidentiality so that the counselee feels more comfortable and

relaxed. Followed by a service contract such as this counseling process run for 45 minutes and the counselee is asked to follow it voluntarily.

Furthermore, the counselee was asked to explain the problems experienced over the past week related to feelings of anxiety and overthinking to identify the counselee's maladaptive thinking. The counselor stated that his intensity in overthinking had decreased slightly since last week. The counselor began to know many things since learning about the concept of "*Hablumminallah, Hablumminan-nas, and Hablumminal-'alam*" derived from the Al-Qur'an verse contained in Surah Ali Imran (3: 103). This verse includes important principles in Islam relating to human relationships with God, relationships between humans, and relationships with the rest of the universe. As for his expression, the counselee began to learn to love himself (self-love) which he had difficulty applying because he was too often concerned with others. Then the counselee also realized that the things he considered negative were not too bad for his future, from the counselee began to learn to apply a positive mindset if he wanted positive things to happen.

In the third counseling process, the counselor invites clients to discuss the concept of self-muhasabah it is important to realize that all human actions are not hidden, and everything has been recorded by the Angels Raqib and Atid. Therefore, every individual should always do *self-muhasabah* and evaluate his past life. The aim is to learn from these experiences and improve their quality of life. (Masdar Helmy, 2010)

Self-muhasabah plays a very active role in identity building. It is like a lantern that emits light and provides enlightenment in one's life. By doing *self-muhasabah*, a Muslim can quickly realize potential problems avoid them, and stay on the right track. (Ahmad Umar H, 2004)

Understanding the importance of *muhasabah* in the life of a Muslim is crucial. By doing *muhasabah* regularly, one can reduce the mistakes and errors they make. Those who perform *self-muhasabah* before the reckoning of deeds on the Day of Judgment are considered lucky. Conversely, those who are too careless and do not do *muhasabah* tend to fall into mistakes and mistakes, which make them losers. (Ahmad Umar H, 2016)

As for the arguments used in the intervention process, the Word of Allah:

وَلَقَدْ خَلَقْنَا الْإِنْسَانَ وَنَعْلَمُ مَا تُوَسْوِسُ بِهِ نَفْسُهُ ۗ وَنَحْنُ أَقْرَبُ إِلَيْهِ
مَنْ حَبْلِ الْوَرِيدِ - إِذْ يَتَلَقَّى الْمُتَلَقِينَ عَنِ الْيَمِينِ وَعَنِ الشِّمَالِ قَعِيدٌ - مَا
يَلْفِظُ مِنْ قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عِنِيدٌ

Meaning: "And indeed, We created human and We know what his heart whispers, and We are nearer to him than his neck. (Remember) when two angels record his deeds, one sitting on the right, and the other on the left. There is not a word that he utters but there is with him a guardian angel who is always recording it." (Qaf: 16-18)

After unhealthy thoughts are replaced with better thoughts, the counselor guides the counselee in practicing coping thoughts or new ways of thinking that have been learned. In the last part, the counselee is directed to provide positive reinforcement for every achievement he has achieved. This is done by the counselor compiling statements that appreciate the positive efforts he has made. This positive reinforcement aims to make the counselee less dependent on others, increase self-esteem, and be able to overcome challenges that may arise in the future independently.

As a homework assignment, the counselee is asked to continue to provide positive reinforcement for every achievement she achieves, such as overcoming negative thoughts or feelings of anxiety about overthinking. After that, the counselor asked the counselee about her feelings after the therapy session and her commitment to change her perspective and behavior. Then, the counselor gave the psychological distress screening tool to the counselee to assess the level of overthinking, marking the closing of the counseling process.

In measuring the level of overthinking in the third intervention, the counselee scored 26 out of 50 points. This indicates that the level of overthinking of the counselee is in the moderate category.

Based on the intervention sessions given, the following overthinking level measurement data is presented in the table.

Table 4. *Score Intervention Session Overthinking Measurement Score*

Day/Date	Session	Time	Score
Monday, March 25, 2024	1	09.15-10.00	29
Thursday, March 28, 2024	2	09.15-10.00	28
Wednesday, March 24, 2024	3	09.15-10.00	26

Implementation of Baseline 2

Baseline 2 is the last step in the research design carried out. In this phase, researchers explore data related to the condition of the counselee which aims to find an effect of whether or not the previous intervention has been carried out.

Session 1

The first session was held on Saturday, April 27, 2024, from 09.15 to 10.00 to evaluate the counselee's condition after the intervention process was carried out. The counselor stated that the intensity of her overthinking had decreased. Currently, the counselor only focuses on the challenges faced without imagining other irrational things when facing threats. The counselor can also control perfectionism, discomfort, and low self-esteem, directing herself to better changes.

There were positive changes seen in the counselee, as stated by his roommate who mentioned that "Akmal looks more cheerful and a little more confident now, with a more

regular sleep pattern and a fresher face." The counselee also revealed that he began to apply counseling techniques that had been taught by the counselor, such as staying calm when thoughts are chaotic, regulating breathing, controlling negative energy, and taking control of the situation.

The counselor positively appreciated the counselee's commitment to changing her behavior. At the end of the session, the counselee filled out the psychological distress level screening tool provided by the counselor. Based on measurements in the baseline phase 2 of the first session, the counselee obtained a score of 25 out of a total of 50. This indicates that the counselee's level of overthinking is included in the moderate category.

Session 2

The second session of baseline data collection was conducted on Tuesday, April 30, 2023, at 10:00-10:45 in the gazebo in front of the office to identify changes in behavior after the previous intervention related to overthinking. This session began with almost the same approach as the previous session, namely by greeting and asking about the news and health of the counselee and his family, aiming to establish a connection between the counselor and the counselee.

The initial stage of this session also involved the counselor asking about the counselee's daily life during the week after the last meeting. The counselee stated that her life is currently calmer. When feeling anxious, the counselee overcomes by taking ablution water, minimizing her thoughts, reading positive books, and starting to trust her friends.

In the final stage of the session, the counselor gave positive affirmations to the changes in the counselee's behavior that had occurred. The session was closed with the counselee filling out a measuring instrument for the level of psychological distress. Based on data collection in the baseline phase 2 of the second session, the counselee scored 24 out of a total of 50. This indicates that the level of overthinking is classified as moderate.

Session 3

This third session was conducted on Friday, May 03, 2024, at 09.00-09.45 In the third meeting, the counselor began by greeting and building a positive relationship with the counselee, including asking about her family's news and health. The counselor then asked about the counselee's daily experience after the previous intervention. The counselee responded that she is now better able to overcome negative thoughts, is rarely involved in psychological difficulties, and feels that her way of thinking has become broader and more positive in dealing with situations.

From the interview, it can be seen that the counselee currently feels more confident and happy. The counselor gave positive affirmations for the positive behavioral changes experienced by the counselee. At the end of the meeting, the counselor asked the counselee to fill out a psychological distress measurement tool, which aims to measure the level of overthinking. The filling results showed that the counselee obtained a score of 22, which was included in the moderate level category.

The following data are the results of measuring the level of psychological distress at the baseline 2 stage.

Table 5. *Baseline Session 2 Overthinking Measurement Score*

Date	Session	Time	Score
Saturday, April 27, 2024	1	09.15-10.00	25
Tuesday, April 30, 2024	2	10.00-10.45	24
Friday, May 03, 2024	3	09.00-09.45	22

Data Analysis

This study uses visual chart analysis which contains several components in the form of data presentation of condition length, direction tendency, stability, trace data stability level and range, and level changes. The visual analysis between conditions contains the number of variables changed, changes in trends and effects, stability, level changes, and overlap.

Table 6. *A1-B-A2 psychological distress score data*

Phase	Session (Date of Implementation)	Score
Baseline 1 (A1)	Tuesday, March 05, 2024	38
	Monday, March 18, 2024	39
	Friday, March 22, 2024	38
Intervention	Monday, March 25, 2024	29
	Thursday, March 28, 2024	28
	Wednesday, April 24, 2024	26
Baseline 2 (A2)	Saturday, April 27, 2024	25
	Tuesday, April 30, 2024	24
	Friday, May 03, 2024	22









Figure 1: A1-B-A2 Psychology Distress Level Measurement

In-Conditional Analysis

Analysis in conditions, aims to analyze changes in each counseling session such as in baseline 1 sessions, intervention sessions and baseline 2 sessions.

Table 7. *Analysis in Conditions*

	Condition	A/1	B/1	A/2
1.	Condition Length	3	3	3
2.	Estimated Directional Tendency	 (=)	 (-)	 (-)
3.	Stability Trend	Stabilized (100%)	Stabilized (100%)	Stabilized (100%)
4.	Data Trace	 (=)	 (-)	 (-)
5.	Stability Level and	Stabilized (38-39)	Stabilized (26-29)	Stabilized (22-25)
6.	Range	38-38 (=)	29-26 (+3)	25-22 (+3)

Data analysis in the conditions presented in the table above, explaining the length of the condition or the number of meetings in each measurement process and counseling intervention is three times the baseline three (A1) session, three times the intervention (B), and three times the baseline 2 (A2) session. The stability tendency of each condition of each research process is 100% with details of baseline 1 (A1) 100%, intervention (B) 100%, and baseline 2 (A2) 100%.

From the explanation above, the results of the data trace in the baseline phase 1 show a stable trend, then in the trace during intervention and baseline 2, each shows a decrease, which means that there is a decrease in the level of overthinking owned by the subject or counselor.



The stability range at baseline 1 is stable with a range of 39-38, then in the intervention data shows stability with points ranging from 26-29 and finally in the baseline 2 phase obtained data with stable conditions with a range of 25-22. In the intervention session there was a decrease in the score by 3 points from 29 to 26 points which showed a decrease in the level of psychological distress, and at baseline 2, by 3 points with an initial value of 25 to 22, thus showing a decrease in the baseline 2 session.

Data collection Changes in level are seen at the beginning of the condition and the end of the condition. As in baseline 1 shows the same value as the initial score and the end of the baseline condition is 38, then in the intervention phase there is a change in points with an initial intervention of 29 to 26 points, and in 2 from a value of 25 to 22. So it can be concluded that in the intervention phase and baseline 2, there is a decrease in points in the level of psychological distress.

Interconditional Analysis

By comparing the initial condition 1 with the intervention condition and overthinking behavior, this inter-condition study seeks to ensure that there is a change in data from Client-Centered Counseling with **self-muhasabah** that has been carried out. As for what is sought in this analysis is to calculate the number of targeted variables, changes in direction and effect after intervention, changes in stability, changes in the subject's overthinking level, and the percentage of overlap, Client-Centered Counseling with *self-muhasabah* has been carried out. out of the counseling process.

Table 8. *Interconditional Analysis*

Conditions being compared		B/A1	A2/B
1	Number of variables	1	1
2	Change in direction and effect		
		(+)	(+)
3	Change in stability	Stable to variable	Stable to variable
4	Change in level	38-29	26-25
		(+9)	(+1)
5	Percentage of overlap	0%	0%

Based on the explanation of the analysis, there is one variable that is the focus of change, namely overthinking behavior. The trend in the direction of the trend in baseline 1 (A1) to intervention is decreasing, which indicates that the behavior is reduced and is of good value. in the direction of change in the trend of intervention conditions to the baseline 2 phase (A2) decreases further, resulting in a line that shows a decrease.

Considerable level changes were also seen from baseline 1 to intervention, namely with a difference of 9, and from intervention to baseline 2 an increase with a difference of 1. Meanwhile, the overlap from baseline 1 with intervention was 0%, as well as the overlap obtained from the beginning of baseline 2 with intervention. The analysis means that the lower the overlap obtained, the greater the effect of the intervention on the target behavior. The statistics above show that Client-Centered counseling with *self-muhasabah* helps control the psychological distress of overthinking in a student.

Research Hypothesis Results

It can be said that this research has an effect in reducing the overthinking behavior of a student, because H1 is accepted and H0 is rejected. The null hypothesis (H0) states that there is no effect of client-centered counseling and *self-muhasabah* on the overthinking behavior of a student of Madrasah Aliyah Bilingual Krian Sidoarjo, while the alternative hypothesis (H1) states that there is an effect of client-centered counseling

and *self-muhasabah* on the overthinking behavior of a student of Bilingual Islamic Boarding School Krian Sidoarjo.

Comparison with Previous Research

In this study, *self-muhasabah* is used to develop students' spiritual intelligence. This is in line with the results of research by Nurul Aisyah Palo, et al. (2024) which highlighted the role of *muhasabah* in strengthening the spiritual connection of medical students. However, this study emphasizes its effect on the educational context of student, who have different spiritual challenges and needs.

In addition, client-centered therapy in this study also shows its effectiveness in overcoming the psychological problems of students, as proven in Hamzanwadi's (2020) research on children addicted to gadgets and Siti Fatimatuzzahroh & Abdul Muhid (2021) in reducing adolescent anxiety during the pandemic. This shows the adaptability of this approach in various contexts, including religious education in schools.

Contribution to Science Development

This research contributes by combining *muhasabah* with the Client-Centered approach, which has rarely been explored before in the context of Islamic boarding school students. This new finding not only enriches the literature on educational counseling but also provides a foundation for further development on how this approach can be effectively applied in other educational institutions. Thus, this research not only provides practical solutions but also supports the development of counseling science in general.

Discussion

The findings of this study indicate that the integration of Client-Centered counseling with *self-muhasabah* is effective in reducing overthinking in students of Madrasah Aliyah Bilingual Krian Sidoarjo. This is consistent with the findings of previous research that shows the effectiveness of the Client-Centered approach in various contexts.

For example, research by Hamzanwadi (2020) showed a decrease in gadget addiction in children after receiving Client-Centered family counseling. Similarly, research by Siti Fatimatuzzahroh and Abdul Muhid (2021) found that Client-Centered therapy can reduce anxiety in adolescents during the COVID-19 pandemic. In the context of spiritual education, research by Nurul Aisyah Palo, Ida Royani, and Sri Julyani. (2024) showed the importance of *muhasabah* in improving students' spiritual intelligence. Our study extends these findings by showing that *muhasabah* is also effective in overcoming overthinking.

Combining a client-centered approach that encourages the active involvement of students in the counseling process and *self-muhasabah* that emphasizes reflection and introspection, this study successfully provides a comprehensive solution to the problem of overthinking (Widiastuti et al., 2022). The findings strengthen the existing literature

and offer a new approach to supporting the mental and spiritual well-being of student (Adz-Dzaky & Norma-Permata, 2001; Rahmi, Nurjanah, & Naan, 2023).

The decrease in overthinking symptoms such as anxiety, sleep difficulties, and nightmares, as well as the improvement in social interactions and self-confidence of the student, show that the integration of these two approaches is highly beneficial (Corkett & Benevides, 2015; Fitriani & Abdullah, 2021). Thus, this study makes a significant contribution to a more holistic educational strategy, taking into account the academic, mental, and spiritual aspects of the students.

CONCLUSION

This study shows that Client-Centered Counseling with *self-muhasabah* is effective in reducing overthinking behavior in students of Bilingual Islamic Boarding School. Before the intervention, students experienced overthinking which caused anxiety, sleep difficulties, and social problems. After the intervention, there was a significant decrease in overthinking symptoms, including an increase in self-confidence and social adaptability.

This study confirmed that the Client-Centered approach is effective in overcoming psychological problems, in line with previous research. However, this study also makes a novel contribution by incorporating *self-muhasabah*, which has not been widely explored in the context of students. The combination of these two methods offers a holistic approach to supporting the mental and spiritual well-being of students, providing a new and comprehensive perspective in the fields of education and psychology. This study has several limitations, including a sample limited to one school and no variation in education levels. Further research is needed with a larger and more varied sample to strengthen these findings. In addition, this study only lasted for nine weeks, so a longer-term study is needed to see the sustained impact of the intervention. With further research, more appropriate policies can be formulated to support the mental and spiritual well-being of students more broadly and deeply.

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