



Effectiveness of the ABC Theory-Based Intervention Program on Academic Anxiety and Psychological Resilience of Female Students of Ibnu Katsir 2 Jember

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Abstract

Psychological Resilience Based on ABC Theory in Overcoming Academic Anxiety in Ibnu Katsir 2 Female Students of Jember. This study aimed to test the effectiveness of an intervention program based on the ABC (Activating Event, Belief, Consequence) theory, developed using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, in reducing academic anxiety and increasing psychological resilience in female students. The method used was a quasi-experimental pretest-posttest design in one group. The study sample consisted of female students who demonstrated high levels of academic anxiety based on initial assessment results. The intervention was implemented through several structured group counseling sessions designed to change irrational beliefs and strengthen adaptive skills. Data analysis using a paired t-test revealed a significant difference between pretest and posttest scores for both academic anxiety and psychological resilience ($p < 0.05$). These findings indicate that the ABC theory-based intervention is effective in addressing common psychological problems faced by students. The implication of this study is the importance of integrating a cognitive-behavioral approach into guidance and counseling services in religious higher education settings. It is recommended that campuses and Islamic boarding schools provide ongoing support for the implementation of similar programs to create a mentally and emotionally healthier learning environment for students.

Keywords: ABC Theory, Academic Anxiety, Psychological Resilience, Female

A. Introduction

Nowadays, the activity of memorizing the Qur'an is increasingly in demand and pursued by Muslim communities in Indonesia, from children, teenagers, adults to the elderly. This is certainly based on the understanding of religion which states that memorizers of the Qur'an have nobility and privileges compared to other individuals with the denomination of being a Muslim. In addition, memorizers of the Qur'an or commonly called Hafidz, in the social sphere of society will be viewed as individuals who have advantages by their surroundings and are used as a reflection of faith, values, ethics, and practice of the verses of the Qur'an in accordance with their meaning and content (Tsanawiyah & Pandanaran, 2018)

The process of memorizing the Qur'an is one of the factors that has an essential position in supporting the success of students, namely the health factor, where this factor can determine the stability and support the implementation of routines and programs followed by students who have the status of memorizing the Qur'an. Health is considered a positive state of the individual's body which includes physical, psychological and spiritual conditions. In the view of WHO (World Healthy Organization) health is defined as a comprehensive condition with the fulfillment of all aspects that exist in the individual, meaning the absence of disease, weakness and disability from physical elements. This opinion was further refined by Carl Witherington who stated that health is the freedom of individuals from mental, spiritual and spiritual illnesses (Ahmad, 2015)

Basically, every individual, whether they are students or not, desires good health continuously, both spiritually and physically. However, the nature of individuals as social beings with all social and religious demands cannot deny a condition that can lead them to a point of instability in physical, mental and spiritual health which is interpreted as a test in the treasury of Islam. This attitude of accepting the test is what then presents various unique responses from each individual, such as being steadfast, patient and surrendering to God, and on the

other hand, some experience anxiety (Kinantie, 2012). This condition is also experienced by students at the Ibnu Katsir Islamic Boarding School in Jember, this is caused by various demands that must be met such as academic and boarding school demands, physical and psychological conditions that must always be stable and various daily needs that must always be met. The situation and condition are exacerbated by their status as teenagers who are identical to turmoil of thoughts and moods, unstable emotional states, relationships that experience ups and downs and imperfect self-identification and self-acceptance abilities. These conditions ultimately lead to a situation where students experience doubt, tension, physical symptoms and dissociative anxiety, and feel depressed as an effect of their inability to meet their needs and desires.

Ibnu Katsir Islamic Boarding School itself is the first educational institution in East Java that combines Islamic boarding schools with formal Islamic education based on the Quran. Where the activities of the students in addition to carrying out dense Islamic boarding school activities such as memorizing the Quran, studying books and other activities and taking the tahfiz exam every month also attend ongoing lectures.

The various things above that have been described regarding the aspects of problems that occur in students can be obstacles and even backfire on the students themselves. So that the efforts and roles of various parties, a conducive environment and internal and external motivation are urgent things to support the effectiveness of the process and orientation of the tahfidzul qur'an program. one of the efforts as a contribution from psychologists is the ability of psychological resilience based on the ABC theory.

Resilience is an individual's capacity to face and overcome challenges (Gazadinda et al., 2020). Hermawati in Putri et al. emphasized that resilience is the individual's capacity to survive and thrive in challenging circumstances (Putri et al., 2021). Resilience encompasses seven abilities that are rarely possessed simultaneously by one individual. These competencies include emotional

regulation, impulse control, optimism, empathy, problem analysis, self-efficacy, and strengthening positive aspects (Hermawati, 2018)

This study will examine ABC-based resilience used by students as a strategy to achieve resilience in facing challenging situations. The ABC technique is a basic principle of Rational Emotive Behavioral Therapy (REBT). In the REBT process using the ABC model, the therapist helps the client recognize challenges or difficulties, then concentrates on beliefs related to solving the problems that arise, and finally identifies the implications of each alternative or choice available (Utari et al., 2022)

Departing from the various phenomena that the author has described above, this study examines the development of resilience based on ABC theory in overcoming anxiety in students at the Ibn Katsir Islamic Boarding School in Jember. This study is interesting to study because there has been no research that discusses anxiety problems that are handled through psychological techniques based on ABC theory. The research that has been conducted by previous scholars is research by Zakiy Abdul Ghoni et al. "On the Role of Resilience as a Strategy to Prevent Depression, Anxiety, and Stress in Students, Muhammad Taufik Amir, "Resilience: How to Rise from Difficulties & Grow in Challenges", Hana Mutia et al., "The Relationship between Resilience and Anxiety Facing the Future in Students of the Islamic Communication and Broadcasting Study Program".

B. Method

The research methodology is a development that will develop a service module to help the guidance and counseling process in order to overcome academic anxiety in students. The product development concept uses the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). The following are the stages of ADDIE discussed briefly: 1) At the analysis stage, the things that are done are analyzing needs and problems in the form of relevant materials, textbooks, learning conditions (Safitri & Aziz, 2022), 2) Activities at the design or planning stage consist of module design, interface planning, E-module

planning (Hidayat & Nizar, 2021), 3) The development phase is basically a productive reflection of the materialization of the previous phase design (Isriyah et al., 2023), 4) implementation phase, application of learning media (Suparyanto and Rosad, 2020), 5) The last stage in this ADDIE development model is evaluation. The evaluation results were obtained from the responses of teachers and students to see the feasibility of the learning evaluation tools that had been implemented (Materi et al., 2024). The research steps are as follows:

1. Analysis

The research stage of developing an academic anxiety counseling service module based on ABC theory begins with analyzing the needs and analyzing teaching materials. This is done to determine the conditions or situations and to see the initial picture in the implementation of counseling services for students of Ibnukasir 2 Jember. This analysis is carried out specifically to find out what causes anxiety experienced by students. The analysis process can also be a determinant of what is developed. This analysis stage is carried out by interviewing students who experience anxiety, and conducting interviews with dormitory administrators in order to ensure the actual situation, and also to meet the needs of the module to be developed.

2. *Design* (Design)

- a) Learning Objectives: Establish specific goals to be achieved through this guide.
- b) Material Preparation: Prepare a module that covers the theory and practice of psychological resilience based on ABC theory.
- c) Evaluation Design: Designing evaluation instruments to measure the effectiveness of the podcast, such as pre-test and post-test questionnaires.

3. *Development* (Development)

- a) Module Production: Compiling a module containing material on psychological resilience as a guide for students in overcoming academic anxiety.

- b) Limited Trial: Conduct a limited trial with a few students to get initial feedback, then collect feedback and make revisions if necessary.
Development of assessment instruments and response questionnaires

4. *Implementation* (Implementation)

- a) Socialization: Introducing the module guide to students and Islamic boarding school administrators and providing instructions on implementing the module contents.
- b) Program Implementation: Using modules in mentoring sessions over a period of time, monitoring and supporting students in applying the techniques learned.

5. *Evaluation* (Evaluation)

- a) Formative Evaluation: Collecting feedback from students and teachers during implementation and making adjustments and improvements based on the feedback received.
- b) Summative Evaluation: Measuring effectiveness through questionnaires and comparing pretest and posttest to assess developments in academic anxiety.
- c) Evaluation Report: Create an evaluation report and include suggestions for further development.

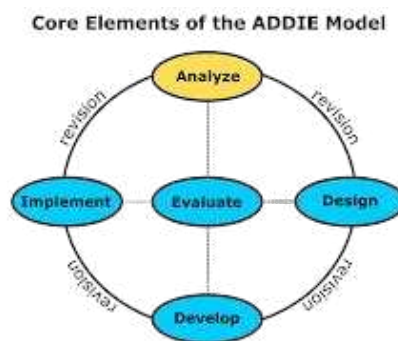


Figure 1: Core Elements of ADDIE Model-based Design (Dousay & Logan, 2011)

The test subjects used in this research and development were material experts, media experts, students. According to Sugiyono in (Darmawan et al., 2021) data collection is an important step in research. The data collection technique for this research is in the form of a questionnaire (Pranatawijaya et al., 2019) and also a data collection technique in the form of an assessment sheet. A questionnaire is a data collection instrument used to collect large amounts of data (Ismail & AlBahri, 2019). The goal is to find out and gain better insight into how PTT can improve student career planning (Laifatul Fadilah et al., 2023).

The population used was active students of the Faculty of Education majoring in guidance and counseling, Universitas PGRI Argopuro Jember, class of 2020/2021, totaling 30 people. Sampling was taken from career planning questionnaire data which resulted in a research sample of 10 students. The product results underwent 2 feasibility tests, namely the validation test of material experts and media experts. Data analysis used qualitative and quantitative analysis (Arriany et al., 2020).

C. Discussion

1. Theoretical Framework

a. Resilience

The origin of resilience is from the Latin term 'Resilio', meaning 'to bounce back' or rebound, which encapsulates an individual's capacity to maintain relatively consistent mental functioning across a range of situations. Research on resilience spans multiple levels of analysis, including the individual, group, and organizational or community levels, and spans disciplines such as psychology, ecology, management, organization, and safety management. A range of interdisciplinary research has been conducted to refine the notion of resilience in the context of disaster management. In several disaster-affected countries, strategic strategies have been formulated to facilitate the formation of resilient communities and foster a culture of safety. This objective will also familiarize communities, homemakers, trade

associations, communities, and governments with the concept of responsibility in the context of disasters (Chaplin, 2006).

Resilience is the capacity to recover from adverse circumstances, either as an inherent trait or as a result of learning and experience. In psychology, resilience refers to an individual's capacity to adapt and persist in challenging circumstances, including the ability to overcome adversity and return to baseline after experiencing a stressful event. Developing resilience is essential not only for managing challenges and adversity but also for improving overall quality of life. Resilience, derived from the Latin term "resilire," signifies the capacity to move forward and thrive. Moving beyond obstacles that previously impeded progress (Haru, 2023).

Having strong resilience skills allows a person to adapt to changes more easily and manage unexpected circumstances more effectively. Resilience improves a person's quality of life by increasing their capacity to manage stress, adapt to unexpected circumstances, and survive pressures and obstacles. It is essential for a person to effectively face and overcome life's problems, learn from them, and adapt to unfavorable circumstances (Kusuma, Rufaidah, Nisa, & Anjani, 2023). Adolescents, with their unique characteristics, are vulnerable to several problems that hinder their development, both from internal and external sources. If these problems remain unaddressed, they will hinder growth and stop progress at some point. A large number of students experience psychological suffering in this situation. Therefore, individuals must cultivate resilience within themselves.

b. ABC Theory

The key concept of Ellis' theory is the ABC model. Here is an explanation of the ABC theory:

- 1) *Activating event (A)*, refers to actual events or experiences faced by individuals, which can trigger the formation of beliefs.
- 2) *Belief (B)*, refers to an individual's beliefs, perspectives, values, or self-articulation regarding an event (A). There are two categories of

individual beliefs: rational beliefs (B) and irrational beliefs (B). Rational beliefs are constructive and logical, while irrational beliefs are emotional and counterproductive.

- 3) *Consequence of belief* (C), refers to the individual's outcomes or responses resulting from activating beliefs and events.
- 4) *Dispute Irrational Belief* (D), involves the application of therapeutic steps to change irrational thoughts into rational ones.
- 5) *Effective* (E), is the effect (E) of emotional, behavioral, and cognitive factors. If the ABCD process is reasonable and logical, the results will be beneficial.

c. Academic Anxiety

Pekrun (2006) asserted that academic anxiety is a phenomenon that inhibits students' ability to focus on many academic activities, including reading, writing, listening, and speaking. Academic anxiety can be observed through a person's capacity to engage in class, family context, educational environment, and other factors. Academic anxiety can affect students by disrupting concentration, causing anxiety, instilling fear of procrastination, and encouraging avoidance of work, thus affecting academic achievement. Anxiety is a response that can be encountered by individuals of all ages. Academic anxiety is a type of anxiety that is common in educational settings. Academic anxiety (Lumban Gaol, 2022).

Academic anxiety is an internal sensation characterized by stress and worry about an uncertain future scholastic state, which causes disturbances in cognitive processes, physiological reactions, and behavior. The four characteristics of academic anxiety include anxiety-provoking cognitive patterns, displaced attention, physiological distress, and maladaptive behavior (Ottens, 1991).

Ottens (1991) emphasized that there are several aspects of academic anxiety, namely:

- 1) The anxiety pattern that drives cognitive activity includes three important indicators: pervasive anxiety characterized by emotions of insecurity and concerns about potential mistakes, maladaptive self-dialogue, and distorted ideas about self-worth.
- 2) The element of inappropriately directed attention consists of two indicators: internal distractors and external distractors. Indicators of internal distractors include daydreaming and self-induced anxiety. Examples of external distractors include reduced attention caused by external stimuli such as the behavior of others, the ticking of a clock, ambient noise, or other distractions.
- 3) Physical distress refers to the physiological changes caused by anxiety, such as muscle stiffness, sweating, rapid heartbeat, and trembling hands. The mental and physical dimensions of anxiety can be disruptive, making it a significant focal point during academic endeavors.
- 4) Inappropriate behavior refers to student actions in academic contexts that are not appropriate to address challenges. One sign is procrastination, which is often manifested as avoidance of task performance. The next indicator is over-conscientiousness, which is manifested when responding to questions hastily or showing an overly meticulous approach to completing assignments and tests to prevent errors.

Holmes (1991) divides anxiety as follows:

- 1) Mood components

Symptoms include anxiety, tension, panic, and terror. The psychological condition of someone experiencing anxiety can include restlessness, worry, fear, tension, restlessness, and insecurity. The individual is unable to experience calm and shows irritability. This can lead to depression.

- 2) Cognitive components

Anxious individuals may constantly think about some potential problem, thereby inhibiting their ability to concentrate, make judgments, and remember information effectively.

3) Somatic components

Anxiety disorders are categorized into two components based on somatic reactions. The first component includes acute symptoms, which include excessive sweating, shortness of breath, tachycardia, high blood pressure, and muscle tension. Second, prolonged anxiety will consistently increase blood pressure, cause headaches, cause muscle tension, and often cause nausea.

4) Motor components

Anxiety can manifest through motor behavior, including shaking hands, stuttering voice, and a hurried demeanor.

Academic anxiety arises from biological processes in the body and brain that require a change in attention, triggered by academic scenarios such as completing assignments, participating in class discussions, or taking exams (Situmorang, 2021). When anxiety increases, the body will react to fight or combat it. Excessive anxiety among students has a negative impact on their performance, as it causes psychological tension that hinders their ability to complete tasks effectively (Jayanti, Syahrizal, & Situmorang, 2019).

D. Results and Discussion

The results of the study indicate that an intervention program based on the ABC (Activating Event, Belief, Consequence) theory, developed using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) instructional model, had a significant impact on reducing academic anxiety and increasing psychological resilience in female Islamic students. The program was systematically designed, taking into account the participants' psychological needs, academic conditions, and the principles of developing cognitive-behavioral intervention modules. The intervention was implemented through several structured group counseling sessions, accompanied by

cognitive and affective exercises to manage irrational beliefs that trigger academic anxiety.

Quantitative data analysis was conducted using a paired sample t-test to measure differences between the pretest and posttest on two main variables: academic anxiety and psychological resilience. The results showed a statistically significant difference before and after the intervention, with a p-value <0.05 . These findings indicate that the intervention program was able to effectively reduce symptoms of academic anxiety while strengthening the psychological resilience of female Islamic students in facing academic challenges (Cohen, 2013).

Specifically, regarding academic anxiety, the decrease in average scores after the intervention indicates that participants were increasingly able to manage academic stress, previously triggered by the pressure of assignments, exams, and fear of failure. This aligns with previous findings that suggest that ABC theory-based interventions can reduce anxiety by changing individuals' negative perceptions and beliefs about stressful events (Dryden & Neenan, 2015). Irrational beliefs such as "I must always be perfect" or "I must never fail" were gradually corrected through Socratic dialogue, reattribution, and the cultivation of more rational alternative thinking.

Meanwhile, regarding psychological resilience, there was a significant increase in the dimensions of optimism, emotional regulation, and problem-solving skills. The intervention program provided participants with space to explore internal strengths, build positive narratives, and strengthen adaptive coping strategies. This improvement reflects the effectiveness of cognitive approaches in strengthening individuals' psychological resilience, which plays a crucial role in academic success and mental well-being (Reivich & Shatté, 2002).

Overall, the results of this study confirm that the development of a program based on ABC theory using the ADDIE framework not only provides a systematic structure for implementing interventions but also produces

measurable positive psychological impacts. These results support previous literature that the cognitive-behavioral approach is an evidence-based intervention for addressing common psychological problems in students, particularly in the context of religious higher education (Beck, 2011; Ellis, 1994). Therefore, this type of intervention can be recommended as part of guidance and counseling services in Islamic higher education settings.

E. Conclusion

The results of this study indicate that an intervention program based on the ABC theory developed through the ADDIE model proved effective in reducing academic anxiety and increasing psychological resilience in female Islamic boarding school students. A paired sample t-test revealed a significant difference between before and after the intervention ($p < 0.05$), indicating positive changes in emotional management, strengthening rational beliefs, and improving participants' adaptive abilities in dealing with academic pressure. These findings strengthen the evidence that a systematically designed cognitive-behavioral approach can be an effective solution for addressing student psychological problems in religious-based higher education environments.

Based on these results, it is recommended that guidance and counseling services in higher education institutions, particularly in Islamic boarding school (pesantren) environments, integrate an ABC theory-based approach into their intervention programs. Program implementation can be achieved through counselor training in REBT techniques, the development of ADDIE-based intervention modules, and regular group counseling sessions. Furthermore, collaboration between lecturers, academic advisors, and Islamic boarding school administrators is necessary to create a supportive ecosystem that sustainably supports the mental health and psychological resilience of female Islamic boarding school students.

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