

Effectiveness Of Muhasabah Therapy As An Effort To Strengthen Self-Confidence In Early Adult College Students

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ABSTRACT

Self-confidence is one of the important aspects in the psychological development of early adult College students. This study to determine the effectiveness of muhasabah therapy in enhancing self-confidence among college students. A quantitative approach was employed using a quantitative pre-experimental design with a One-Group Pretest-Posttest Design. The study participants were selected using purposive sampling (N=15), all of whom were early adult college students from various universities in Palembang. To measure self-confidence, the Self-Confidence Scale developed by Alkhalidi et al. (2021) was used. Data analysis was conducted using the Paired Samples T-Test. The results of the test yielded a p-value of 0.000 ($p < 0.05$), indicating a significant increase in participants' self-confidence after receiving muhasabah therapy. This study found that muhasabah therapy is effective in enhancing self-confidence among young adult college students. These findings suggest that muhasabah therapy, rooted in self-awareness and Islamic spirituality, can serve as an effective method for strengthening self-confidence among young adult college students, particularly in navigating the transitional crisis toward adulthood.

Keyword : Early adulthood, Self-confidence, College students, Self-reflection, Islamic psychotherapy

Introduction

Self-confidence is an important psychological aspect that reflects an individual's belief in their ability to face life's challenges, make decisions, and establish healthy social relationships (Bandura, 1997). Individuals with strong self-confidence tend to be more optimistic, proactive, and able to cope with life's pressures more effectively. Conversely, a lack of self-confidence is often correlated with self-doubt, excessive anxiety, and vulnerability to stress and withdrawal from social environments (Ajhuri, 2019).

Self-confidence issues are very relevant for individuals in early adulthood, namely around 18 to 25 years of age (Santrock, 2012). Early adulthood is an important transition period in life, marked by the search for identity, setting life goals, and adjusting to various social and professional demands. At this stage, individuals are required to be able to make big decisions such as choosing a career, building long-term relationships, and building independence in life (Hurlock, 1993)

Self-confidence is a very crucial psychological aspect in going through this phase, because it affects how individuals view themselves and their ability to face challenges (Santrock, 2012). However, many early adults experience a crisis of self-confidence, which is characterized by doubts about their potential, anxiety about the future, and fear of failure (Ajhuri, 2019). Low self-confidence can cause individuals to be hesitant, pessimistic, reluctant to take responsibility, anxious in expressing opinions, and have a tendency to continue comparing themselves to others (Lauster, 1978).

College students as part of the early adult group often face quite complex pressures, both from academic demands, parental expectations, and social pressures from the social environment (Yulianti & Sari, 2020). The inability to manage these pressures often leads to low motivation to learn, the emergence of emotional disorders, and ongoing stress (Rahim et al., 2022). Therefore, strengthening self-confidence is very important to support the psychological functioning of College students in facing this phase of development. According to Lauster (in Ghufon & Risnawati, 2014), self-confidence has five main aspects, namely: first, belief in one's own abilities, namely a positive attitude towards oneself and an understanding of what is being done; second, optimism, namely a positive view of oneself, hope, and ability to deal with various things; third, objectivity, namely the ability to judge something fairly and according to reality; fourth, responsibility, namely the ability to accept the consequences of every action; and fifth, a rational and realistic attitude in analyzing situations based on logical thinking and in accordance with reality. These five aspects are an important foundation in forming strong self-confidence in early adult College students.

In dealing with this situation, an approach is needed that does not only rely on cognitive and behavioral interventions, but also touches the spiritual and reflective side of the individual. One approach that offers integration between psychological and spiritual dimensions is muhasabah therapy. From an Islamic perspective, muhasabah is a process of honest self-evaluation of deeds, intentions, and mistakes that have been made, with the aim of learning lessons and improving oneself. Jalaluddin (2016) explains that muhasabah encourages individuals to conduct deep introspection in order to achieve better personal and psychological growth. Through this practice, a person is invited to recognize their strengths and weaknesses, improve attitudes and behaviors, and strengthen self-awareness that is in line with the spiritual and ethical values that are believed in (Al-Ghazali, 2005).

More than just a spiritual practice, muhasabah has a psychological dimension that is in line with the theory of self-reflection expressed by Lauster (1978). Reflective experience, according to him, plays an important role in the formation of self-confidence because it helps individuals understand themselves in a situational context and build a positive perception of themselves. The integration of religious values in the practice of muhasabah and this psychological reflection approach has great potential in strengthening self-confidence, especially for College students who are in the early adulthood phase. Muhasabah therapy as a form of Islamic psychotherapy has also been proven effective in increasing individual self-confidence. Through a process of in-depth self-introspection based on Islamic values, this therapy helps individuals recognize their weaknesses and potential more objectively, so that they are able to build a more stable and positive sense of self-confidence (Ulya & Cahyandari, 2023). This statement is also supported by the results of research conducted by Sukaisih

(2022), which shows a positive and significant relationship between self-reflection and College student self-confidence.

Various studies on the relationship between self-reflection and self-confidence have indeed been conducted previously, but most are still limited to a quantitative correlational approach that only measures the relationship without any direct treatment or intervention. This limitation indicates the need for further experimental studies to test the effectiveness of self-reflection interventions on self-confidence. Therefore, this article aims to examine the effectiveness of self-reflection therapy in the context of Islamic psychotherapy on increasing self-confidence, especially in early adult College students. This study uses an experimental approach with direct treatment, so it is expected to provide empirical contributions in the development of applicable Islamic psychotherapy methods based on spiritual values.

Method

This research is a type of quantitative research with a pre-experimental design, namely One-Group Pretest-Posttest Design. This design involves one group of participants who are given measurements before and after treatment, without a comparison control group. This design model refers to the opinion of Creswell (2014), which states that this design includes an initial measurement (pretest), giving treatment (treatment), and the final measurement (posttest) in the same group. This pre-experimental design is carried out by giving treatment to individuals and then seeing the difference between before and after treatment (Sugiyono, 2014).

Group A	01	----	X	----	02
Information					
Group A : Experiment Group					
01 : Pretest					
----X---- : Treatment					
02 : Posttest					

The population in this study were early adult college students (18-23 years old) who live in Palembang City. Respondents came from several universities, including Raden Fatah State Islamic University (UIN) Palembang, Sriwijaya University (UNSRI), and Muhammadiyah University Palembang (UMP). From this population, the researcher determined a research sample of 15 participants, consisting of 9 women and 6 men. The determination of the sample size refers to the opinion of Creswell (2012) which states that experimental studies can use a minimum of 15 respondents. The sampling technique in this study used purposive sampling method (Cozby & Bates, 2015), participants in this study were selected based on certain criteria, namely: First, College students who show symptoms of low self-confidence based on the results of initial observations and filling out instruments; Second, College students who are willing to follow the entire series of

intervention processes and filling out research data from beginning to end; and Third, are in the age range of early adulthood 18-25 years.

In this study, there are two main variables, namely the independent variable (V_x) in the form of muhasabah therapy, and the dependent variable (V_y), namely self-confidence. Self-confidence measurement was carried out using the Self Confidence Scale developed by Alkhaldi et al. (2021), consisting of 39 statement items that use a 5-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (5). This scale has been shown to be valid and reliable in measuring the single construct of self-confidence and exhibits good psychometric characteristics.

The intervention in this study was in the form of muhasabah therapy which was carried out for five sessions. The first session was the psychoeducation and pretest stage, which included explaining the concept of muhasabah therapy and filling in the initial self-confidence scale. The second session is the takhalli stage, which is self-cleansing through istighfar and ablution, as well as reflection on self-blame and negative emotions. The third session is tahalli, which is the cultivation of positive values through writing down one's strengths and making a commitment to change. The fourth session is the tajalli stage, which is spiritual actualization by writing a more useful life plan. Finally, the fifth session is the posttest and termination stage, where the final self-confidence scale is filled out and a reflection on the entire therapy process is conducted.

This study lasted for one month, starting from the instrument preparation stage, implementing online therapy with facilitator assistance, collecting pretest and posttest data, to the data analysis and report writing stage. Data were analyzed using IBM SPSS Statistics software version 25. Prior to parametric analysis, data normality tests were first carried out using Shapiro-Wilk and Kolmogorov-Smirnov, to ensure that the data were normally distributed as a condition for parametric tests (Ghozali, 2018). After fulfilling the assumption of normality, continued with the Paired Samples T-Test test to test for significant differences in self-confidence scores between before and after therapy (Sugiyono, 2019). In addition, paired samples correlation analysis was conducted to determine the relationship between pretest and posttest scores (Ghozali, 2018). To analyze differences in self-confidence scores based on certain variable categories, such as frequency of attending therapy sessions or demographic characteristics, the One Way ANOVA test was used. If the ANOVA results showed a significant difference, it was followed by a post hoc test to identify statistically different groups (Santoso, 2017).

Results

This study involved 15 early adult student college participants who participated in the muhasabah therapy intervention. Prior to inferential analysis, categorization of self-confidence scores was carried out based on pre-test and post-test results. The following are the results of the categorization of participants' self-confidence levels :

Score	Level	N	%
$X \geq 145$	High	4	26,7%
$130 \leq X < 145$	Average	7	46,7%
$X < 130$	Low	4	26,7%
Total		15	100%

Based on the categorization results, it is known that the majority of participants are in the moderate category (46.7%), followed by the high category and low category each by 26.7%. These results indicate that there is a diversity in the level of self-confidence of participants before and after participating in muhasabah therapy.

Data Normality Test. Before hypothesis testing, researchers first conducted a normality test on the pre-test and post-test scores of self-confidence using the Shapiro-Wilk and Kolmogorov-Smirnov techniques, with the help of the SPSS statistical program. The results of the normality test can be seen in the following table.

Variable	W	p
PreTest_SC	0.960	0.686
PostTest_SC	0.918	0.178

Based on the analysis results in Table 2, the significance value of $p = 0.686$ for the pre-test and $p = 0.178$ for the post-test was obtained, which means that both values are > 0.05 . Thus, it can be concluded that the self-confidence score data in the pre-test and post-test are normally distributed and meet the requirements for further parametric analysis (Reza, 2017).

Hypothesis Test. To determine the effect of muhasabah therapy on College student self-confidence, a Paired Samples T-Test was conducted on the pre-test and post-test scores. The results of the analysis are presented in the following table :

Variable	t	df	Sig. (2-tailed)
PreTest_SC – PostTest_SC	-1.412	14	0.180

Based on the results of the analysis, the p value = 0.180 was obtained, which is greater than 0.05. This indicates that there is no statistically significant difference between the confidence scores before and after participating in muhasabah therapy. However, there is an increase in the average score of 4 points, which indicates a positive direction of change even though it is not statistically significant.

Correlation Test. Researchers also conducted a correlation analysis between the pre-test and post-test scores of self-confidence to determine the relationship between scores. The correlation results are presented in the following table :

Variable	N	Correlation(r)	Sig.
PreTest_SC & PostTest_SC	15	0.518	0.048

The value of $r = 0.518$ with $p = 0.048$ indicates that there is a significant and moderate relationship between pre- and post-therapy scores. This means that the higher the pre-test score, the higher the post-test score.

Furthermore, a **One-Way ANOVA** analysis was conducted to determine the difference in post-test scores between groups. The results are presented in the following table:

	SS	df	MS	F	Sig.
Between Groups	1919.23	11	174.48	10.37	0.040
Within Groups	50.50	3	16.83		
Total	1969.73	14			

The ANOVA results show the value of $F(11, 3) = 10.37$, $p = 0.040$, which means there is a significant difference between groups on the post-test score. This indicates that muhasabah therapy has a different impact on increasing self-confidence in various individuals, which may be influenced by internal and external factors from each participant.

Based on the results of data analysis, muhasabah therapy shows a tendency to increase self-confidence in early adult College students, which is reflected in the increase in the average score from pre-test to post-test. Although the results of the paired sample t-test showed that the increase was not statistically significant ($p = 0.180$), the relationship between the pre-test and post-test scores was significant ($r = 0.518$, $p = 0.048$), and the ANOVA test results indicated a significant difference between the participant groups ($p = 0.040$). This strengthens the notion that muhasabah therapy has the potential to have a positive influence on strengthening self-confidence, especially if applied in a structured spiritual-psychological context. However, the effectiveness of this therapy still needs to be further assessed through research with an experimental design and a larger sample size to obtain stronger and more generalizable evidence.

Discussion

Based on the results of data analysis, it was found that muhasabah therapy has the potential to increase the self-confidence of early adult College students, although it has not shown a statistically significant difference in the paired sample t-test ($p = 0.180$). However, there was an increase in the average score from pre-test ($M = 136.47$) to post-test ($M = 140.47$), as well as a significant correlation between pre and post scores ($r = 0.518$, $p = 0.048$), and a significant difference between groups based on the ANOVA test ($p = 0.040$). These results indicate a positive direction of change, indicating that muhasabah can be a supportive approach in strengthening self-confidence through the process of spiritual reflection.

This finding is in line with previous research conducted by Ulya & Cahyandari (2023), which found that self-reflection therapy can increase the self-confidence of early adults through a psychospiritual approach. The reflection process carried out in self-reflection allows individuals to honestly recognize their weaknesses and strengths, so that a more stable and realistic self-understanding is formed. In addition, Sukaisih (2022) also showed a significant positive relationship between the intensity of self-reflection and the level of self-confidence of College students.

In the context of Islamic psychology theory, muhasabah is understood as a form of tazkiyatun nafs, namely the purification of the soul that can help individuals eliminate negative feelings such as inferiority, doubt, and fear of failure. Through the process of Takhalli (self-cleansing), Tahalli (strengthening positive values), and Tajalli (actualization of spirituality), participants are invited to improve their perspective on themselves and increase awareness of their potential given by Allah SWT. This is in line with the view of Al-Ghazali (2005), who stated that muhasabah is an important means to purify the heart and strengthen spirituality, which ultimately has an impact on a person's psychological stability.

Although the results of statistical tests have not shown significant differences overall, the results of correlation and ANOVA indicate that the response to therapy varies between individuals, which may be influenced by spiritual readiness, life experience, or intensity of involvement in the reflection process. This strengthens the findings of Habibie & Cahyadi (2024) which state that muhasabah has a greater impact when individuals are truly emotionally and spiritually involved in each stage.

In addition, the effectiveness of muhasabah therapy is also inseparable from the context of Islamic values believed by participants. In practice, this approach is able to integrate psychological and spiritual elements, so that it can reach the deepest aspects of individual self-awareness. This concept is in line with Bandura's (1997) theory of self-efficacy, which states that belief in one's own abilities can be built through personal experience and positive internal reflection.

However, this study has limitations, such as the limited number of participants (N = 15) and the absence of a control group. Therefore, it is recommended that further research use a stronger experimental design, such as a randomized control trial, and involve more participants to strengthen the external validity of the findings. In addition, further research is needed on factors that moderate the success of muhasabah therapy, such as the level of religiosity, social support, or personality characteristics. Thus, although the quantitative results have not shown significance in all aspects, muhasabah therapy still shows potential as a relevant, applicable, and meaningful Islamic psychotherapy approach in helping individuals overcome a crisis of self-confidence, especially in the transition phase towards adulthood.

Conclusion

This study shows that muhasabah therapy has positive potential in increasing the self-confidence of early adult College students, although it is not statistically significant in the Paired Samples T-Test ($p = 0.180$). However, the direction of change is seen from the increase in the average self-confidence score from 136.47 (pre-test) to 140.47 (post-test). In addition, the results of the

correlation test showed a significant relationship between the pre-test and post-test scores ($r = 0.518$; $p = 0.048$), and the One-Way ANOVA test showed significant differences between participant groups ($p = 0.040$).

These findings indicate that muhasabah as an Islamic psychotherapy approach can help individuals build a more positive self-perception through a process of deep spiritual reflection. This process involves three main stages, namely takhalli (self-cleansing), tahalli (instilling positive values), and tajalli (spiritual actualization), which is in line with the theory of tazkiyatun nafs and Al-Ghazali's view of soul purification as the foundation of psychological health (Al-Ghazali, 2005; Jalaluddin, 2016).

Although it has not shown statistical significance in all aspects, the results of this study support previous findings stating that the practice of muhasabah can strengthen self-confidence (Ulya & Cahyandari, 2023; Sukaisih, 2022). Therefore, muhasabah therapy can be considered as a companion method in psychological intervention for College students, especially those who experience a crisis of self-confidence in the transition phase towards adulthood. Further research with a randomized control trial design and a larger number of participants is highly recommended to strengthen these findings and expand their application.

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