

THE INFLUENCE OF HADITH-BASED COUNSELING ON STUDENT ACHIEVEMENT

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ABSTRACT

Students' motivation and psychological condition play a crucial role in determining academic achievement in higher education, which is usually measured through course scores and Cumulative Achievement Index (GPA). One of the interventions that can be applied to support this psychological dimension is hadith-based counseling, which is a psychological guidance process that makes the hadiths of the Prophet Muhammad (peace and blessings of Allaah be upon him) the main foothold in giving direction to students. This study aims to examine how much contribution hadith-based counseling has to the achievement of UIN Sunan Gunung Djati Bandung students. Using a quantitative design with convenience sampling techniques, data was collected from 30 student respondents through a Likert scale questionnaire, then analyzed using simple linear regression analysis assisted by JASP software version 0.95.3. The results of the analysis showed that hadith-based counseling had a strong and significant positive relationship with student achievement, with a Pearson correlation coefficient (r) of 0.785. The determination coefficient (R^2) of 0.617 indicates that the hadith-based counseling variable was able to explain 61.7% of the variance in the achievement of UIN Sunan Gunung Djati Bandung students, while 38.3% was influenced by other factors outside the scope of this study.

Keywords: Counseling; Hadith-based; Student Achievement.

INTRODUCTION

In the world of higher education, student achievement is defined as the achievement of all learning outcomes obtained during education, such as course scores, Cumulative Achievement Index (GPA), and mastery of skills and competencies obtained. GPA is one of the main indicators that describes the quality of the process and learning outcomes of students cumulatively from the first semester to the final semester (Damanik, 2025). This academic quality is strongly influenced by various internal factors, including psychological factors and student learning motivation, where learning motivation has been shown to be positively correlated with academic achievement (Salman, 2024). Therefore, counseling is needed, which is the process of providing professional assistance by counselors to students who have difficulties in order to understand themselves, solve problems, and make good decisions to achieve optimal self-development (Cahyaningtyas & Krisnanda, 2024).

Counseling is described as a form of systematic professional assistance from a counselor to individuals who are facing obstacles or trying to optimize their potential. This process is designed so that counselors are able to recognize their identity and surrounding conditions, which then help them make choices and design better quality life goals. . In an academic environment, counseling aims to help students overcome personal and social difficulties that indirectly affect their learning performance, so that they can reach their maximum academic potential. Hadith-based counseling is a psychological support scheme for students who face obstacles in learning activities and situations. This process integrates the guidance from the hadiths of the Prophet Muhammad (Nurshabrina et al., 2024) (Rahmah et al., 2024) (*peace and blessings of Allaah be upon him*) as the main foundation in providing solutions and directions to students. (Murtini et al., 2023)

Learning achievement is defined as a maximum result of learning efforts that have been carried out optimally, which is manifested in the form of grades or numbers obtained during the academic process (Apriyanti et al., 2023). Learning achievement includes the mastery of knowledge, skills, and attitudes that manifest in relatively sedentary behavioral changes after going through a series of learning activities (Rachmahdiyah et al., 2023).

There are a number of key indicators in hadith-based counseling that are considered to be related to improving student achievement, including *First*, encouraging the sincerity of the client's intention in seeking knowledge. By arranging intentions only for the sake of Allah and eliminating worldly motivations, clients will make the learning process into worship. The Prophet (*peace and blessings of Allaah be upon him*) said:

إِنَّمَا الْأَعْمَالُ بِالنِّيَّاتِ، وَإِنَّمَا لِغُلَامٍ أَمْرٍ مَا نَوَى

"Indeed, all deeds depend on his intention, and indeed everyone will only get a reward according to what he intends" (Muslim, No. 1907).

Second, be patient with the client. Counselors teach that patience is not just a passive attitude, but an active effort to persevere in obedience and find solutions, which will ultimately result in inner peace and sustained achievement. The Prophet (*peace and blessings of Allaah be upon him*) said:

عَجَبًا لِأَمْرِ الْمُؤْمِنِ إِنَّ أَمْرَهُ كُلَّهُ خَيْرٌ، وَلَيْسَ ذَلِكَ لِأَحَدٍ إِلَّا لِلْمُؤْمِنِ، إِنْ أَصَابَتْهُ سَرَاءٌ شَكَرَ فَكَانَ خَيْرًا لَهُ، وَإِنْ أَصَابَتْهُ ضَرَاءٌ صَبَرَ فَكَانَ خَيْرًا لَهُ.

"It is truly amazing the business of a believer. Indeed, all his affairs are good for him, and they belong to no one except the believers. If he gets pleasure, he is grateful, then it is good for him. And when he is afflicted, he is patient, and it is also good for him." (Muslim, No. 2999)

Third, teaching prayer and *tawakkal* (surrender) after effort. The counselor guides the client to understand that success does not depend solely on human effort, but also on God's permission, thus reducing anxiety about the outcome and focusing on the quality of the process. The Prophet (*peace and blessings of Allaah be upon him*) said:

لَوْ أَنَّكُمْ كُنْتُمْ تَوَكَّلُونَ عَلَى اللَّهِ حَقَّ تَوَكُّلِهِ لَرَزَقْنَاهُ كَمَا يَرْزُقُ الطَّيْرَ، تَغْدُو خِمَاصًا وَتَرُوحُ بِطَانًا

"If you truly trust in Allah with true tawakkal, surely Allah will provide for you as He gives sustenance to a bird: it leaves in the morning hungry and returns in the evening in a state of satiety" (Tirmidzi , No. 2344).

Fourth, realize the virtues of knowledgeable people. By understanding the promise of glory, the ease of the way to heaven, and the forgiveness of sins for the seeker, the client will have a strong drive and high self-esteem to continue learning. The Prophet (*peace and blessings of Allaah be upon him*) said:

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا، سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

"Whoever takes the path to seek knowledge, Allah will make the way to heaven easier for him" (Muslim, No. 2699).

Fifth, helping clients become a source of benefits for others. The knowledge possessed must be practiced or taught so that it becomes an uninterrupted charity, so that clients are motivated to master knowledge in depth so that it can be shared, not just for personal interests. The Prophet (*peace and blessings of Allaah be upon him*) said:

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ.

"The best human being is the most beneficial to others" (Thabrani , No. 5787).

Sixth, it raises the spirit of learning. A believer must always be serious about a clear goal, ask for Allah's help, and avoid a weak attitude, so that his motivation for learning becomes strong and adaptive to face all obstacles. The Prophet (*peace and blessings of Allaah be upon him*) said:

الْمُؤْمِنُ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ، وَفِي كُلِّ خَيْرٍ، احْرَصْ عَلَى مَا يَنْفَعُكَ وَاسْتَعِذْ بِاللَّهِ وَلَا تَعْجِزْ، وَإِنْ أَصَابَكَ شَيْءٌ فَلَا تَقُلْ: لَوْ أَنِّي فَعَلْتُ كَانُ كَذَا وَكَذَا، وَلَكِنْ قُلْ: قَدَرُ اللَّهِ وَمَا شَاءَ فَعَلَ، فَإِنَّ لَوْ تَفْتَحُ عَمَلَ الشَّيْطَانِ

"A strong believer is better and more loved by Allah than a weak believer, and in both there is goodness. Be diligent in attaining what is beneficial to you, ask Allah for help, and do not be weak. If something strikes you, do not say: 'If I had done this, it would have happened', but say: 'This is the destiny of Allah and what He wills will surely happen', because the saying 'if' opens the door to the deeds of Satan" (Muslim, No 2664).

There are several previous studies on counseling and achievements, including: *First*, Masniatul Ilmiah, et al. who succeeded in designing an Islamic Guidance Model that integrates modern counseling with the Qur'an and Hadith (Ilmiah, 2025). *Second*, Riadatul Jannah, et al. who examined the implementation of the integration of interconnection methods of Islamic counseling guidance based on the Hadith of the Prophet (Jannah et al., 2024). *Third*, Nurul Budi Murtini, et al. who found that there was a significant positive influence of Hadith-based counseling on the learning achievement of STDI Imam Syafii Jember students (Murtini et al., 2023).

Fourth, Muhammad Zulfhadli concluded that Islamic counseling guidance is effective in shaping the character and academic ethics of STIT Babussalam Aceh Tenggara students. (Zulfhadli ,2023)*Fifth* , Arif Pristianto, et al. which shows a positive and significant relationship between the academic guidance process and the Student Achievement Index at UMS. (Pristianto et al., 2022).*Sixth*, the practical role can be seen from Mulyadi's study which proves that the role of Guidance and Counseling teachers at MTs Al-Mujtahidin is able to improve student learning achievement (Mulyadi, 2022).

This study is different from some previous studies. The purpose of this research is to examine The Influence of Hadith-Based Counseling on Student Achievement of UIN Sunan Gunung Djati Bandung.

RESEARCH METHODS

The approach used in this study is a quantitative approach. Quantitative research is an approach that focuses on collecting and analyzing numerical data to explain phenomena and test hypotheses proposed (Syahrizal & Jailani , 2023). This approach is based on a positivism paradigm that emphasizes objectivity, empirical measurement, and testing of relationships between variables in a structured and measured manner (Sugiyono , 2019).

Population is a whole element in the research which includes objects and subjects with certain characteristics and characteristics that have been set by the researcher as the final target of drawing

conclusions (Suryani et al., 2023). The sample is part of the number and characteristics possessed by the population, which is used as a data source that can represent the entire population. The population in this study is students of UIN Sunan Gunung Djati Bandung (Sugiyono , 2019).

The number of samples in this study was 30 respondents obtained through *the convenience sampling* technique, which is sampling based on the ease of access and willingness of respondents to fill out questionnaires distributed through Google Form. This technique is included in the *category of non-probability sampling*, so not all members of the population have the same chance of being selected, and this is a limitation in terms of generalization of research results (Firmansyah et al., 2022).

The variable of hadith-based counseling in this study is defined as students' perception of the application of hadith values in the guidance process or learning motivation they receive. This variable is measured through five indicators, namely: (1) intention in learning, (2) patience in facing difficulties, (3) tawakkal after trying, (4) motivation to seek knowledge, and (5) orientation to the usefulness of knowledge.

The instrument used in this study was a questionnaire distributed to the respondents through Google Form. Questionnaire is a data collection technique that is carried out by giving a set of questions or statements and distributed to respondents to be answered (Sugiyono , 2019). The measurement in this study uses the Likert Scale, which is a scale used to measure the attitude, opinion, and perception of a person or a group of people towards a phenomenon (Simamora, 2022).

This study uses simple linear regression analysis as the main statistical technique to identify the magnitude of the impact exerted by independent variables on dependent variables (Sugiyono, 2019). The data analysis process was carried out with the help of *Jeffrey's Amazing Statistics Program* (JASP) software version 0.95.3.

RESULTS AND DISCUSSION

The researcher conducted a validity test on the data collected through *the Google Form* to ensure that the research instrument was appropriate in capturing and measuring data from respondents. This test process applied a *regression correlation formula* with the help of JASP software version 0.95.3, the results of which can be observed in Figure 1 and Figure 2.

Pearson's Correlations ▼

Variable		X.p1	X.p2	X.p3	X.p4	X.p5	X.p6	X.p7	X.p8	X.p9	X.p10	X
1. X.p1	Pearson's r	—										
	p-value	—										
2. X.p2	Pearson's r	0.761	—									
	p-value	< .001	—									
3. X.p3	Pearson's r	0.585	0.687	—								
	p-value	< .001	< .001	—								
4. X.p4	Pearson's r	0.674	0.591	0.398	—							
	p-value	< .001	< .001	.030	—							
5. X.p5	Pearson's r	0.727	0.734	0.658	0.761	—						
	p-value	< .001	< .001	< .001	< .001	—						
6. X.p6	Pearson's r	0.444	0.374	0.199	0.293	0.203	—					
	p-value	.014	.042	.293	.116	.281	—					
7. X.p7	Pearson's r	0.424	0.439	0.612	0.168	0.455	0.223	—				
	p-value	.019	.015	< .001	.374	.012	.236	—				
8. X.p8	Pearson's r	0.668	0.491	0.395	0.745	0.480	0.353	0.277	—			
	p-value	< .001	.006	.031	< .001	.007	.056	.139	—			
9. X.p9	Pearson's r	0.646	0.662	0.665	0.393	0.476	0.275	0.462	0.540	—		
	p-value	< .001	< .001	< .001	.032	.008	.142	.010	.002	—		
10. X.p10	Pearson's r	0.634	0.478	0.607	0.486	0.439	0.298	0.591	0.621	0.683	—	
	p-value	< .001	.008	< .001	.006	.015	.110	< .001	< .001	< .001	—	
11. X	Pearson's r	0.892	0.834	0.731	0.776	0.802	0.551	0.578	0.764	0.735	0.744	—
	p-value	< .001	< .001	< .001	< .001	< .001	.002	< .001	< .001	< .001	< .001	—

Figure 1. Results of the Variable X Data Validity Test

Pearson's Correlations ▼

Variable		Y.p1	Y.p2	Y.p3	Y.p4	Y.p5	Y.p6	Y.p7	Y.p8	Y.p9	Y.p10	Y
1. Y.p1	Pearson's r	—										
	p-value	—										
2. Y.p2	Pearson's r	0.602	—									
	p-value	< .001	—									
3. Y.p3	Pearson's r	0.537	0.839	—								
	p-value	.002	< .001	—								
4. Y.p4	Pearson's r	0.562	0.750	0.710	—							
	p-value	.001	< .001	< .001	—							
5. Y.p5	Pearson's r	0.485	0.605	0.598	0.784	—						
	p-value	.007	< .001	< .001	< .001	—						
6. Y.p6	Pearson's r	0.749	0.697	0.600	0.685	0.506	—					
	p-value	< .001	< .001	< .001	< .001	.004	—					
7. Y.p7	Pearson's r	0.712	0.636	0.732	0.672	0.418	0.600	—				
	p-value	< .001	< .001	< .001	< .001	.022	< .001	—				
8. Y.p8	Pearson's r	0.642	0.448	0.491	0.548	0.264	0.667	0.546	—			
	p-value	< .001	.013	.006	.002	.158	< .001	.002	—			
9. Y.p9	Pearson's r	0.781	0.545	0.523	0.375	0.181	0.685	0.647	0.639	—		
	p-value	< .001	.002	.003	.041	.339	< .001	< .001	< .001	—		
10. Y.p10	Pearson's r	0.669	0.733	0.605	0.524	0.438	0.786	0.501	0.574	0.815	—	
	p-value	< .001	< .001	< .001	.003	.016	< .001	.005	< .001	< .001	—	
11. Y	Pearson's r	0.861	0.831	0.807	0.801	0.626	0.866	0.815	0.750	0.805	0.832	—
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—

Figure 2. Results of the Y-Variable Validity Test

Referring to the validity test data, all questions in the questionnaire were declared valid and suitable for use as research instruments because the *p-value* in the basic column was below the threshold of 0.05. Next, the researcher conducted a reliability test to test the consistency level of the questionnaire when used in repeated measurements. The results of the reality test of the hadith-based counseling variables (X) and student achievement (Y) can be seen in the following tables 1 and 2.

Table 1. Variable X Reliability Test Results

Frequentist Scale Reliability Statistics				
			95% CI	
Coefficient	Estimate	Std. Error	Lower	Upper
Coefficient ω		0.044		
Coefficient a	0.843	0.044	0.756	0.929

Note. Omega calculation with CFA failed. Try changing to PFA in 'Advanced Options'.

Table 2. Results of the Y-Variable Reliability Test

Frequentist Scale Reliability Statistics				
			95% CI	
Coefficient	Estimate	Std. Error	Lower	Upper
Coefficient ω		0.043		
Coefficient a	0.890	0.043	0.805	0.975

Note. Omega calculation with CFA failed. Try changing to PFA in 'Advanced Options'.

The reliability requirement of a questionnaire is met if the coefficient *estimate* is above 0.70. The data from the calculation shows that the variable X (0.843) and the variable Y (0.890) have a value greater than the standard, so this instrument is reliable. Based on these results, it can be concluded that the value of the *coefficient estimate questionnaire* in research is reliable, so it can be used as a research instrument. The normality test was carried out to find out whether the distribution research data was normal or not. Based on the results of the normality test using the Shapiro-Wilk test, the results were obtained as shown in the following table 3.

Table 3. Normality Test Results

Descriptive Statistics	
	RES
Valid	30
Missing	0
Mean	7.430×10^{-18}
Hours of deviation	2.894
Shapiro-Wilk	0.948
P-value of Shapiro-Wilk	0.149
Minimum	-7.898
Maximum	5.161

According to the provisions of the Shapiro-Wilk normality test, the data is considered to follow a normal distribution if the significance exceeds 0.05. Considering that the test results showed a *p-value* of 0.149, it can be ensured that the data in this study is normally distributed. Next, the researcher applied a heteroscedasticity test to verify the presence of variance differences in the inter-observational residuals, the details of which are presented in Table 4.

Table 4. Heteroscedasticity Test Results

Coefficients						
Model		Unstandardized	Standard Error	Standardized	t	p
M ₀	(Intercept)	41.933	0.854		49.127	<.001
M ₁	(Intercept)	40.900	1.282		31.905	<.001
	Abs_RES	0.486	0.451	0.200	1.078	0.290

Referring to the data in Table 4, the results of the heteroscedasticity test showed a significance of 0.290 which exceeded the threshold of 0.05, so it can be ensured that no symptoms of heteroscedasticity were found in this study model. The next step is to conduct a correlation test to evaluate how strong and where the linear relationship between the hadith-based counseling variable (X) and the student achievement variable (Y) is going. Details of the relationship between the two variables are presented in Table 5.

Table 5. Correlation Test Results

Pearson's Correlations			
Variable		Hadith-Based Counseling	Student Achievement
1. Hadith-Based Counseling	Pearson's r	—	
	p-value	—	
2. Student Achievement	Pearson's r	0.785	—
	p-value	<.001	—

Based on the results of the correlation test, a significance p-value of 0.001 was obtained, which was less than 0.05. Therefore, it can be concluded that there is a significant relationship between the influence of hadith-based counseling on student achievement. By obtaining a correlation coefficient value (r) of 0.785, indicating the direction of the relationship between the hadith-based counseling variable (X) and the student achievement variable (Y) is positive, with the level of relationship included in the strong category (0.61 to 0.80).

Table 6. Simple Linear Regression Test Results

Coefficients						
Model		Unstandardized	Standard Error	Standardized	t	p
M ₀	(Intercept)	41.933	0.854		49.127	<.001
M ₁	(Intercept)	9.665	4.835		1.999	.055
	Hadith-Based Counseling	0.765	0.114	0.785	6.715	<.001

Through linear regression analysis, it was found that a *p* value of 0.001 was below the significance threshold of 0.05. The data confirmed the real and significant impact of hadith-based counseling variables on students' academic achievement. To measure the extent of the influence of these variables for students of UIN Sunan Gunung Djati Bandung, the researcher referred to the determination coefficient number presented in Table 7.

Table 7. Determination Coefficient Test Results

Model Summary - Student Achievement				
Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	4.675
M ₁	0.785	0.617	0.603	2.945

Note. M₁ includes Hadith-Based Counseling

The data in the *summary model table* shows that the value of R² obtained is 0.617. This figure indicates that the hadith-based counseling variable has a contribution of 61.7% to the achievement of student achievement at UIN Sunan Gunung Djati Bandung. Meanwhile, the other 38.3% portion was determined by various external factors that were not covered by the limitations of this study.

CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded that hadith-based counseling has a significant and positive relationship with the achievement of UIN Sunan Gunung Djati Bandung students. The relationship between the two variables is relatively strong, as evidenced by the value of the Pearson correlation coefficient (*r*) of 0.785. The results of the simple linear regression test showed that hadith-based counseling provided a significant relationship with student achievement, with a contribution of 61.7%, while the remaining 38.3% was influenced by other factors outside of this study variable. Based on the findings of this study, it is recommended for counselors to integrate the Prophet's hadiths as the main foundation in guidance and counseling practice. The values contained in the hadith not only serve as a spiritual foundation but can also be taught as practical solutions that are applicable in dealing with various academic obstacles faced by students. With this approach, it is hoped that counselors will be able to encourage positive transformation in clients, which will ultimately have an impact on improving their academic achievement in a sustainable manner.

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