

**Religious Counseling with Respectful Based Assessment to Strengthen the Religious Moderation Behavior of Students in Islamic Boarding Schools (Case Study at Al Insaniyyah Islamic Boarding School)**

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**Abstract**

Islamic boarding school students play a crucial role in promoting religious moderation among Generation Z, who are at risk of extremism due to misleading information. The Respect-Based Assessment approach in religious counseling provides a solution by focusing on respect for individual values and understanding students' perspectives to foster moderate and tolerant attitudes. This qualitative research, using field research methods such as interviews and observations, aims to explore how religious counseling helps build religious moderation among students. The study found that students who participated in this counseling experienced increased self-awareness, tolerance for differences, and social engagement. Clerics, acting as counselors, contribute to this process through education, dialogue, and serving as role models, which further encourages moderate behavior among students. Efforts include enhancing Generation Z's understanding of diversity, providing guidance during identity crises, promoting intergenerational dialogue, and addressing stigma and contemporary challenges through religious counseling.

**Keywords:** religious counseling, respect-based assessment, religious moderation

**Abstrak**

*Santri pondok pesantren berperan penting dalam memperkuat moderasi beragama di tengah generasi Z yang rentan terkena ekstrimisme akibat informasi yang tidak akurat. Pendekatan Respectful-Based Assessment dalam konseling agama menawarkan solusi dengan menekankan penghormatan nilai individu dan pemahaman perspektif santri untuk mendorong sikap moderat dan toleran. Penelitian kualitatif dengan pendekatan field research melalui wawancara dan observasi ini bertujuan untuk mengeksplorasi peran konseling agama dalam membangun moderasi beragama di kalangan santri. Hasil penelitian menunjukkan adanya peningkatan pemahaman diri, toleransi terhadap perbedaan, dan keterlibatan sosial santri yang mengikuti konseling agama dengan pendekatan ini. Peran ulama sebagai konselor, melalui pendidikan, dialog, dan teladan, turut memperkuat perilaku moderat santri. Upaya yang dilakukan meliputi peningkatan wawasan Gen Z terhadap keberagaman, bimbingan dalam menghadapi krisis identitas, penguatan dialog antar generasi, serta konseling agama untuk mengatasi stigma dan tantangan kontemporer. Penelitian ini menegaskan pentingnya Respectful-Based Assessment sebagai pendekatan strategis dalam konseling agama untuk penguatan perilaku moderasi beragama.*

**Keywords:** konseling agama, respectful-based assessment, moderasi beragama

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## INTRODUCTION

The history of education in Indonesia highlights that Islamic boarding schools are the oldest educational institutions in the country. These schools not only provide Islamic religious teachings but also aim to cultivate students who are devoted to Allah and their communities, embodying strong moral character (Mahendra, 2022). Specifically, a santri refers to a student studying in religious education, commonly at an Islamic boarding school (pesantren). More broadly, the term describes members of Javanese society who adhere closely to Islamic teachings. According to Abu Hamid, the word santri can be broken down into two parts: sant, meaning good human beings, and tri, meaning a desire to help others. The context of this term “Santri” It is understood as a collection of people who are specially educated in religious science experts who will later have a real role in the field of society (Fauzi et al., 2023)

The Islamic boarding school environment is characterized by a diverse student population from various cultural, social, and religious backgrounds. Adolescents in this setting are increasingly open to diversity and inclusivity, largely influenced by globalization and advancements in information technology. However, it poses a challenge for pesantren to teach their students about religious moderation, which emphasizes tolerance, inclusiveness, and the avoidance of extremism. This approach ensures that their openness does not lead to excessive relativism in values (Julifiyana et al., 2024). As said I pandang et al (2022), pesantren, as traditional Islamic education institutions, have a strategic role in shaping the religious character and behavior of students, especially in the midst of the development of the times that often give rise to extreme religious beliefs and intolerance, including in understanding and practicing religious teachings. Thus, an understanding of religious moderation is needed as an effort to maintain harmony and prevent radicalism of students. Anshari et al (2021) also said that pesantrens, as educational institutions, also have a strategic role in instilling moderation values through learning, habituation, and example.

Religious moderation as an attitude and approach that consistently occupies a middle ground, acting fairly without extreme views in matters of faith. In the religious context, moderation is characterized by a balanced perspective, fairness in judgment, and a rejection of extremism (Rohman, 2021). Pesantrens play a crucial role as centers of religious education, tasked with shaping a young generation that can balance diversity with adaptive attitudes. It's essential for students to understand that diversity should be embraced thoughtfully, making religious moderation a vital means of fostering harmonious living in the diverse environment of Islamic boarding schools. Additionally, advancements in technology and easy access to information provide students with opportunities to learn about religion from various sources. However, not all these sources are reliable, which can lead to misunderstandings of religious teachings. Such misinterpretations may foster extremism or radicalism, undermining the principles of religious moderation (Raidifi & Emiyati, 2024).

The advancement of civilization, particularly in information technology, has led to the proliferation of irresponsible websites. Generation Z students face significant challenges in finding their identities, especially in reconciling the religious principles taught to them with the contemporary social norms they encounter outside the pesantren. As they navigate the influence of technology, social media, and globalization, each presenting differing values, this process often results in confusion as they struggle to define and adjust their identities (Nurlaila et al., 2024).



Islamic boarding schools (*pesantren*) play a strategic role in fostering religious moderation by teaching tolerance, cross-cultural understanding, and respect for differences. This enables students to develop a strong sense of identity while upholding the principles of religious moderation. Within *pesantren*, generational differences in understanding and practice of religion can pose challenges. Generation Z, with its openness to innovation and new interpretations fueled by widespread access to technology and information, may differ significantly from previous generations. Therefore, applying the concept of religious moderation within Islamic boarding schools is crucial, as these differences can lead to conflict if not managed effectively. Religious moderation, in this context, serves to foster intergenerational harmony in religious and social life by instilling values such as tolerance, respect for diversity, and inclusive religious understanding. However, efforts to promote religious moderation often encounter discrimination and stigma, particularly within the *pesantren* environment. Many students may hold views or beliefs that differ from the majority, but they may fear criticism or rejection. This fear hinders constructive dialogue and the exchange of ideas, which are fundamental to religious moderation. Consequently, this fear of stigma can foster an exclusive understanding of religion, contradicting the spirit of moderation that prioritizes tolerance, respect, and inclusivity (Azwar & Iskandar, 2024).

Religious counseling plays an important role in helping students face these various challenges. Religious counseling, often provided by Kiai (Attarwiyah & Chotib, 2025), can enhance students' confidence and resilience in facing life's difficulties both within and beyond the *pesantren* environment. Religious counseling, broadly defined, encompasses activities designed to assist individuals experiencing spiritual difficulties, fostering self-awareness and reliance on faith to overcome challenges and find hope. Religious counseling by Kiai can increase students' confidence and resilience in facing life challenges, both within and outside the Islamic boarding school. Religious guidance and counseling is in the form of all activities carried out by a person in order to provide assistance to others who are experiencing spiritual difficulties, in his environment so that the person is able to overcome it on his own because there is awareness and surrender to the power of God Almighty, so that there arises in his person a light of hope for happiness in his present and future life (Rosmalina & Matin, 2020). Meanwhile, Rosyad explained that religious counseling is a process of providing assistance to individuals or community groups to help them function optimally, in accordance with religious values in the social order, so they can independently make decisions to solve the problems they face (Tanjung, 2021). In the context of Islamic boarding schools, religious counseling aims to assist students in understanding, internalizing, and practicing religious values in harmony in daily life, especially in the midst of environmental diversity and challenges of the modern era.

In this context, a Respectful-Based Assessment (RBA) approach to religious counseling offers a particularly suitable solution. This approach prioritizes respecting each student's unique background, encompassing their cultural, social, and personal experiences. Within religious counseling, RBA integrates principles of empathy, non-judgment, and inclusivity. By holistically considering the individual's context, RBA enables *pesantren* to understand students' specific needs in internalizing the values of religious moderation, such as tolerance, respect for diversity, and inclusivity. Furthermore, this approach fosters a safe space for students to engage in dialogue and express their views without fear of stigma or discrimination (Popham, 2008).



Implementing RBA in Islamic boarding schools can address challenges stemming from intergenerational differences in perspectives and misinterpretations of religious teachings, often driven by limited access to information. This approach helps students understand that diversity is a *sunnatullah* (divine law) that should be embraced with wisdom, enabling them to balance religious principles with contemporary social norms. Furthermore, RBA-based counseling can guide students in developing a strong identity that aligns with the values of religious moderation, thereby mitigating potential conflicts arising from differing interpretations and fostering harmony within the community.

By prioritizing students as active participants, Respectful-Based Assessment supports the development of adaptive and relevant religious education for the modern era (Tillson, 2018). This aligns with the mission of Islamic boarding schools to cultivate a generation that not only possesses strong moral character but also upholds Islamic values within a diverse society. Religious moderation, strengthened through this approach, is expected to equip students to navigate global challenges with wisdom while maintaining firm religious principles. Because RBA emphasizes empathy, non-judgment, and inclusivity, it fosters a safe and respectful environment for students to explore and develop their spirituality (Pearson et al., 2024).

## METHOD

This study employs a descriptive qualitative method with a field research approach to identify and analyze the role of religious counseling based on Respectful-Based Assessment in promoting religious moderation. This approach enables researchers to gather data directly in the field by interacting with research subjects and observing the phenomena occurring at the research site. The population for this study consisted of all students at the Al Insaniyyah Islamic boarding school who participated in the Focus Group Discussion (FGD) conducted by the researcher. These students were selected to gain a deeper understanding of the implementation of religious counseling and its contribution to the development of attitudes of religious moderation.

**Table 1.**  
Interview Guides

No.	Interview Question
<b>Respondent's Identity</b>	
1.	Name (Initials)
2.	Age
3.	Duration of stay at the Islamic boarding school
4.	Previous educational background
<b>Understanding Religious Moderation</b>	
1.	What do you understand by religious moderation?
2.	How can religious moderation be applied in everyday life?
3.	Have you ever felt that there are differences in religious views or understanding in the pesantren environment? How do you deal with it?
<b>Experience of Following Religious Counseling</b>	
1.	How was your experience while attending religious counseling at this Islamic boarding school?
2.	During the counseling process, did you feel valued in terms of your opinions and beliefs?



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3. Does the counselor/kiai give you space to express your views without feeling judged?
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#### **The Role of Kiai as a Counselor**

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1. How do you assess the Kiai when guiding students through religious counseling?
  2. Does the kiai demonstrate exemplary behavior that supports a moderate attitude in everyday life?
  3. To what extent does advice or guidance from the kiai influence the way you understand and practice religion?
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#### **Implementation of the Respectful Based Assessment (RBA) Approach**

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1. How do you assess the Kiai when guiding students through religious counseling?
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- 

#### **Implementation of the Respectful Based Assessment (RBA) Approach**

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1. Do you feel the counselor understands your personal background, including your values and beliefs?
  2. How does the counselor respond when you share your personal views or confusion regarding religious teachings and modern social values?
  3. Did the counselor's approach help you feel more confident in practicing your faith amidst diversity?
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#### **The Impact of Counseling on Religious Attitudes**

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1. After attending counseling, has there been a change in the way you respond to differences in religious views?
  2. Do you feel more open to dialogue with friends who have different backgrounds?
  3. Do you feel more tolerant of diversity of religious practices and thoughts?
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#### **Influence on Social Engagement**

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1. After attending religious counseling, do you feel more motivated to participate in social activities at the Islamic boarding school or in the community?
  2. Do you feel more comfortable and open to interacting with people from different religious or cultural backgrounds?
  3. Do you feel you have a responsibility to help build harmony and tolerance in your environment after attending counseling?
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In addition, observations were conducted to monitor activities, interactions, and counseling processes in Islamic boarding schools, allowing researchers to understand the surrounding social and cultural contexts. The data collected from the field related to Respectful-Based Assessment in counseling was then reduced, meaning it was filtered, simplified, focused, and transformed to highlight the main points clearly. After this reduction, the data were presented in a display format to organize and arrange the results according to their relationships, making them easier to understand in relation to the discussion on Respectful-Based Assessment in religious counseling. Once the data was displayed, conclusions were drawn, and data verification was performed. This research method aims to provide a comprehensive overview of how religious counseling supports religious moderation within the Islamic boarding school environment.





**RESULTS AND DISCUSSION**

**Results**

Based on interviews and observations, it was found that RBA counseling creates a safe space for students to share their thoughts without fearing stigma. The RBA program, implemented at the Al-Insaniyyah Islamic Boarding School, teaches religious moderation and offers several benefits to students. These benefits include increased emotional maturity, better emotional management, enhanced self-confidence, and greater ability to respect themselves and others. Additionally, students show more patience and responsibility in completing their tasks. During discussions, they are also more open to dialogue about their beliefs without fear.

The Al-Insaniyyah Islamic boarding school promotes religious moderation by encouraging attitudes, perspectives, and behaviors that help students adopt a balanced view of religion. This approach fosters fairness and respect for differences. Various religious education and counselling activities emphasize tolerance, inclusivity, and respect for students' diverse cultural, social, and intellectual backgrounds. These activities not only strengthen faith but also equip students with social skills to navigate challenges in the digital age. The Kiai actively serve as counselors, educators, and role models, encouraging open dialogue, guiding students through identity crises, and helping them understand that diversity is a natural part of life that should be embraced wisely.

The following is a summary of the changes experienced by students after living in the pesantren and following a series of existing activities:

**Table 2.**  
 Results Research

<b>Observation Aspect</b>	<b>Conditions Before Santri Living in the Pesantren</b>	<b>intervention</b>	<b>Conditions After the Students Lived in the Pesantren and Participated in a Series of Activities</b>
Understanding Religious Moderation	The differences between religions and religious beliefs are still understood in a limited and exclusive way.	Students are invited to discuss and reflect on the values of moderation through activities organized by the boarding school.	Students become more inclusive, accepting of differences, and focused on the principle of moderation.
Religious Moderation Behavior	The daily behavior of students is still influenced by their own group mindset, and they are less active in multicultural discussions.	Students are involved in religious moderation discussion activities	Students actively participate in activities that promote religious moderation and are able to practice respectful behavior towards differences.
Self-Reflection Skills	Self-reflection related to religious attitudes and behaviors is still low, and students tend to accept without	Encourage students to do self-reflection and realize that every time there are similarities there	Students ability to reflect on themselves improves, allowing them to evaluate their religious attitudes and



	critical value and only in accordance with their beliefs	are also differences	behaviors in a thoughtful and objective way.
Strengthening Democratic Values	Less participatory in deliberation, tend to accept decisions without a democratic process	Provided training and stimulation of deliberation as well as appreciation for different opinions	Students are more engaged and respectful of differing opinions.

Increasing student social involvement is an indicator that this approach not only emphasizes personal development but also encourages positive contributions to community life. It fosters more harmonious social relationships within the pesantren environment. An inclusive and supportive atmosphere is crucial for motivating students to actively participate in promoting harmony among religious communities. This involvement reinforces the values of togetherness and tolerance that are foundational to community life.

Kyai demonstrates how religious values can be applied wisely while embracing diversity, inspiring students to emulate their example in their own lives (Makmun, 2024).

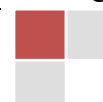
As Santri A said, during the interview

*“Kyai selalu ada untuk kami, memberikan bimbingan dan dukungan ketika kami merasa tertekan. Beliau dengan penuh kasih membantu kami memahami permasalahan hidup dan memberi solusi. Rasa aman yang kami dapatkan dari bimbingan beliau, membuat kami lebih percaya diri dan terbuka menghadapi setiap perbedaan. Beliau juga berpesan agar selalu menghargai orang lain terutama ketika hidup di masyarakat.”* (Interview with Stuart, 2024)

Based on the preceding discussion, religious counseling employing a Respect-Based Assessment approach is a relevant strategy for fostering religious moderation among students. This approach aims to provide guidance that respect individual values while promoting a deeper understanding of the importance of moderation. Effective religious counseling efforts, informed by this understanding, should include:

1. Addressing the shifting values and paradigms of Generation Z, who are increasingly open to diversity and inclusivity, and recognizing the resulting emergence of new contemporary issues.
2. Providing guidance on accessing and critically evaluating information, ensuring that Generation Z can utilize information wisely to mitigate the potential for extremism or misinterpretation of religious teachings.
3. Guiding generation Z through their identity exploration, helping them navigate the potential confusion between religious values and modern social norms.
4. Facilitating intergenerational dialogue to bridge the gap between how previous generations and Generation Z understand and practice religion, thereby preventing conflicts within families and communities.
5. Promoting the utilization of religious counseling to address existing issues and stigmas, fostering a culture of open communication and support.

The success of this approach can be attributed to its ability to create empathy and respect-based counseling relationships. This element is at the heart of an effective relationship, which ultimately drives transformation within the counselor. Furthermore, the success of this approach has important implications for the development of counseling



methods in the pesantren environment, where the diversity of student backgrounds is a reality that needs to be managed wisely. This approach can serve as a model for broader application, both in formal and non-formal education, to build a generation that is more inclusive, confident, and self-aware.

## Discussion

An approach that respects the diversity of individual values, beliefs, and backgrounds is increasingly crucial for creating effective therapeutic relationships. One relevant method is Respectful-Based Assessment, which aims to create a safe space for counselors to reflect on their own identities. This approach emphasizes the importance of respecting individuals' beliefs and values and how this can affect self-development and social relationships (Dhakai et al., 2021). The implementation of the Respectful-Based Assessment approach in the counseling process significantly enhances students' self-understanding. This aligns with Carl Rogers' theory, which emphasizes a humanistic approach that places the individual at the center and highlights the importance of unconditional positive regard, empathy, and appreciation for uniqueness. Rogers asserts that an accepting, non-judgmental environment that values each individual fosters optimal personal growth, builds a positive self-concept, and supports self-actualization (Hidayat & Santosa, 2024). Students who engage in counseling using the Respectful-Based Assessment approach report a deeper understanding of their personal beliefs and values (Hasanah, 2022). This aligns with the approach's core principles, which emphasize respect for the diversity of individual values, beliefs, and backgrounds to create a safe and inclusive counseling environment.

Increasing understanding of personal values not only boosts students' confidence but also encourages them to be more open and better able to interact with others from different backgrounds. This demonstrates that the approach not only centers on the individual but also helps develop essential social and empathy skills for daily life. Valuing individuals holistically, including their unique values, beliefs, and experiences, is crucial. By providing a supportive space for students to explore and understand their beliefs without pressure or judgment, counselors can help them identify previously unrealized potential (Auladi & Marzuki, 2023).

Respect-Based Assessment. In religious counseling, it makes a significant contribution to students' development of tolerance and openness to differences. This approach allows students to explore their religious values in depth without any pressure or judgment. This understanding encourages them to be more respectful of different beliefs, both in religious and cultural contexts. Students involved in counseling with this approach tend to show a more inclusive attitude. They not only understand their own religious values but also learn to respect others' views and beliefs. This is an important capital for creating harmonious social relations amid diversity (Abdurrahman, 2024).

Respect for individual values is fundamental to an affective counseling process. This approach helps students achieve greater self-awareness, ultimately fostering a more tolerant attitude toward differences. The success of the Respectful-Based Assessment lies in its ability to create an open counseling atmosphere that honors diversity. This environment enables students to feel fully accepted, making them more likely to embrace differences as part of social life. Implementing this approach can serve as an effective model for developing religious counseling programs in the pesantren environment. Its implications extend beyond enhancing self-understanding to shaping a more tolerant and





inclusive generation, supporting the creation of a harmonious society amid religious and cultural diversity (Latuapo, 2021).

Students receiving counseling support show increased participation in activities that promote harmony and cooperation among religious communities. This engagement reflects the success of an approach that values personal beliefs and individual diversity. Students who are more active in social activities have the opportunity to broaden their understanding of tolerance's importance. These activities provide students with opportunities to interact with people from diverse religious backgrounds, thereby strengthening communication and cooperation skills. This participation also encourages them to become agents of change in creating an inclusive environment (Arifand et al., 2023).

The role of ulama or Kyai as counselors in Islamic boarding schools is crucial in shaping students' character. Their exemplary and moderate attitudes are reflected through dialogue and discussion in learning activities. This approach creates space for students to express their views, engage in open discussions, and understand the values of moderation in daily life. The involvement of scholars as counselors fosters an inclusive and dynamic learning environment. The dialogue process builds trust between scholars and students, strengthening emotional connections and motivating students to engage more actively in their studies. This approach is key to instilling in students the values of togetherness and tolerance (Hasanah & Sofa, 2025).

Kyai has a multifaceted role in the life of the pesantren, which greatly influences the formation of students' moderate behavior. Through education, kyais not only impart religious knowledge but also teach the values of moderation in faith. This education helps students appreciate the importance of a balanced approach in navigating differences in beliefs and worship practices. The example set by kyai is a key factor in shaping students' character. Their moderate attitudes in daily actions and decisions serve as role models for students. The spiritual support provided by kyais is vital to fostering students' emotional and mental balance. With compassionate, understanding guidance, Kyai helps students navigate life's challenges. This support instills a sense of security and confidence, enabling students to embrace life with an open attitude and respect for differences. Kyai's influence in promoting moderate behavior creates a lasting impact on community life. The values of moderation instilled in students encourage them to become tolerant and inclusive individuals. This role not only affects students' personal lives but also contributes to creating harmony within a diverse society (Kumala, 2024).

## CONCLUSION

Based on the research, it can be concluded that religious counseling grounded in Respectful-Based Assessment (RBA) is effective in increasing religious moderation among students. The results of the study show that this approach significantly increases students' self-awareness of their beliefs and values, while fostering a tolerant attitude that makes them more open to the religious views and practices of others. In addition, RBA counseling has a positive impact on students' psychological well-being by making them feel heard and valued, which, in turn, increases motivation to behave moderately. To generalize these findings, further research needs to expand coverage to more pesantrens with diverse characteristics. Future research is also suggested to test the comparative effectiveness of RBA theory with other counseling approaches, such as Carl Rogers' humanistic theory, in strengthening religious moderation. Overall, the implementation of



this method in guidance programs in Islamic boarding schools has great potential to create a more peaceful and harmonious society.

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