

## **Catur Murti Counseling in Improving University Students' Self-Esteem**

**Miftahul Djanah<sup>1</sup>, Bakhrudin All Habsy<sup>2</sup>, Syarifatul Aini<sup>3</sup>, Siti Arifah<sup>4</sup>**

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,  
Universitas Darul' Ulum, Jombang, Indonesia<sup>1</sup>

Guidance and Counseling Study Program, Faculty of Education,  
Universitas Negeri Surabaya, Indonesia<sup>2</sup>

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,  
Universitas Darul' Ulum, Jombang, Indonesia<sup>3</sup>

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,  
Universitas Darul' Ulum, Jombang, Indonesia<sup>4</sup>

E-mail: [miftahdj06@gmail.com](mailto:miftahdj06@gmail.com)<sup>1</sup>, [bakhrudinhabsy@unesa.ac.id](mailto:bakhrudinhabsy@unesa.ac.id)<sup>2</sup>,  
[syarifatul933@gmail.com](mailto:syarifatul933@gmail.com)<sup>3</sup>, [arifahanas3@gmail.com](mailto:arifahanas3@gmail.com)<sup>4</sup>

Correspondent Author: Miftahul Djanah, [miftahdj06@gmail.com](mailto:miftahdj06@gmail.com)

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### **Abstrack**

This study examined the effectiveness of *Catur Murti* Counseling in improving self-esteem among university students. The researcher employed a quantitative method with a pre-experimental design, specifically the one-shot case study. The researcher used the Rosenberg Self-Esteem Scale (RSES) as the data collection instrument. This instrument demonstrated item-total validity with R values above 0.32 and a reliability coefficient of 0.983, indicating that the self-esteem inventory is reliable and suitable for research purposes. The researcher analyzed the data using the non-parametric Two Independent Sample Test: Mann-Whitney U. The hypothesis testing yielded a Z value of -2.242 and an Asymp. Sig. (2-tailed) value of 0.025 ( $< 0.05$ ), which led to the rejection of  $H_0$ . This result indicates that cognitive behavioral group counseling effectively improves students' self-esteem. Furthermore, the paired-samples t-test analysis yielded a t-value of -11.534 and a p-value of 0.000. Since  $0.000 < 0.05$ , the researcher accepted  $H_a$ , confirming that *Catur Murti* Counseling effectively enhances university students' self-esteem. Counseling practitioners and teachers are expected to pay attention to *Catur Murti* Counseling, which is scientific and practical in addressing various problems, especially those related to university students' self-esteem.

**Keywords:** *catur murti* counseling; self-esteem; mental health; university students; quality education; good health and wellbeing

### **Abstrak**

Penelitian ini menguji efektivitas *Konseling Catur Murti* dalam meningkatkan harga diri di kalangan mahasiswa. Peneliti menggunakan metode kuantitatif dengan desain pra-eksperimental, khususnya studi kasus one-shot. Peneliti menggunakan Rosenberg Self-Esteem Scale (RSES) sebagai instrumen pengumpulan data. Instrumen ini menunjukkan validitas item-total dengan nilai R di atas 0,32 dan koefisien reliabilitas 0,983, yang menunjukkan bahwa inventaris harga diri tersebut andal dan sesuai untuk tujuan penelitian. Peneliti menganalisis data menggunakan Uji Dua Sampel Independen non-parametrik: Mann-Whitney U. Pengujian hipotesis menghasilkan nilai Z sebesar -2,242 dan nilai Asymp. Sig. (2-tailed) sebesar 0,025 ( $< 0,05$ ), yang menyebabkan penolakan  $H_0$ . Hasil ini menunjukkan bahwa konseling kelompok perilaku kognitif efektif meningkatkan harga diri mahasiswa. Lebih lanjut, analisis uji-t sampel berpasangan menghasilkan nilai t sebesar -11,534 dengan nilai signifikansi 0,000. Karena  $0,000 < 0,05$ , peneliti menerima  $H_a$ , yang menegaskan bahwa *Konseling Catur Murti* efektif meningkatkan harga diri mahasiswa. Praktisi dan pengajar konseling diharapkan untuk memperhatikan konseling catur murti, yang ilmiah dan efektif dalam menangani berbagai masalah, terutama harga diri mahasiswa.

**Keywords** *catur murti* counseling; self-esteem; mental health; university students; quality education; good health and well-being

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## INTRODUCTION

Self-esteem refers to the extent to which individuals like themselves (Hidayat, 2023). It reflects how much a person appreciates, accepts, and respects themselves as a valuable and meaningful individual. Higher self-esteem fosters enthusiasm, motivation, and positive attitudes toward learning. Thus, self-esteem constitutes an affective factor that determines learning success. Understanding one's level of self-esteem is therefore essential (Maemunah, 2020). Moreover, self-esteem reflects acceptance or rejection of oneself, which influences behavior (Imani & Ariani, 2023). It shows how confident individuals feel about their abilities and how significant they perceive themselves to be, based on their personal standards and values. In essence, self-esteem represents a general evaluation of the self, reflecting how individuals perceive and interpret their own identity (Rosenberg, 1965, as cited in Pradana, 2021).

Individuals with high self-esteem tend to recognize their strengths and weaknesses, whereas those with low self-esteem often feel worthless, which can affect their self-view (Irmayanti & Zuroidah, 2024). A person's self-esteem depends on how closely they meet their ideal standards. Healthy self-esteem manifests through confident behavior, enabling individuals to manage stress more effectively. Conversely, individuals may develop low self-esteem due to stress-inducing factors such as a lack of self-confidence (Wijayati et al., 2020).

Low self-esteem often manifests in negative self-perceptions, leading to diminished confidence, pessimism, and feelings of worthlessness (Wahyuni et al., 2022). Such conditions may arise when individuals feel unloved, experience negative treatment from others, or encounter poor interpersonal relationships. On the other hand, self-esteem increases when individuals feel valued, appreciated, or proud of themselves (Atmojo & Purbaningrum, 2021).

Several studies have examined self-esteem among adolescents. Reasoner (2004) conducted one such study. Santrock reported that 12% of individuals experience decreased self-esteem upon entering junior high school, while 13% have low self-esteem during high school (Sasmita & Netrawati, 2021). Other studies Baguri et al. (2022) and Harahap et al. (2020) have shown that unconditional positive regard from others—such as acceptance, love, and affection significantly influences self-esteem development (Harum, 2022).

According to Hikmah & Sutioningsih (2023), individuals with high self-esteem tend to view failure positively. They learn from mistakes and become more motivated to improve in the future. Persistence and focus on goals and success characterize individuals with healthy self-esteem. Ananda & Marno (2023) emphasized that self-esteem constitutes a fundamental human need, playing a crucial role in life processes and supporting healthy development, thus contributing to survival.

Self-esteem develops through interactions with the environment, including the appreciation, acceptance, and understanding individuals receive (Mahardika, 2023). Both external and internal factors influence self-esteem. External factors include family and social environments, while internal factors involve gender, intelligence, and physical condition (Imbiri, 2018). Fazriyani & Mubin (2021) explain that guidance counseling effectively enhances self-esteem. Self-esteem is not innate but shaped by parenting and environmental influences. Therefore, counseling services can help individuals with low self-esteem. Based on these explanations, self-esteem plays a crucial role in individuals' lives and requires further attention and research. Counseling services can offer solutions to university students experiencing low self-esteem.



In providing counseling services, counselors typically adopt various approaches, such as (1) Psychoanalytic Approach, (2) Behavioral Counseling Approach, (3) Rational Emotive Behavior Approach, (4) Reality Therapy Approach, and (5) Solution-Focused Brief Approach (Habsy, 2024). One counseling approach that emphasizes Eastern cultural values and benefits students with low self-esteem is *Catur Murti* Counseling. This approach studies procedures, techniques, and strategies to help clients achieve purity in thought through aligning thoughts and feelings and gaining a deep understanding of life's meaning and lessons. Its goal is to help individuals receive divine inner guidance, serving as a reminder before they speak or act (Habsy, 2022).

*Catur Murti* Counseling is rooted in the noble teachings of Raden Mas Panji Sosrokartono and aims to help individuals understand themselves accurately. This approach promotes better life opportunities and inner peace by aligning thoughts, feelings, words, and actions (Habsy, 2022). One core teaching of Raden Mas Panji Sosrokartono is *Ilmu Catur Murti*. Derived from Sanskrit, "Catur Murti" combines "catur" (four) and "murti" (incarnation), signifying four aspects unified as one (Muniri, 2023).

The basic concepts of *Catur Murti* Counseling include: (1) Foundational Philosophy: (1.a) Development History and (1.b) Human Nature; (2) Key Concepts: (2.a) Human Personality Structure and Development and (2.b) Characteristics of Healthy and Unhealthy Personalities; (3) Counseling Goals; (4) Counseling Correlation: (4.a) Counselor's Attitude, Role, and Duties and (4.b) Client's Attitude, Role, and Duties; (5) Change Mechanisms: (5.a) Counseling Techniques and (5.b) Counseling Stages; and (6) Role Distribution in Education and Teaching (Habsy, 2020).

*Catur Murti* Counseling introduces a new perspective on personality structure, comprising thoughts, feelings, words, and actions. Will or desire plays a vital role in shaping thoughts, which, in turn, influence feelings and actions (Habsy, 2020). This counseling approach centers on three main concepts: human personality structure, healthy personality, and unhealthy personality (Habsy, 2022). Its objectives include helping clients reflect and recognize their conditions, equipping them with knowledge to accept and surrender, and enhancing motivation and the desire for change (Habsy, 2022).

The essence of *Catur Murti* Counseling lies in the therapeutic correlation between counselor and client. This counseling follows a systematic process. The stages include: first, the counselor and client perform *Tirta Husada* (prayer) to build rapport and ensure client comfort; second, the counselor conducts assessments to explore the client's potentials or problems; third, the counselor delivers *Catur Murti* Counseling services; fourth, the counselor holds *sunгон* sessions to foster client self-support and provides follow-up monitoring (Habsy, 2022).

## METHOD

### Design

This study employed a quantitative research method, as defined by Sugiyono (2021), referring to a research approach rooted in positivist philosophy. The researcher used a pre-experimental, one-group pre-test design, in which the intervention was administered to a single group without a comparison group. This design determined the effect of the intervention on the research variable. The researcher measured participants' self-esteem as the primary variable.



## Participants

The researcher conducted this study at Darul Ulum University Jombang, involving several students from various faculties who met the study's criteria. The study population consisted of 2,906 students at Darul Ulum University Jombang. The researcher selected 45 students as the sample, comprising five students from each faculty, to represent all faculties at Darul Ulum University. The researcher applied purposive sampling, a non-random sampling technique in which participants were selected based on specific criteria aligned with the research objectives.

## Instruments

The researcher used the Rosenberg Self-Esteem Scale (RSES), developed by Morris Rosenberg in 1965. RSES is a self-administered questionnaire that measures respondents' self-esteem using a Likert scale from 1 to 5, with total scores ranging from 1 to 250. Half of the items are positively worded, while the other half are negatively worded. Lower scores indicate higher self-esteem, while higher scores indicate lower self-esteem (Jalarasi et al., 2022). The scale consists of 24 items with five response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Scoring ranges from 1 to 5. The researcher organized the *Catur Murti* Counseling sessions into seven meetings, with an additional pre-counseling session for the initial pre-test assessment. All sessions were conducted systematically and according to a structured plan.

## Data Analysis

The researcher analyzed the data after collecting all responses from participants. This quantitative study applied statistical techniques to analyze the data. A commonly used model in this type of research is simple linear regression, which tests whether a significant correlation exists between one independent variable and one dependent variable (Basuki, 2021). The researcher used SPSS 22 for Windows 10 to perform the calculations in this analysis.

## RESULT AND DISCUSSION

After providing *Catur Murti* counselling services, the researchers examined students' self-esteem levels based on the final assessment. The obtained final scores were from the Rosenberg Self-Esteem Scale (RSES)-based instrument. The researchers analyzed the data in Excel and reported the final scores for students' self-esteem after receiving *Catur Muring* counselling. Table 1 shows the results.

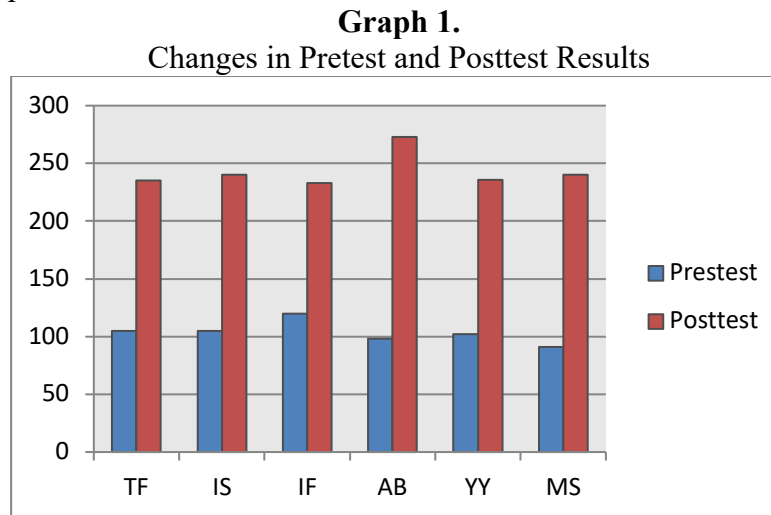
**Table 1.**

The posttest results of the Students' Self-Esteem

No.	Nama	Self-Esteem					Total	Levels
		Academic Scores	Sosial Scores	Emotional Scores	Family Scores	Physical Scores		
1.	TF	57	39	41	36	62	235	ST
2.	IS	60	40	42	37	61	240	ST
3.	IF	58	39	40	34	62	233	ST
4.	AB	43	29	30	26	45	173	T
5.	YY	59	38	42	36	61	236	ST
6.	MS	60	38	41	37	64	240	ST



The final assessment results show changes after the counselees received the four-fold counseling service. Based on the changes presented in Table 1 as a whole at the time of the first meeting assessment and the final assessment, this can be illustrated in the following graph 1,



The final assessment indicates changes in results after receiving *Catur Murti* counselling services.

**Table 2.**  
Increased Assessment Results in the First and Last Meetings

No.	Names	First Meeting Results	Last Meeting Results	Increased Amount
1.	TF	105	235	130
2.	IS	105	240	135
3.	IF	120	233	113
4.	AB	98	173	75
5.	YY	102	236	134
6.	MS	91	240	149

The figure and table show changes in respondents from the first to the final session after receiving *Catur Murti* Counseling services. Before receiving *Catur Murti* Counseling, respondents had low self-esteem scores, ranging from 91 to 120. These findings indicate a significant change after counseling, as the final assessment showed that the respondents' lowest score increased from 233 to 273 and the highest score increased from 273 to 273.

### Normality Test

The researcher used a normality test to determine whether the data were normally distributed. Effective data should have a normal or near-normal distribution. Data analysis requires normally distributed data to avoid bias. Data with abnormal distribution must be excluded, as it can lead to bias in interpretation and affect other data. The researcher conducted the normality test using the Shapiro-Wilk test or graphical methods. Table 3 presents the results of the normality test.



**Table 3.**  
Saphiro Wilk Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,272	6	,189	,936	6	,629
Posttest	,323	6	,050	,883	6	,283

a. Lilliefors Significance Correction

Table 3 indicates that the significance value for the pretest is 0.629, which is greater than 0.05 ( $0.629 > 0.05$ ). The posttest result indicates a significance value of 0.283, which is greater than 0.05 ( $0.283 > 0.05$ ). These results suggest a normal distribution of the regression model or data distribution.

### Paired Samples T-Test Results

The researcher used a paired-samples t-test to examine the mean difference between the two paired samples. In this study, the test identified the difference between the pretest and final assessment results of students at Universitas Darul 'Ulum Jombang. Table 4 presents the results of the paired samples t-test:

**Table 4.**  
Paired Samples Statistics Test Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error
Pair 1	First meeting	103.5000	6	9.64883	3.93912
	Last meeting	226.1667	6	26.19478	10.69398

Table 5. indicates that the pretest mean score is 103.5, while the posttest mean score is 226.1. The t-count is (-11.534) with a sig-value of 0.000, indicating a significant difference between pretest-posttest of the students.

**Table 5.**  
Paired Samples T-Test Results

Paired Differences						
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Sig. (2-tailed)
				Lower	Upper	
Pair 1 First meeting – Last meeting	-122.66667	26.05123	10.63537	-150.00576	-95.32758	11.534 5 .000

### Hypothesis Test

The researcher conducted the hypothesis testing using the paired samples t-test with the assistance of SPSS v.22. This hypothesis test determined whether *Catur Murti* Counseling significantly improved the self-esteem of students at Universitas Darul 'Ulum Jombang.





The criteria for hypothesis testing using the paired samples t-test were as follows:

1. Accept  $H_a$  if  $t\text{-count} > t\text{-table}$  or  $\text{Sig.} < 0.05$ .
2. Reject  $H_0$  if  $t\text{-count} < t\text{-table}$  or  $\text{Sig.} > 0.05$ .

The researcher proposed the following hypotheses for this study:

1.  $H_0$ : *Catur Murti* Counseling does not significantly improve the self-esteem of students at Universitas Darul 'Ulum Jombang.
2.  $H_a$ : *Catur Murti* Counseling significantly improves the self-esteem of students at Universitas Darul 'Ulum Jombang.

Table 5 indicates a t-count of 11.534 and a significance value of 0.000. Since  $0.000 < 0.05$ , the researcher accepted  $H_a$ , marking a significant difference between the pretest and final assessment scores after the implementation of *Catur Murti* Counseling. The test results confirm that *Catur Murti* Counseling significantly improves the self-esteem of students at Universitas Darul 'Ulum Jombang.

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This study employed *Catur Murti* Counseling to improve students' self-esteem effectively. During the research process, the researcher acted as a counselor, applying *Catur Murti* Counseling to respondents with low self-esteem, as indicated by the collected data. The researcher selected the subjects by administering a self-esteem inventory to respondents and selecting those with low self-esteem for this study. The researcher provided counseling services to students with low self-esteem based on pretest scores on the Rosenberg Self-Esteem Scale (RSES).

The RSES results identified 6 out of 40 students with low self-esteem. The researcher provided *Catur Murti* Counseling to these six students. Changes in their self-esteem levels appeared in the comparison between their pretest and final assessment results. The research findings on students at Universitas Darul 'Ulum Jombang indicated a significant improvement in self-esteem after receiving *Catur Murti* Counseling.



The Paired Samples T-Test confirmed a significant difference between the pretest and final assessment results of students at Universitas Darul 'Ulum Jombang. The test indicates a pretest mean score of 102.5, while the post-intervention final assessment mean score is 226.1. The analysis produced a t-count of 11.534 and a significance value of 0.000. Since  $0.000 < 0.05$ , the findings confirmed a significant difference between the first and final sessions for these students.

These findings support previous research Syamsurizal et al. (2025), which emphasized that *Catur Murti* Counseling unites four elements. Correct thinking leads to appropriate feelings, words, and actions. In relation to self-acceptance, defined as the ability and willingness to show one's true self without fear of negative judgment, *Catur Murti* emphasizes positive thinking. This positive thinking reduces anxiety about others' decisions, resulting in positive feelings, words, and actions consistent with *Catur Murti* principles. Self-acceptance fosters more stable self-esteem because those who accept their imperfections have self-esteem that is less vulnerable to failure or criticism. Self-acceptance builds a strong foundation for healthy self-esteem (Alika et al., 2024).

Compared to previous studies, this study offers a distinctive contribution by implementing *Catur Murti* Counseling through specific techniques: imaginary letter counseling, belief modification counseling, and mind alignment counseling. No prior research has adopted this combination, making this study a novel contribution. The counseling process followed four stages: the first, second, third, and fourth sessions.

Salsabila et al. (2022) revealed that university students are typically in the transitional phase from adolescence to adulthood, generally between ages 18 and 25. Low self-esteem often manifests through negative feelings toward oneself, leading to loss of confidence, pessimism, and feelings of worthlessness (Wahyuni et al., 2022). Several factors influence self-esteem, including sex type, intelligence, physical condition, and family and social environments (Salsabila et al., 2022). Rosenberg Ramadhani (2023) explains two main aspects that shape self-esteem: reflected appraisals and social comparisons. Reflected appraisals refer to self-perception based on how others perceive the individual (Hermawan et al., 2022). Social comparisons, introduced by Leon Festinger, describe the human tendency to compare oneself with others to assess abilities and opinions (Permatasari & Ansyah, 2023).

This explanation is empirically proven in this study, as respondents with low self-esteem showed discrepancies between reflected appraisals and social comparisons. Subjects IS, IF, YY, MS, and AB felt inferior because they internalized others' negative opinions about them. Subject TF felt worthless because of constant comparisons with others and self-doubt about personal abilities.

The researcher used a self-esteem inventory developed based on Rosenberg's (1965) theory. The required data concerned the following aspects of the counselees: a) Academic dimension perceptions of the quality of their education; b) Social dimension views on social relationships; c) Emotional dimension involvement with personal emotions; d) Family dimension participation and integration within the family; and e) Physical dimension self-assessment of physical condition (Salsabila et al., 2022).

Self-esteem refers to self-assessment stemming from feelings of worth and value as an individual. It includes both positive and negative emotions, as described by Rosenberg (Al-Obaydi et al., 2021). This study empirically confirmed this explanation through respondents TF, IS, IF, AB, YY, and MS, who consistently evaluated themselves negatively in academic, social, emotional, family, and physical domains.





The success of *Catur Murti* Counseling in improving self-esteem depends on the counselor's courage. In *Catur Murti* Counseling, the counselor's attitude aligns with the five noble teachings (Habsy, 2022). First, *Sinahu Anglaras Batos Saha Raos* emphasizes aligning thoughts and feelings to create calmness during counseling, helping the counselee resolve their issues. Second, *Ahei Assher Aheie* encourages counselees to understand themselves. Third, *Pangestuti* (blessing) guides counselees toward acceptance and surrender. Fourth, *Bares* (honesty) requires counselees to remain honest and refrain from deception. Lastly, *Mantep* (confidence) reminds counselees to act decisively without doubt and remain brave in any situation, embodying honesty, trust, and courage.

Besides the counselee's role, the counselor played a vital role in collaborating with the counselee to solve problems, ease the intervention process, and ensure the counseling proceeded effectively (Habsy, 2022). The counselor applied specific techniques to achieve the counseling goals.

The Imaginary Letter Counseling Technique helps counselors understand the meaning of life and extract lessons from their experiences (*Pamulange Sengsarane Sesami*). The Mind Alignment Counseling Technique assists counselees in aligning thoughts and feelings (*Anglaras Batos Soho Raos*) to foster pure thinking that leads to noble feelings, words, and actions, ultimately cultivating inner peace. The Belief Modification Counseling Technique replaces negative self-images with positive ones so counselees perceive and experience positivity (*Ngupadhosi padhang ing peteng, seneng ing sengsara, tunggaling sewu yuta*) (Habsy, 2022).

The results suggest that *Catur Murti* Counseling effectively improves students' self-esteem. Therefore, counselors can use *Catur Murti* Counseling as an alternative, efficient, and effective service to help students with low self-esteem. Counselors are expected to apply *Catur Murti* Counseling in handling similar cases. The theoretical review and research findings indicate that *Catur Murti* Counseling aligns thoughts and feelings, fostering positive speech and behavior. Counselors may consider applying this approach when addressing clients' problems.

This study demonstrates that *Catur Murti* Counseling is an effective intervention for enhancing students' self-esteem. This conclusion is based on the increase in scores between the first and final sessions, moving from low to high categories. This study only used the Rosenberg Self-Esteem Scale (RSES) to measure improvements in students' self-esteem. Scheduling counseling sessions with respondents proved challenging, as some students had busy schedules with organizational and extracurricular activities, making it challenging to arrange subsequent meetings.

## CONCLUSION

This study demonstrates that *Catur Murti* Counseling is an effective intervention for significantly improving university students' self-esteem. The results of the paired-samples t-test analysis revealed a statistically significant difference between the pretest and posttest scores ( $t = -11.534, p = 0.000$ ), with the mean self-esteem score increasing from 103.5 to 226.1. This indicates a substantial enhancement in students' self-esteem following the counseling intervention. The findings affirm that integrating Eastern cultural values through *Catur Murti* Counseling, emphasizing alignment of thoughts, feelings, words, and actions, can effectively address self-esteem issues among students. The approach not only promotes self-acceptance and positive self-perception but also equips students with practical tools for maintaining mental wellbeing. It is recommended that counseling practitioners and educational institutions consider adopting *Catur Murti*



Counseling as a scientifically grounded and culturally relevant approach to support students' mental health, particularly in enhancing self-esteem. Future research should explore its application in broader contexts and with diverse populations to further validate its efficacy.

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