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DEVELOPMENT OF A CBT-BASED MULTICULTURAL COUNSELLING
MODULE TO ENHANCE SPIRITUALITY

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ABSTRACT

Students are not very involved in spiritual activities. Students engage in spirituality because they fear punishment. Lack of self-discipline and minimal spiritual values are causes for concern, resulting in low spiritual involvement. The purpose of this study is to determine how to develop a cognitive behavioural multicultural counselling module for prospective counsellor students to enhance spirituality. Data collection methods include needs assessment and expert-designed development and testing. The results of this research show that the development of cognitive behavioural multicultural counselling helps to improve spiritual values.

Keywords: multicultural, counselling, spirituality, religiosity, cbt

INTRODUCTION

Multicultural societies face major challenges in fostering character and spirituality among the younger generation. Today's youth are experiencing moral degradation, which is reflected in their behavior and daily practices (Jaenudin et al., 2024), especially in Islamic-based universities. Cox and Ruby in Hambali (2016) explain that multicultural awareness is part of the educational process that aims to develop individuals' ability to critically assess various challenges and opportunities in social systems that emphasize cultural and social diversity (Laulang et al., 2025). Islamic-based universities are centers of civilization and progress in religious education and character building. Living peacefully in diversity in a multicultural society is an ideal that is difficult to achieve simply (Cathrin & Wikandaru, 2023). Higher education institutions play a strategic role in preparing the nation's future generations, while also being responsible for shaping students' character, including strengthening their ability to live in a multicultural environment (Hafizd et al., 2025). Individuals who experience a spiritual crisis are characterized by the dominance of mental health pressures. A spiritual crisis is characterized by unhappiness, sadness, complaining, and a lack of gratitude.

Robertson and Young (2011) emphasize that there are a number of issues that show a relationship between spirituality and mental health. For example, a crisis of faith can lead to a loss of hope, which then manifests itself in the form of depression; difficulty in forgiving often stems from certain religious understandings; and an unwillingness to take responsibility sometimes arises from complete surrender to God's will or the concept of destiny (Windrawanto et al., 2022). Spiritual needs are a vital inner aspect of modern humans. Because it can provide a sense of peace, tranquility, and encourage togetherness, spirituality is a fundamental force in meeting the demands of modern life (Sefti Wiwin Lenwinsky, Ade Fakhri Kurniawan, 2025). Therefore, spirituality is important in humans. The crisis of spirituality can also be seen from the decreasing number of students attending congregational prayers at the campus mosque. Prayer is considered a private matter. Some students do not care about others, and even experience pressure due to family, academic, and financial problems. Individuals with family problems, such as divorce, make students feel unstable in their studies. Individuals experiencing a crisis will be hindered in completing their academic assignments. Delays can arise due to confusion in carrying out learning activities and working to meet economic needs. For example, individuals work because of difficulties paying tuition fees, buying books, and printing assignments. Individuals spend time working outside of class hours to overcome financial difficulties for food and drink. Some teenagers take care of younger siblings or parents, which makes them often complain and want to give up on difficult circumstances. Furthermore, individuals trapped in TikTok addiction may spend up to 8 hours scrolling through TikTok. Othman and colleagues (2020) emphasize that excessive gadget use has the potential to directly impact students' academic achievement (Achmad Afif Mas'ud et al., 2024).

Individuals play games in groups to distract themselves from feelings of sadness or loneliness. When individuals play games, their prayers are disrupted. Individuals are reluctant to pray in congregation. Individuals neglect their duties and obligations as students. Students who are less involved in spirituality lose their footing and are easily led astray by negative influences. In addition, exposure to various negative content, such as hoaxes, hate speech, and hedonistic lifestyles that often conflict with religious values, is a

serious challenge to efforts to strengthen spirituality (Julia Rizqi Rahmawati et al., 2024). Therefore, there is a need for separate counseling that can help with the individual needs of students. Multicultural counseling is an approach that emphasizes the counselor's sensitivity to the values, norms, and cultural experiences of the client. Multicultural counseling is an effort to overcome various limitations that arise in contemporary counseling practice, research, and theory (A`yun et al., 2025). Meanwhile, Cognitive Behavior Therapy (CBT) has been proven effective in helping individuals manage their thoughts, emotions, and behaviors more adaptively. CBT is one of the most widely used approaches in modern psychology because it focuses on changing thought patterns (cognitive) and behavior as a strategy for overcoming problems (Mawadah & Irsyadunnas, 2025).

The integration of a multicultural approach and CBT principles is believed to provide a more contextual intervention, so that counseling does not only focus on cognitive restructuring but also considers the cultural background of the client as part of their identity. Considering the complexity of student problems amid cultural diversity, as well as the importance of providing effective, contextual, and scientifically-based counseling services, innovation in the form of developing a multicultural counseling module based on Cognitive Behavior Therapy (CBT) is needed. This module is expected to bridge the gap between students' need for counseling services that not only focus on managing thoughts, emotions, and behavior but also respect their cultural background. Therefore, this study aims to develop a multicultural counseling module based on CBT based on a needs assessment at one of Indonesia's universities, thereby serving as a practical guide for counselors while contributing to the optimal improvement of students' mental health, psychological well-being, and social functioning.

METHOD

Research Procedure: This study utilised the research and development (R&D) method with a 4D (Four D: Define, Design, Development, Disseminate) design. The 4D model was developed by Thiagarajan and consists of four stages, namely: 1) the definition stage, 2) the planning stage, 3) the development stage, and 4) the dissemination stage. This study involved three subject matter experts who assessed the content of the developed guidebook. Ten students were selected using purposive sampling to participate as subjects in a limited trial of the multicultural counselling guidebook based on Cognitive Behavioural Therapy (CBT) to enhance spirituality.

Stage 1. Define: This stage aims to determine and identify the requirements for developing the guidebook. An analysis is conducted on the field conditions, user characteristics (counsellors and students), development objectives, and theoretical studies on multicultural counselling and the Cognitive Behaviour Therapy (CBT) approach. The results of this stage form the basis for formulating the competencies, indicators, and material requirements to be included in the guide. At this stage, the researchers used a spirituality questionnaire to determine the level of spirituality among students, and the spirituality instrument was tested on 118 students at Ahmad Dahlan University (UAD) with 15 valid items and a value of 0.943 in the reliable category.

Stage 2. Design: Drafting a counselling guidebook developed from the initial stage, namely define, so as to obtain a structure that meets the criteria. The structure of the guidebook begins with an outline of

the book's contents in the form of a bibliography, as follows: introduction, definition, objectives, CBT-based counselling techniques (CR technique, coping skills, modelling technique, ABC technique), Service Implementation Plan (RPL), conclusion, and references. At this stage, the initial design also considered linguistic aspects, multicultural context appropriateness, and relevance to spiritual values. The following is the Service Implementation Plan (SIP) used in the guidebook:

Table 1. Service Implementation Plan (RPL)

NO	COMPONENT	DESCRIPTION
1.	Identity	
	Counselee Code Student	Student
	Number of Counselees	6 – 10 students
	Class/Semester	Odd
	Day/Date	
	Meeting	1 (First)
	Time/Place ²	1 x 90 minutes / /Counselling Room
2.	Visible Symptoms	Students exhibit several symptoms that indicate low involvement in spiritual aspects. They appear to easily feel empty and lose direction in their academic activities, and show low motivation in academic and social life. In addition, they tend to rarely participate in religious or spiritual activities, both personally and socially. A lack of self-reflection and understanding of the meaning of life and long-term goals is also evident in their mindset and attitude.
3.	Problem Statement	Students experience difficulties in finding meaning in life and building meaningful spiritual relationships in their daily lives.
4.	Counselling Objectives	Through the process of observation and counselling intervention, students are expected to: <ul style="list-style-type: none"> a. Be able to identify thoughts and beliefs that diminish spirituality (C2) b. Be able to reflect on and replace irrational beliefs with adaptive thinking (A4) c. Be able to develop behaviours that support spiritual life (P4)
5.	Counselling Approach	<i>Cognitive Behavior Therapy (CBT)</i>
6.	Strategy/Technique	ABC (<i>Activating event, Belief, Consequence</i>) <ul style="list-style-type: none"> a. A (<i>Activating Event</i>) : an event that triggers negative emotions b. B (<i>Belief</i>) : an individual's belief about the event c. C (<i>Consequence</i>) : emotional and behavioural consequences
7.	Stages of Behavioural Counselling	
	Activities Formation stage	
	a. Establishing a good relationship with the counselee	<ol style="list-style-type: none"> 1. The counsellor greets the counselee warmly and introduces the activity 2. The counsellor and counselee build a relationship by getting to know each other 3. The counsellor explains the principles of counselling (confidentiality, voluntariness, openness) 4. The counsellor explains the purpose of counselling and the approach used 5. The counsellor and counselee draw up a verbal and written group contract during the counselling session
	b. Preparation for the counselling process	<ol style="list-style-type: none"> 1. <i>Ice breaking by playing 'If and Then' using GICA cards..</i> 2. The counsellor and counselee review the activities and topics to be discussed in the counselling session.
	Transition	
	The counsellor asks the counselee about their readiness to participate in group counselling activities	
	Core Stage (Implementation of techniques)	

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Identify the problem (Activating Event)	<ol style="list-style-type: none"> 1. The counselee is asked to recount life experiences that make them feel empty, stressed, or lost. 2. The counsellor, as a facilitator, reflects on the events that trigger negative emotions.
Exploring beliefs	<ol style="list-style-type: none"> 1. The counsellor helps the client to recognise negative or irrational beliefs that arise, such as: 'I am worthless if I fail' or 'God does not care about me'.
Identify Consequences (<i>Consequence</i>)	<ol style="list-style-type: none"> 1. Counsellors are guided to realise how these beliefs affect their emotions and behaviour. 2. Group discussions are held to identify similarities in members' experiences.
Reconstruction of Beliefs	<ol style="list-style-type: none"> 1. The counsellor, as a facilitator, challenges the counselee's negative thoughts and replaces them with more rational and spiritual beliefs, for example: 'Every human being has value in the eyes of God'. 2. Discussions on the meaning of spiritual and religious values are conducted openly.
Final Stage	
	<ol style="list-style-type: none"> 1. Group reflection 2. Summarising the results of the activity 3. Motivation to continue the change independently 4. Closing with a prayer according to each person's beliefs
8. Evaluation	
Process Evaluation	Counsellor's creativity in discussion, openness, and participation during sessions
Evaluation of Results	Questionnaire to observe changes in counselees after group counselling services, including: UCA (Understanding, Comfort, Action)
9. Follow-up Plan	Plan individual counselling sessions or group counselling if there is still no significant change in the counselee.

Stage 3. Development: the development stage is divided into two stages, including expert appraisal. Expert appraisal is a stage where the product, in the form of a CBT-based counselling guidebook to enhance spirituality, is evaluated by experts in the field to obtain input and suggestions for improvement. The assessment provided by the material and media validators covers four aspects, namely: appropriateness, accuracy, feasibility, and usefulness. The following is an outline of the instrument for material and media validators:

Table 2. Material Experts

Aspect	Statement
Appropriateness	Appropriateness of content to the objectives of the guidebook
	Appropriateness of content to cultural/spiritual values and norms
	Appropriateness of terminology and language to the academic and religious context
Accuracy	Accuracy of CBT theories and concepts and their application in multicultural counselling
	Accuracy of explanations of techniques (CR, Coping Skills, Modelling, ABC) with scientific sources
	Accuracy of steps in the Service Implementation Plan (RPL)
Suitability	Suitability of content to the needs of counsellors and students
	Coherence between chapters (definitions, techniques, RPL, conclusion)
	Suitability of depth and breadth of material
Usefulness	The usefulness of the guide as a reference for implementing multicultural counselling
	The book's potential in improving counsellors' understanding of spirituality
	The book's applicability in educational settings

Tabel 3. Media Expert Instrument

Aspect	Statement
Appropriateness	Layout, font size, and page composition are in line with the purpose of the guide.
	Colour selection supports the spiritual and academic feel.
	Design elements support the spiritual and academic feel.
Accuracy	Consistency in the use of format, headings, and numbering
	Clarity of tables, diagrams, or illustrations (if any)
	Visual accuracy in representing concepts and content
Suitability	The size and proportion of the layout make it easy for users to read and understand the content.
	Overall readability and neatness of appearance.
	The size and proportion of the layout make it easy for users to read and understand the content.
Uses	The design makes it easy for readers to understand the contents of the book.
	The book is easy to use in learning or counselling activities.
	Visual appeal to the target users (students, counsellors).

Stage 4. Dissemination: The dissemination stage is the final stage, which aims to communicate and introduce the developed product to a wider audience. After undergoing expert validation and limited trials with results showing a high level of feasibility, the CBT-based multicultural counselling guidebook for enhancing spirituality was declared suitable for use by counsellors as a reference in the implementation of guidance and counselling services. The product produced at this stage can be disseminated in print or digital form to support the implementation of counselling services in various multicultural educational contexts.

Data Collection and Data Analysis Methods: in content validity data analysis conducted by expert judgement (validators). According to Lawshe, 1975 in Yulanda, M., et. al., 2021, the tools that can be used are the Content Validity Ratio (CVR) and Content Validity Index (CVI) methods. The validation results from all validators were analysed by providing assessment criteria on the expert judgement instrument in the form of a questionnaire with a rating scale for each statement item of 0 = No, 1 = Yes. The assessment results were processed using CVR to determine the validity or suitability of an instrument item with the criteria of YES and No. Azwar, S., 2016 states that the Content Validity Ratio (CVR) as a statistic was formulated by Lawshe (1975). The CVR approach was carried out by asking validators to assess an instrument item with Yes or No criteria. That is, if (Yes) then the score obtained is 1 and if (No) the score obtained is 0. The results of the CVR and CVI calculations are 0 – 1. The following is a table of CVI calculation result categories:

Table 4. CVI Calculation Value Categories

Range	Description
0 – 0,33	Not suitable
0,34 – 0,67	Suitable
0,68 - 1	Very Suitable

After conducting content validity by expert judgement, developmental testing was then carried out on prospective users.

RESULT AND DISCUSSION

RESULT

The development procedure used in this study employed the 4D (Four D) development model. The results of the above study include:

Stage 1. Define: at this stage, a needs analysis was carried out by analysing the campus environment, the condition of adolescents, phenomena in the adolescent environment, conducting literature and empirical studies, and questionnaires related to student spirituality to determine the level of student spirituality. The results of the spirituality questionnaire showed variations in levels of spiritual awareness and experience. Based on the data management results, the students' spirituality scores ranged from low to high. There were 61 students in the low category, 19 students in the medium category, and 38 students in the high category, indicating that their spirituality levels tended to be good. This data is an important basis for understanding the spiritual condition of the participants and formulating appropriate interventions and developing a counselling guidebook as a guide for service implementation.

Stage 2. Design: According to Beck (1964), Cognitive Behavioural Therapy (CBT) is a counselling approach focused on addressing the problems currently faced by the counselee. This approach emphasises efforts to restructure thought patterns (cognitive) and change behaviour towards a more adaptive direction. CBT is based on a formulation that integrates cognitive aspects, individual beliefs, and behavioural patterns that are considered to interfere with a person's psychological functioning (Wulandari et al., 2025).

According to Fisher, Jome, and Atkinson (in Yusuf, 2016), every counselling process is essentially multicultural counselling, so a framework is needed to adapt general counselling principles to the counselee's cultural background. In the context of multicultural-based CBT, there are four important elements that are universal.

a. Therapeutic Relationship

In various cultures, counselling involves a relationship characterised by mutual trust and empathy. CBT can strengthen this relationship by building trust based on the client's cultural values and norms.

b. Exchange of Views

Mutual understanding between counsellor and client is essential. In CBT, the counsellor must create space for the client to express culturally influenced beliefs and thoughts, so that cognitive restructuring can occur in a relevant manner.

c. Counselee's Positive Expectations

The counselee's belief in the effectiveness of therapy encourages active involvement. Culturally adapted CBT needs to affirm the counselee's expectations and adjust therapeutic communication to suit their perceptions and values.

d. Culturally Sensitive Intervention

CBT strategies and techniques need to be adapted to the counselee's cultural context, including how they interpret problems and solutions. Counsellors are required to have a deep understanding of diversity and be able to modify the CBT approach to be more inclusive and adaptive (A'yun et al., 2025).

Researchers began designing and compiling a CBT-based counselling guidebook to improve spirituality in accordance with the criteria. Planning begins with compiling the introduction, definitions, objectives, CBT-based multicultural counselling techniques (CBT techniques, CR techniques, coping skills techniques, modelling techniques, ABC techniques), Service Implementation Plan (SIP), conclusion, and references, which are packaged in the form of a table of contents to facilitate the compilation of content in the guidebook.

Stage 3. Development: This stage is divided into two stages of assessment by subject matter experts and media experts, namely expert appraisal. Expert appraisal is a method used to assess the feasibility and validate product designs through the suitability of the content with the product structure plan for each sub-chapter developed. This expert appraisal activity is carried out by experts in their respective fields. The experts conduct evaluations accompanied by recommendations related to the product with the aim of improving the main product that has been produced. The content validity test for the CBT-based multicultural counselling guidebook to enhance spirituality was conducted by four validators, consisting of two subject matter experts and two media experts. The assessment was carried out using a validation sheet instrument containing four main aspects, namely: appropriateness, accuracy, feasibility, and usefulness. Each item was assessed using a dichotomous scale with the options 'Yes' (relevant) and 'No' (irrelevant). Based on the calculation results, all validators gave a "Yes" rating to each assessment item in both the material and media aspects. This resulted in a CVR = 1.00 for all items and an overall CVI value of 1.00 with a 'suitable' category. With the following details:

These results indicate that the counselling guide developed has a very high level of content validity in terms of both material substance and presentation quality. The input from the validators was technical and aesthetic in nature, such as refining the use of foreign terms, improving the visual format, and adding supporting design elements, without affecting the content or conceptual structure of the guide. Thus, this guidebook can be declared suitable for use in limited trials or initial implementation in CBT-based multicultural guidance and counselling activities.

Stage 4. Disseminate: after going through the validity stage by subject matter and media experts, it was concluded that the product developed, namely a CBT-based multicultural counselling guidebook to enhance spirituality, is suitable for counsellors to use in providing guidance and counselling services to enhance students' spirituality.

DISCUSSION

The results of this study indicate that the procedure for developing a multicultural counselling guidebook based on Cognitive Behaviour Therapy (CBT) has gone through systematic stages in accordance with the 4D model (Define, Design, Development, and Disseminate). The results of the assessment showed that 61 students had low levels of spirituality, so a multicultural CBT counselling guidebook was developed that could be used to increase students' spirituality. The developed guidebook is considered acceptable based on the results of expert material and media testing. From the results of several techniques that have been carried out, the CR (Cognitive Restructuring) technique and the Reframing technique are the most effective for increasing spirituality. These two techniques can foster a reinterpretation of life experiences

based on spiritual values, develop self-awareness, and deepen the relationship between individuals and God.

CONCLUSION

This study successfully produced an analysis of students' spiritual needs as an important basis for designing guidance and counselling programmes oriented towards enhancing spiritual values. The results of the analysis show that students have a wide variety of needs in cognitive, affective, behavioural, and social aspects related to their spiritual development. There are several counselling techniques that are particularly well suited to helping improve the spirituality of students, such as multicultural CBT and CR techniques, which are considered to be highly effective in helping to improve student spirituality.

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