

## Mujadalah Ahsan Counseling Model to Overcome Mental Health Disorders of BKPI Final Year Students at PTKIN Sumatera

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### Abstract

This study aims to develop an Islamic counseling model of *Mujadalah Ahsan* to overcome mental health problems (mental illness) in final year students of the Islamic Education Counseling Guidance Study Program (BKPI) at State Islamic Religious Universities (PTKIN) in Sumatra. Final-year BKPI students often face academic, social, and personal pressures that can trigger mental health disorders. The *Mujadalah Ahsan* model proposed in this study integrates Islamic counseling principles with a good and wise communication approach (ahsanu mujadalah), by the teachings of the Qur'an. The research method used is research and development (R&D), which involves needs analysis, model development, validation test by experts, and implementation in the field. Data were collected through in-depth interviews, observations, and questionnaires distributed to students and BKPI supervisors at PTKIN. The results showed that the *Mujadalah Ahsan* Islamic counseling model is effective in helping students overcome problems of anxiety, depression, and academic pressure through a harmonious spiritual and psychological approach. This model also contributes to developing Islamic counseling theory and practice that is more relevant in the context of Islamic higher education and enriching alternative approaches in dealing with mental health in students. Thus, this model is hoped to be implemented more widely in various PTKIN in Indonesia to support students' mental well-being.

### Keywords

BKPI student; *Mental Illnesses*; *Mujadalah Ahsan*; PTKIN

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## 1. INTRODUCTION

At the final level of education, students often face high academic pressure, social demands, and complex emotional burdens. These conditions can be triggering factors for mental health disorders. Recent studies have highlighted the alarming prevalence and complexity of mental health problems in Indonesia. Based on the 2018 Riskesdas data, 9.8% of the Indonesian population experienced mental and emotional disorders, with the highest prevalence found in the regions of Central Sulawesi, Gorontalo, East Nusa Tenggara (NTT), and Maluku. Meanwhile, the prevalence of severe mental disorders reached 7%, with Bali, Yogyakarta, West Nusa Tenggara (NTB), and Aceh as areas with the highest case rates (Puspita, 2022). This condition is reinforced by findings in a study conducted in



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Hutumuri Village, which showed that as many as 81.48% of productive age individuals experienced mental health problems based on DASS-42 scale measurements, with anxiety disorders as the most dominant form of disorder (Liesay et al., 2023). On the other hand, national data in 2023 recorded 971 suicides, of which 116 cases occurred in the Sumatra region and 25 of them involved university students (Sastrawardana, 2024). This fact raises fundamental questions regarding the factors that drive some students, who are at the stage of higher education and are considered to have a promising future, to choose to end their lives.

Mental health problems in final year students usually involve academic pressure, future uncertainty, and social expectations. This can impact students' productivity, motivation, and future well-being (Ghaidha & Sudinadji, 2023). Therefore, a counseling approach is needed that can provide solutions that are holistic and by religious principles to reduce the emergence of mental health problems (*Mental Illnesses*) among students, including at PTKIN.

Islamic counseling in PTKIN is an urgent need to address mental health, considering that PTKIN, as an Islamic educational institution, has responsibilities not only in academic education, but also in spiritual development and mental well-being of students (Aqilah, 2023). Islamic religious values at PTKIN provide a strong ethical and moral foundation in guiding students in overcoming mental challenges (Romlah & Rusdi, 2023). The concept of *Mujadalah Ahsan* as a form of good dialogue in Islam can be integrated into the counseling model to achieve a deep understanding of student mental health issues (Aqilah, 2023). This approach includes respectful communication, understanding, and empathy. The counselor focuses on positive aspects, creates a solutive atmosphere, and applies Islamic values such as justice and tolerance (Lukman, 2020).

*Mental Illness* among final year students can be seen in a variety of conditions, ranging from those categorized as mild to more severe ones, such as panic behavior, excessive fear, and so on, which makes it difficult to complete lectures (Riyadi & Adinugraha, 2021). This has also led to several suicides among final-year students. Similar cases have occurred in PTKIN Sumatra, especially the BKPI study program at UIN Imam Bonjol Padang and IAIN Pangkal Pinang. However, the most prominent thing is the inability of final year students to control the conditions they face, which hinders the completion of their studies.

Several previous studies have shown that Islamic Counseling integrates religious values into counseling practices to provide a safe space for individuals to express and understand their psychological conditions (Marhumah & Putra, 2024). This finding aligns with research (Firosad, 2020), which reveals that the Islamic counseling model allows counselors and counsees to understand the counseling process thoroughly by combining various interrelated approaches. One form of application of this model is through the *Mujadalah Ahsan* method, which has proven effective in helping individuals overcome various psychological problems related to chronic diseases and other psychosocial problems (Ismail, 2023). This method emphasizes the importance of a healthy exchange of ideas between the counselor and the client through a dialogical, empathic approach and a deep situational understanding. The main advantage of the *Mujadalah Ahsan* method lies in its strong foundation in Islamic literature and values, which offers practical solutions and creates a supportive environment for clients to explore and understand their psychological conditions fully (Prianto, 2020). Some findings even show that this method has a significant positive impact on improving mental conditions, so it is considered to have great potential to continue to be developed in the realm of Islamic-based counseling.

Although the *Mujadalah Ahsan* method has been applied in several counseling contexts, until now, there is no model specifically designed to address the needs of final year students at State Islamic Religious Universities (PTKIN). This group of students often faces high academic and psychological pressure, so they need a counseling approach that is not only oriented to psychological aspects, but also touches the spiritual dimension and religious values. However, the development of a structured, contextual, and specific *Mujadalah Ahsan*-based Islamic counseling model to overcome *mental illness* in

final-year Islamic Education Counseling Guidance (BKPI) students in PTKIN, especially in the Sumatra region, is still very limited.

Therefore, the need for a comprehensive and contextual Islamic counseling model is becoming increasingly urgent. Answering this urgency, this research aims to develop an applicable *Mujadalah Ahsan*-based Islamic counseling model in helping final-year BKPI students overcome mental health problems. This model is expected to make a real contribution in improving students' mental well-being, strengthening character and spiritual resilience, and becoming a reference for improving the quality of Islamic counseling services at PTKIN and other Islamic educational institutions.

## 2. METHODS

The type of research used in this study is research *and development* (R&D), a research approach that aims to produce and test the effectiveness of a product. This study took samples from students of the Islamic Education Guidance Counseling Study Program (BKPI) at three Islamic universities, namely UIN Imam Bonjol Padang, UIN Suska Riau Pekanbaru, and IAIN Syaikh Abdurrahman Siddik Bangka Belitung. The samples were final year students selected by *purposive sampling*, with 40 respondents taken from each institution. This research refers to a modified development model adapted from Borg and Gall, which includes ten stages, namely: research and data collection, planning, initial product development, preliminary trial, product revision, preliminary field trial, product revision again, main field trial, further product revision, and dissemination and implementation stages (Putra et al., 2020). In addition, the product development design also refers to Plomp's (2013) framework, which consists of three main phases: Preliminary Research, Development or Prototyping, and Assessment. To ensure the validity of the developed product, a validity test was conducted involving three validators, namely content, language, and cartography validators. The validity assessment used the *Intraclass Correlation Coefficient* (ICC) value with the following interpretation criteria: excellent ( $\geq 0.75$ ), good (0.40-0.75), and weak ( $\leq 0.40$ ). The instrument was validated using a Likert scale, with the assessment score for each item including: very good (5), good (4), sufficient (3), less (2), and very less (1). In addition, the practicality aspect of the product was assessed based on the percentage score obtained, with the categories: very practical ( $80\% < x \leq 100\%$ ), practical ( $60\% < x \leq 80\%$ ), quite practical ( $40\% < x \leq 60\%$ ), less practical ( $20\% < x \leq 40\%$ ), and not practical ( $0\% \leq x \leq 20\%$ ).

## 3. FINDINGS AND DISCUSSIONS

### Findings

#### *Needs Analysis*

Needs analysis is a crucial stage in product development to understand the challenges and needs students and lecturers face in learning. Researchers used prepared question points to collect problem data through direct interviews with final-year BKPI students and lecturers. Researchers sent questions through a questionnaire for lecturers who could not be interviewed directly. The data collected from these two methods were then analyzed to formulate an appropriate product development.

The product developed in this research is the *Mujadalah Ahsan* Counseling Module, designed to help overcome mental health disorders (*mental illness*) in final year students of the Islamic Education Counseling Guidance Study Program (BKPI) at State Islamic Religious Universities (PTKIN) in the Sumatra region. The development of this module was based on the results of a *needs analysis*, which showed that final-year BKPI students on the two campuses that became the research locations had relatively similar psychological conditions. This condition is influenced by environmental pressure, high academic load, and future expectations derived from personal, family, and social demands. This finding is in line with the results of research (Marhumah & Putra, 2024), which shows that final year

students often face complex psychological challenges, including anxiety about the future and the burden of completing final assignments, such as or thesis, which ultimately increases the level of stress they experience. Furthermore, Aulia & Panjaitan (2019) found a strong negative correlation between stress levels and students' psychological well-being, indicating that the higher the stress level, the lower their psychological well-being. The accumulation of various pressures hurts the mental health of final year students, so appropriate and value-based interventions, such as the *Mujadalah Ahsan* Counseling Module, are needed to help them manage their psychological conditions more adaptively and constructively.

The needs analysis is elaborated from the *mental illness* indicators compiled previously. It is known that it is related to prolonged feelings of sadness and difficulty thinking or reduced ability to concentrate, on this indicator it is known that final year BKPI students at UIN Imam Bonjol Padang 75% of the respondents stated that they felt sadness when they were slow in the process of completing their studies, and as a result of the sadness it made final year BKPI students less concentrated and difficult to think, especially concentration in terms of lecture assignments in this case writing the final project/thesis. Similar conditions were also seen at UIN SUSKA Riau where 62% of respondents stated that they felt sad when they were slow in the process of completing their studies, and as a result of this sadness it made final year BKPI students less concentrated and difficult to think, especially concentration in terms of coursework in this case writing the final project/thesis.

The second indicator of extreme mood swings and excessive fear, worry, or guilt from distributing questionnaires is known to final year students of BKPI UIN IB Padang. 62% of respondents stated that they experienced mood swings and the emergence of guilt, excessive worry during this study completion phase. Similarly, respondents of final year students of UIN Suska Riau found that 73% of respondents stated that they experienced mood swings, and the emergence of guilt, excessive worry during this study completion phase.

The next indicator talks about limiting themselves in socializing and changes in sleep patterns in BKPI students at the final level of UIN Imam Bonjol Padang, it is known that 69% of respondents answered that they limit themselves in the social environment, or even feel the social environment away from them while 31% of respondents stated that they did not limit themselves too much in the social environment. Meanwhile, 7.4 of respondents stated that their sleep patterns were irregular, and only 6.3% said that their sleep patterns were regular. Another 6.3% stated that their sleep patterns were sometimes regular. Meanwhile, Final Year BKPI students at UIN Suska Riau found that 57% of respondents answered that they limited themselves in the social environment, or even felt the social environment away from them. In comparison, 21% of respondents stated they did not limit themselves in the social environment. Meanwhile, 9.4 of respondents stated that their sleeping patterns were irregular, and only 6.3% said they were regular. Another 6.3% stated that their sleeping patterns were sometimes regular.

Next, related to the inability to overcome daily problems of BKPI final year students of UIN IB Padang, based on the questionnaire that has been conducted, it is known that 44% of respondents stated that they were constrained in solving daily problems. In comparison, 28% stated that they could solve the problem by themselves and with the help of others, and 28% others just let the problem pass. Meanwhile, at UIN Suska Riau, it is known that 60% of respondents stated that they were constrained in solving daily problems, while 18% stated that they could solve problems by themselves and with the help of others, and 12% that they just let the problem pass.

About the difficulty of understanding situations or other people, respondents from the BKPI students in the final year of UIN Imam Bonjol Padang found that. 28% of respondents stated that they easily understand other people's problems and care, while the rest do not care and do not want to know about other people's problems. Meanwhile, respondents of final year BKPI students at UIN Suska Riau stated that 17% of respondents stated that they easily understood other people's problems and cared. In

contrast, the rest did not care or want to know about other people's problems.

The next indicator relates to major changes in eating habits. In the final year, students of UIN IB Padang, it is known that 50,3% of respondents said their eating patterns were disrupted, while the rest said their eating patterns remained as usual. Meanwhile, in BKPI, students in the final year of UIN Suska Riau, it is known that 65.3% of respondents said their eating patterns were disrupted, while the rest said their eating patterns remained as usual.

The last indicator relates to suicidal thoughts or even actions. Among the respondents of BKPI students at the final level of UIN IB Padang, it is known that 6.3% of respondents stated that they had ever imagined such things, which is suicidal. Ng-shadows of such things, in this case wanting to commit suicide, the rest never think that way. And at the final level of BKPI students at UIN Suska Riau, it is known that 10.3% of respondents stated that they had imagined such things, in this case, wanting to commit suicide; the rest never thought that way.

Based on the results of questionnaires and interviews that have been conducted, it can be concluded that BKPI students in two study programs at two Islamic universities, namely UIN IB Padang and UIN Suska Riau, have problems related to mental health or experience what is called *mental illnesses*. Thus, certain handling is needed. In this case, the researcher intends to develop a counseling module using the *Mujadalah Ahsan* method to overcome mental illnesses in the BKPI final year students.

### Initial Product

In developing the *Mujadalah Ahsan* counseling module for final year BKPI students of PTKIN Sumatra, which has been compiled, how counseling and how the content of the counselee will be carried out are contained in the module and compiled concisely and simply. This is so that future users, be they lecturers, students, or practitioners, can easily understand the workings of this compiled module. This module only uses one counseling model, namely, *mujadalah Ahsan*.

This *Mujadalah Ahsan* Counseling Module was prepared and improved by the suggestions and input provided by the validator, both in terms of content, language, and cartography. It was improved based on the suggestions obtained from the FGD activities of the research results. Based on this, the requirements as a module with all the terms and conditions have been met by researchers based on expert validation. Then the module has also been tested on a limited basis with a satisfactory assessment, with a decent predicate from the validator. Several revisions and improvements have been made according to the suggestions and comments from the validator.



Figure 1. Modul Produk Awal

### Product Evaluation

The limited-scale trial stage is part of the validation process to ensure the quality and suitability of the learning media that researchers have developed. The implementation of this stage is not done arbitrarily, but through a systematic and structured process, by referring to the expert validation approach. This approach was chosen because it is considered capable of providing an objective and in-depth assessment of learning media, as has been applied in several previous studies (Afriani, 2018; Sari & Setyadi, 2024; Nugroho, 2019), which shows the effectiveness of this method in ensuring the quality of development products.

Validation of the module was carried out by experts consisting of material experts, media experts. Material experts assess the feasibility of the content and the suitability of the material with the learning objectives (Kumpliw et al., 2025). Media experts examine the visual aspects, layout, and integration of the presentation (Özkan, 2024), while language experts examine the accuracy of language use so that target users easily understand it. The assessments from these three experts provide a comprehensive picture of the strengths and weaknesses of the developed module.

Input from experts becomes the basis for revising and improving the module before it is implemented more widely. This validation approach ensures that the module has met academic standards and guarantees its relevance to the needs and characteristics of users, both in terms of content and technical delivery. Therefore, the results of the limited trial play an important role in the decision-making process at the next stage of development, as well as strengthening the reliability and credibility of the learning media that researchers have designed.

In the context of this research, a limited-scale trial was used to obtain in-depth initial feedback on the *Mujadalah Ahsan* Islamic Counseling Model Development Module, involving lecturers who have competence in Islamic counseling, media development, and teaching. The main purpose of this process is to assess the module's feasibility, relevance, and potential effectiveness in dealing with mental illness issues in final year BKPI students at PTKIN in the Sumatra region.

Based on the results of the assessment conducted by the three validators of the *Mujadalah Ahsan* Islamic Counseling Model Development Module to Overcome *Mental Illnesses* in Final-Level BKPI Students at PTKIN Sumatra, the criteria are very feasible, which can be seen in Table 1 below:

**Table 1.** Data Recapitulation of the three validators

Validator	Expert	Results of Validation	
		Score	Criteria
Validator I	Content	89	Very Feasible
Validator II	Cartography	78	Very Feasible
Validator III	Language	69	Worth
Total Score		334	
Average $\sum$ Skor $\sum$ validator		83,5	Very Feasible

Based on the assessment results of the three validators, the following scores were obtained: Validator I (content) gave a score of 89 with a very decent category, Validator II (cartography) gave a score of 78 (very decent), and Validator III (language) gave a score of 69 (decent), with a total score of 334 and an average of 83.5 (very decent). However, when critically reviewed, there are some important notes from these results. First, although the average score shows a "very feasible" category, there are significant variations between aspects, especially in the language aspect, which only scored 69 (feasible category). This indicates the need for improvement in the linguistic elements of the module so that its delivery becomes more communicative and by the characteristics of the target students. Second, the difference in scores between validators shows that perceptions of module quality vary depending on their expertise, so improvement steps must be carried out thoroughly and not only focus on one aspect.

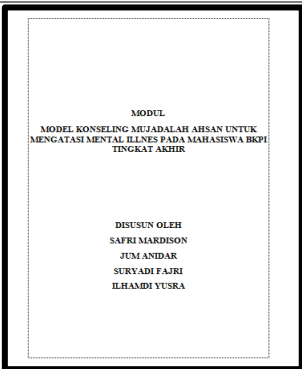
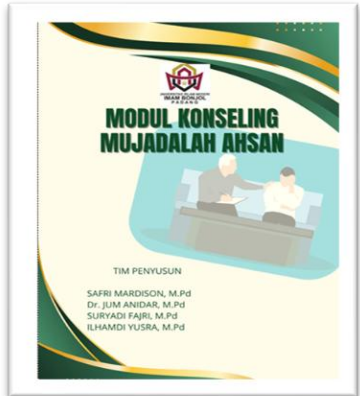
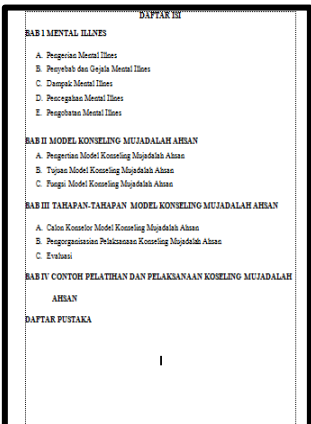
This finding becomes an important basis in revising and further developing the *Mujadalah Ahsan* Islamic Counseling Module. Validation is not only a measure of feasibility but also provides a reflective space to identify areas that need improvement to ensure the module's effectiveness and practical usefulness in the field.

### Final Product

In developing the *Mujadalah Ahsan* counseling module for final year BKPI students of PTKIN Sumatera, which has been compiled, how counseling and how the content of the counselee will be carried out are contained in the module and compiled concisely and simply. This is so that future users, be they lecturers, students, or practitioners, can easily understand the workings of this compiled module. This module only uses one counseling model, namely, *mujadalah Ahsan*.

This *Mujadalah Ahsan* Counseling Module was prepared and improved by the suggestions and input provided by the validator, both in terms of content, language, and cartography. It was improved based on the suggestions obtained from the FGD activities of the research results. Based on this, the requirements as a module with all the terms and conditions have been met by researchers based on expert validation. Then, in a limited way, the module has also been tested with a satisfactory assessment, with a decent predicate from the validator. Several revisions and improvements have been made according to the suggestions and comments from the validator. The final results of the module that the revisions have made from the validator can be seen in the difference before and after, as shown in the table below. And for more details, they can be seen in the complete module attachment.

**Table 2.** Revisions and Results of Final Product Improvements

Comment. Advice	Initial Product	Improvements to the Final Product	Final Product
The cover looks less attractive, and there are differences in research titles from the theme of the Module Book.		There are significant changes in color and design, which make the cover more interesting	
The table of contents at the beginning is very simple and does not include page numbers or a preface.		The table of contents has been completed with page numbers and a preface, and several subchapters have been added and completed with a conclusion in the form of conclusions and suggestions.	

Comment. Advice	Initial Product	Improvements to the Final Product	Final Product
The number of pages is only about 40, so some other theories and concepts must be added.		The concepts of Islamic counseling, mujadalah ahsan, and mental illness complement existing concepts.	
Does not yet have a closing, in the form of conclusions and suggestions		Concluding remarks and suggestions	

The practicality test was carried out through three stages: one-on-one, small, and large group evaluation. At the one-on-one evaluation stage, a practicality score of 77.53% was obtained with a practical category. Although classified as practical, this value indicates that several aspects still need to be improved. This can be seen from the inputs given by three students with different ability backgrounds. After revision based on the feedback, the evaluation continued to the small group stage.

At the small group evaluation stage, the results showed a significant improvement. The attractiveness aspect obtained an average score of 85%, falling into the practical category. This increase shows that the improvement of the module, especially in terms of visual appearance and content relevance, positively impacts student perceptions. However, despite the quantitative increase in scores, there are still critical notes from students regarding design elements, such as images at the top of the page that are considered irrelevant to the content. This feedback reflects the importance of consistency between visual content and learning materials, not to disrupt the learning focus.

From the aspect of the usage process, the module obtained an average practicality score of 86%. This indicates that the previous revision steps positively impacted the ease of flow and instructions for using the module. However, this score has not reached the maximum, which can be caused by the fact that there are still parts of the instructions or tasks that may cause multiple interpretations for students with different understanding abilities. This aspect needs more attention in further revisions to improve the clarity and accessibility of instructions.

Meanwhile, the ease of use aspect scored 87%, also showing an improvement after the revisions were made, especially regarding the appearance of the previously less attractive writing. The revision in this section directly contributes to improving students' concept understanding and reasoning skills. However, it needs to be examined again, because it depends on students' background, so practicality tests on a more heterogeneous population are still needed to test the consistency of these results.

On the time of use aspect, the score obtained of 85% indicates that the module can be completed within the allocated time. However, this score also indicates that not all students complete it at the same pace. Some students may need more time, depending on the complexity of the material and their level of literacy with the module format. It should be noted that time flexibility also needs to be considered in future module designs.

Overall, the practicality score from the small group stage reached 85.8%, which indicates that the module is classified as very practical for use by students. Meanwhile, from the results of the practicality test by lecturers, very high scores were obtained: attractiveness (98%), usage process (97%), ease of use (98%), and usage time (91%), with a total score of 95%. These results indicate that the module is not only practical from the perspective of students, but also from the perspective of lecturers as learning



facilitators. However, critical analysis shows that although the general practicality score is high, technical and content elements still need to be improved so that this module is optimal in various learning contexts. Therefore, the results of this practicality are not only an indicator of success but also an important foothold in the continuous development of this learning module.

## Discussion

Using the *Mujadalah Ahsan* module to overcome mental health problems in final year students of the Islamic Education Guidance and Counseling Study Program (BKPI) at PTKIN Sumatera provides many significant benefits. In the context of student life, especially in the final years of study, academic pressures and demands to complete final assignments often cause stress, anxiety, and even depression. This module is designed to help students face these challenges through a dialogic and supportive approach.

One of the main benefits of the *Mujadalah Ahsan* module is its ability to create space for students to express their feelings and concerns. A discussion-based counseling approach encourages students to share their experiences and feelings in a safe, non-judgmental atmosphere. This is in line with the results of research (Mutahidah & Muhamadiah, 2021), which showed that a discussion-based counseling approach in small groups effectively increased student activeness and understanding. This method allows students to exchange ideas and respect opinions in a democratic atmosphere. Therefore, through this constructive social interaction, students who feel isolated in the face of academic pressure can get the emotional support they need from peers and counselors.

The module also integrates the principles of positive psychology and the values of spirituality, which makes it highly contextualized in the PTKIN environment. This integration enriches students' insights into managing stress and provides a dimension of meaning in every challenge. By linking their personal experiences with religious values, students are expected to understand the importance of hope, purpose in life, and spiritual meaning in dealing with stress, ultimately strengthening their resilience.

The suitability of this module approach is also reinforced by findings from various previous studies, which show that academic stress significantly impacts students' mental health and academic performance (Jaha & Ate, 2024). Effective stress management strategies, such as time management, relaxation techniques, and problem-solving skills, are required in high academic pressure. These strategies have been recognized as important factors in supporting students' academic success (Zahwa & Hanif, 2024). Therefore, the development of self-management abilities that include emotion regulation, goal-based planning, and self-discipline becomes very relevant to improve student academic achievement (Marlina, 2023). In this case, institutional support in providing stress management training and counseling services is essential to create a conducive and supportive learning environment.

Based on these findings, the *Mujadalah Ahsan* module is a strategic response that adaptively accommodates students' stress management needs. This module offers a practical approach through mastering relaxation techniques, time management, and developing effective coping skills. Another advantage of this module is its ability to help students recognize the early signs of stress and manage it preventively, before it develops into more complex psychological problems. In a stressful academic environment, this ability is essential for successful study.

Implementing this module also strengthens the social dimension of students through inclusive and empathetic group discussion activities. Such interactions build a sense of connectedness and increase student solidarity and empathy, which are important assets in building motivation and resilience in the face of academic and emotional stress. Thus, using the *Mujadalah Ahsan* module provides solutions to mental health problems and integrally supports improving the quality of learning and student study experience in the PTKIN environment. This approach is expected to prepare students to become mentally resilient, academically productive, and ready to face professional, social, and religious challenges.

#### 4. CONCLUSION

The development of the *Mujadalah Ahsan* Islamic Counseling Model Development Module to Overcome Mental Illness in Final Level BKPI Students at PTKIN Sumatra has passed four main stages, namely needs analysis, product design, media production, and validation and analysis. Furthermore, the stages of product revision, product trial, and final analysis and revision have also been completed systematically. During the validation and analysis stage, this module was validated by subject matter experts, media experts, and students and lecturers who acted as resource persons. Assessment of the content, language, and cartography aspects showed that the quality of the module was in the "Very Good" and "Suitable" categories for use. The overall research results show that this counseling model is valid, practical, and effective in helping students overcome various forms of mental disorders that are often experienced at the end of study. The *Mujadalah Ahsan* approach, which emphasizes Islamic values such as compassion, justice, and empathic dialogue, can create a holistic, humanistic, and spiritual counseling space. This module is proven to increase students' understanding of mental health issues and encourage their ability to solve problems in a reflective and Islamic manner. Thus, the counseling model is worth recommending as a psychosocial intervention strategy that can be widely implemented in the PTKIN environment to support students' mental and spiritual well-being.

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