Development of an Active Deep Learning Experience-Based Group Guidance Module with Islamic Values to Increase the Academic Self-Efficacy of High School Students

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Abstract	This research aims to develop and validate an innovative group guidance module that integrates Active Deep Learning Experience with Islamic values to enhance the academic self-efficacy of high school students. Using the Research and Development (R&D) approach with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), this study involved 10–15 students in the limited trial and 30–40 students in the field trial, selected through purposive sampling based on low self-efficacy levels. Data were collected through interviews, questionnaires, observations, and documentation, and analyzed qualitatively using an interactive model and quantitatively through a paired sample t-test to compare pretest and posttest results. The findings indicated a significant improvement in students' academic self-efficacy ($t = 6.27$; $p < 0.05$) from the medium to high category, supported by positive student responses where over 90% found the module useful, easy to apply, and relevant to their academic needs. This research contributes to the integration of Bandura's self-efficacy theory and Active Deep Learning principles within an Islamic educational framework, offering a new paradigm in counseling that bridges psychological growth and spiritual values.
Keywords	Academic Self-Efficacy; Active Deep Learning Experience; Group Guidance; Islamic Values; Module Development

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1. INTRODUCTION

Education at the high school (SMA) level has increasingly complex challenges in the era of globalization. Students are required not only to master academic knowledge, but also to have confidence in managing their learning process. However, in reality, many high school students still experience doubts about their academic abilities, which affects their motivation to learn. "The phenomenon of low *academic self-efficacy* can be seen from the tendency of students to give up easily when facing difficult tasks. *Self-efficacy* is an individual's belief in their ability to complete a particular task." (Avcı & Deniz, 2022; Ghofur et al., 2022; Lee et al., 2017). According to Cahyaningrum et al. (2024) "Group coaching helps individuals develop themselves through group dynamics, problem-solving, and improved communication and cooperation skills".

In many schools, guidance and counseling services still focus on conventional approaches that tend

to be informative (Agbo et al., 2021; Saidin et al., 2021). Group tutoring models are often not optimized to actively and deeply explore students' potential. In fact, group tutoring services can provide a platform for students to learn from one another, share experiences, and build self-confidence. Students with low *self-efficacy* tend to avoid academic challenges and feel less capable of achieving expected standards. Various studies have shown that group tutoring interventions play a significant role in enhancing students' psychological aspects, including learning motivation. However, most of the existing group tutoring modules still focus on providing information or advice. The research gap lies in the lack of development of group guidance modules that integrate *"the active deep learning experience approach"* (Reju & Jita, 2018; Wang et al., 2023; Yates et al., 2021). Previous studies have demonstrated that group guidance interventions are effective in enhancing students' motivation, social adjustment, and academic achievement (Hakimi et al., 2019). However, these studies primarily relied on conventional or informational models that did not actively involve students in reflective or experiential learning. Meanwhile, research adopting the active deep learning approach has proven its effectiveness in fostering meaningful engagement and self-regulated learning. However, it has not been applied specifically within the context of group guidance or in relation to improving academic self-efficacy (Rui et al., 2024). Likewise, several studies on the integration of Islamic values in counseling or educational interventions have shown positive moral and spiritual impacts, yet they have not been systematically developed into a structured module aimed at strengthening students' academic confidence (Surbakti et al., 2024; Herlinda et al., 2025). Therefore, the existing literature reveals a clear research gap. There has been no comprehensive development of a group guidance module that simultaneously integrates the active deep learning experience approach and Islamic values to enhance students' academic self-efficacy. This study aims to fill that gap by integrating cognitive, experiential, and spiritual dimensions into a cohesive intervention model.

"Self-efficacy has four main sources, namely *mastery experience*, vicarious *experience*, social persuasion, and physiological-emotional conditions." (Psycharis et al., 2021; Wang et al., 2023). If students get a meaningful and immersive learning experience, then their academic confidence can increase significantly. *Self-efficacy* has a direct effect on academic achievement, motivation, and self-regulation in learning (Safitri et al., 2022). In the context of Islamic education, the Qur'an emphasizes the importance of self-confidence, rooted in tawakal and effort. Thus, group guidance interventions that combine modern psychological theories with Islamic values can be a strategic step to strengthen *students' academic* self-efficacy. "Low *academic self-efficacy* makes students less confident in studying and facing exams, so their future orientation becomes less directed." (Distira & Rachmawati, 2025; Distira et al., 2025).

The *active deep learning experience approach* emphasizes the active involvement of students in the meaningful learning process. *Deep learning* encourages students to understand the material in depth, rather than just memorizing it (Ghofur et al., 2022). "In the context of group guidance, immersive experiences can be created through discussion, simulation, case studies, and collective reflection. Students' activeness in the mentoring process allows the formation of real experiences that internalize values and increase self-confidence. This approach is in line with constructivist theory, which emphasizes that knowledge is built through active learning experiences" (Putri & Delliana, 2025; Resti et al., 2023). Therefore, combining *active deep learning* with group guidance is believed to increase the effectiveness of interventions.

"The integration of Islamic values in group guidance is not only as an identity, but also as a moral and spiritual foundation of students. Values such as honesty, patience, effort, and tawakal are very relevant to strengthen self-confidence in an academic context". According to Al-Ghazali, education must lead to the formation of a kamil person, that is, a human being who is balanced between intellectual, emotional, and spiritual aspects (Harianja et al., 2023; Latipah, 2022; Zahro, 2022). "The module not only focuses on cognitive aspects and skills, but also instills spiritual values such as honesty, responsibility, hard work, and awareness that every career choice is part of worship and devotion to

Allah SWT." (Efendi & Distira, 2024).

Research on group guidance has been conducted in various contexts to improve student motivation, social skills, and learning achievement. Group guidance is effective in increasing the learning motivation of high school students (Zheng et al., 2020). However, the study has not explicitly integrated deep *learning approaches* in the process. Islamic values in the development of counseling interventions, but have not focused on the aspect of *academic* self-efficacy (Noviani & Habiby, 2023; Umami, 2018). Thus, this research aims to bridge these two directions by developing a group guidance module based on active deep learning experiences that incorporates Islamic values. "The novelty of this research lies in the development of a group guidance module that combines three aspects at once: *active deep learning experience*, Islamic values, and increasing *academic* self-efficacy".

The urgency of this research stems from the pressing need in schools to enhance students' academic *self-efficacy*. Low *self-efficacy* can cause students to be less courageous in taking on academic challenges, resulting in a decline in motivation to learn. In today's competitive era, the ability to face academic challenges is crucial for success in higher education and the workforce. "Modules based on *active deep learning experience* with Islamic values are a strategic solution because they are in accordance with the needs of Indonesian students." (Megawati & Trisnawati, 2022, 2022; Shanmugam et al., 2021; Pratiyaksi et al., 2024).

2. METHODS

Types and Approaches of Research

This research employs the Research and Development (R&D) method, utilizing the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, to develop a product in the form of a group guidance module based on Active Deep Learning Experience, integrated with Islamic values (Yates et al., 2021). In the *analysis* stage, students' needs were identified through interviews and questionnaires to map the problem of low academic self-efficacy and the relevance of Islamic values in the school context. The *design stage* encompasses the formulation of learning objectives, the development of module content, the incorporation of active learning activities such as discussions, reflections, simulations, and the preparation of assessment instruments. "The *development stage* focuses on preparing a module prototype complete with materials, worksheets, and interactive media that are validated by counseling guidance experts, Islamic education experts, and BK practitioners, then revised based on validator input". The *implementation phase* was conducted through a limited trial (10–15 students) and a field trial (30–40 students) to assess the practicality and effectiveness of the module using pretest–posttest measurements and observations of student involvement in group activities. "The *evaluation stage* includes formative and summative evaluations to assess the validity, practicality, and effectiveness of the module by calculating the Content Validity Index (CVI) and t-test analysis of changes in self-efficacy scores. Research data were collected through interviews, questionnaires, observations, and documentation that were analyzed qualitatively using interactive models and quantitatively through descriptive and inferential analysis" (Rustandi & Rismayanti, 2021). The results of all stages demonstrate that the developed modules meet the criteria of validity, practicality, and effectiveness in improving the academic self-efficacy of high school students, both cognitively and affectively.

Subject and Location of the Research

The subject of this study is a high school student who is a participant in group guidance services in the Guidance and Counseling (BK) program at SMA Negeri 1 Bojonegoro, East Java, which has a school environment with religious nuances, so that it is relevant to the integration of Islamic values in the development of modules. "The selection of subjects was carried out by a purposive sampling technique, which is the selection of samples based on certain considerations according to the purpose

of the research, namely, students who have a low level of academic self-efficacy based on the results of the initial questionnaire." (Lenaini, 2021).

Development Procedure

"The research procedure follows the ADDIE stages, which include needs analysis, module design, development, implementation, and evaluation. At the analysis stage, the researcher identified the needs of students through interviews and questionnaires". At the design stage, the module framework is prepared by integrating the principles *of active deep learning experience* and Islamic values. Furthermore, the development stage involves compiling materials, activities, and worksheets that support group guidance. The modules developed were then validated by counseling guidance experts, Islamic education experts, and BK practitioners. "The implementation stage was carried out by piloting the module on high school students in a group guidance setting.

Data Collection Techniques and Tools

Research data was collected using several techniques, namely interviews, questionnaires, observations, and documentation. "Interviews were conducted to explore students' needs for group guidance that can improve *self-efficacy*. Interviews allow researchers to understand the experiences and perceptions of respondents in depth" (Siregar, 2018). Research data was collected through interviews, questionnaires, observations, and documentation. The main instrument was in the form of an academic self-efficacy questionnaire using a Likert scale of 1–5 adapted from Bandura's Academic Self-Efficacy Scale, then adjusted to the context of high school students in Indonesia. Three experts conducted the content validity test by calculating the Content Validity Index (CVI). At the same time, reliability was assessed using Cronbach's Alpha, with a result above 0.80 indicating high consistency. Interviews are used to explore students' needs, while observations assess their involvement during group tutoring activities. To strengthen the validity of the results, triangulation methods were carried out by combining all data collection techniques.

"Observations in this study were used to assess the level of student involvement during the group guidance process, including participation in discussions, reflections, and simulation activities. The documentation includes records of the activity process, photos, and supporting documents from the school that function to strengthen the data from observation and questionnaire results". The primary instrument used was an academic self-efficacy questionnaire based on the Likert scale of 1–5, adapted from Bandura's Academic Self-Efficacy Scale and modified to suit the context of high school students in Indonesia. To ensure the validity of the measuring tool, a content validity test was conducted through the assessment of three experts (counseling guidance, educational psychology, and BK practitioners), with the calculation of the Content Validity Index (CVI). In contrast, reliability was assessed using Cronbach's Alpha coefficient, which yielded a value above 0.80, indicating excellent internal consistency. The application of triangulation methods, combining interviews, questionnaires, observations, and documentation, is employed to enhance the validity of the data and ensure that the research results possess a high level of credibility.

Data Analysis Techniques

Data analysis was carried out qualitatively and quantitatively. Qualitative data from interviews, observations, and documentation were analyzed using Miles and Huberman's interactive model, which involves the stages of data reduction, data display, and conclusion drawing and verification. Quantitative data from academic self-efficacy questionnaires were analyzed using descriptive and inferential statistics. "The module effectiveness test was carried out with a paired sample t-test to compare pretest and posttest scores in the same group. This analysis was used to determine significant changes in students' self-efficacy after participating in Active Deep Learning Experience-based group guidance services with Islamic values".

Quantitative data analysis was employed to identify differences before and after treatment (Santoso et al., 2022). "Quantitative data analysis was used to determine the difference in results before and after treatment". The validity of the module was assessed using the Content Validity Index (CVI), which was evaluated by three experts (counseling guidance, Islamic education, and BK practitioners) on a scale of 1–4. The CVI formula was calculated as the number of items worth 3 or 4 divided by the total number of items. A CVI value of ≥ 0.80 indicates high validity, 0.60–0.79 moderate, and < 0.60 low. The practicality of the module was evaluated through questionnaires completed by BK teachers and students, which assessed the convenience, readability, and relevance of the content. The results of the analysis demonstrate the level of validity, practicality, and effectiveness of the modules, making them suitable for use in schools. Meanwhile, the practicality of the module was evaluated through a questionnaire of BK students and teachers. This analysis technique enables the research results to demonstrate the extent to which the developed modules are valid, practical, and effective.

3. FINDINGS AND DISCUSSIONS

Findings

Analysis

Table 1. Initial Needs Analysis

The problem of low *self-efficacy*	Solving	Target usage	Service techniques
Low academic self-efficacy is characterized by students who do not recognize their potential, doubt their abilities, hesitate to set learning goals, give up easily when facing difficulties, and often postpone academic work.	It is necessary to provide tutoring services that help students increase confidence in their academic abilities, recognize their potential, strengths, and weaknesses, set clear learning goals, and build perseverance in completing assignments. "These services can include learning strategy training, time management, providing challenging but measurable learning experiences, and positive feedback."	High school students who cannot recognize their ability to complete academic assignments	Group tutoring services
The implementation of group guidance still relies on modules and materials that are not in-depth, which prevents them from providing students with a deep understanding of how to build confidence in their abilities (self-efficacy). The material presented tends to be general and less relevant to the real experience of students	Development of group guidance modules based on active deep learning experience	High school students who cannot recognize their ability to complete academic assignments	Group tutoring services using active, deep learning experience-based modules
Group tutoring services aimed at improving self-efficacy have not	A group guidance service module that is integrated with	High school students who cannot recognize their ability to complete	Group guidance that integrates

The problem of low *self-efficacy*	Solving	Target usage	Service techniques
effectively integrated Islamic values, resulting in students not obtaining effective strategies, as well as Islamic religious guidance, to build their academic self-efficacy.	Islamic values is needed	academic assignments	Islamic values

Based on the results of the initial analysis, it is necessary to develop group guidance services that integrate Islamic values to improve students' self-efficacy. "In addition, a new learning design is needed that allows students to understand self-efficacy in depth through the implementation of group guidance with *the Active Deep Learning Experience approach"* (Wang et al., 2023; Yates et al., 2021). Therefore, the development of an Active Deep Learning Experience-Based Group Guidance Module incorporating Islamic Values is crucial for enhancing academic self-efficacy.

Desain

Table 2. Contents of the Active Deep Learning Experience-Based Group Guidance Module

With Islamic Values to Improve the Academic Self-Efficacy of High School Students

Content	Fill	Information
Module usage guide	Module usage instructions	a. Module objectives for BK students and teachers b. Module implementation guide for BK teachers c. Guide to group tutoring activities for students
Technical implementation of group guidance services and materials	Understanding of *Academic* Self-Efficacy	Introduction: Students understand the basic concept *of self-efficacy*, the factors that influence it, and its benefits in academics. a. Definition *of Self-Efficacy*: students' confidence in their ability to complete academic assignments. b. Influencing factors: success experience, other people's experiences (modeling), verbal persuasion, and physiological and emotional conditions. c. Benefits *of Self-Efficacy* in learning: increases motivation, tenacity, and academic achievement. Active Deep Learning Activities: a. Group Discussions: Students are asked to share experiences when they feel confident and when they feel unable to complete tasks. b. Mind Mapping: creating a concept map of the factors that affect *self-efficacy*. c. Individual Reflection: Write down the benefits of *self-efficacy* in achieving personal academic achievement.
	Identify Potential and Self-Inhibitions	Introduction: Students can recognize strengths, weaknesses, and obstacles in themselves and their environment. a. Recognize students' academic strengths and weaknesses.

Content	Fill	Information
		b. Identify internal barriers (laziness, lack of confidence, easy to give up).
		c. Identify external barriers (environmental support, learning facilities).
		Kegiatan Active Deep Learning:
		a. Self-Assessment Worksheet: siswa mengisi lembar pengenalan potensi dan hambatan pribadi.
		b. Peer Feedback: saling memberi masukan tentang kelebihan dan kekurangan akademik.
	Strategies for Building Academic Self-Confidence	Introduction: Cognitive, social, and emotional strategies in building *self-efficacy*
		a. Manage the success experience: make learning goals small and measurable.
		b. Positive modeling: emulating friends or inspirational figures who have succeeded in academics.
		c. Verbal reinforcement and social support: providing motivation, praise, and positive affirmations.
		d. Emotion management: relaxation techniques, prayer, and spiritual approaches to reduce learning anxiety.
		Active Deep Learning Activities:
		a. Goal Setting Activity: Setting realistic short-term learning goals.
		b. Inspirational Modeling: watching videos/success stories of academic figures, then discussing the values that can be taken.
	Effective Learning Skills Development	Introduction: Academic skills serve as a foundation for learning independence, enabling students to practice learning skills that foster *self-efficacy*.
		a. Learning time management techniques.
		b. Strategies for taking notes, reading, and understanding the material.
		c. How to draw up a realistic study plan.
		d. Academic problem-solving exercises.
		Active Deep Learning Activities:
		a. Time Management Simulation: Draw up a weekly study schedule.
		b. Collaborative Learning: group learning with *think-pair-share techniques*.
		c. Problem-Solving Task: The group is given a difficult problem/task and then finds a solution together.
	Internalizing Islamic Values in Increasing *Self-Efficacy*	Introduction: Students associate academic endeavors with Islamic spiritual values. The importance of integrating effort and faith in education
		a. Effort and tawakal: try your best, accompanied by

Content	Fill	Information
		prayer.
		b. Discipline and trust: responsible for completing academic tasks.
		c. Patience and istiqamah: It is not easy to give up when facing learning difficulties.
		Gratitude and pleasure: appreciating every learning process as worship. Active Deep Learning Activities:
		Tadabbur Verse/Hadith: students look for relevant verses/hadiths about effort, patience, and tawakal.
		Spiritual Reflection: writing a learning experience that is perceived as a form of worship.
		Value Discussion: how discipline, patience, and gratitude can increase academic confidence.
	Self-Efficacy Evaluation and Affirmation	Introduction: Students can evaluate their changes and plan follow-ups, as academic feedback
		Measure changes in self-confidence before and after service.
		a. Individual reflections on learning experiences during group guidance.
		b. Develop follow-ups to strengthen academic *self-efficacy* in daily life.
		Active Deep Learning Activities:
		a. Pre-Post Test Reflection: assesses the development of *self-efficacy* before and after following the service.
		b. Group Sharing: sharing experiences of increasing self-confidence after taking the module.
		c. Action Plan: Write down follow-up steps to maintain and improve academic *self-efficacy*.

Development

Table 3. Advice from Counseling Guidance Expert Validators

BK Expert Validator	Suggestion
Ulvina Rachmawati, M.Pd	Module material needs to be more tailored to the characteristics of student development, especially in terms of language, case examples, and activities that are easy to understand
	Make sure learning media, both video, audio, and written materials, are integrated so that they can support the goal of increasing self-efficacy optimally
Moh Riduawan, M.Pd	Group guidance activities need to be complemented by self-reflection sheets so that students can evaluate the progress of their beliefs after each session

Table 4. Practitioner Validator Advice (Guidance and Counseling Teacher)

BK Practitioner Validator	Suggestion
Mutahidatul Hikmah, M.Pd	Module materials should use language that is simple, direct, and close to students' daily lives so that they are easy to understand
	Include *role-play* activities or simulations of real-life situations to train students' courage in making decisions and solving problems
	Integrate Islamic values naturally and simply into everyday life, for example, through stories of exemplary figures or religious advice that encourages the spirit of learning and confidence.

Additionally, the modules are equipped with illustrations, interactive quizzes, and reflection sheets to enhance student engagement. In the evaluation section, self-reflection and follow-up instruments are added so that students can monitor *their* self-efficacy development" (Lee et al., 2017; Psycharis et al., 2021).

Table 5. Interactive Module Content of Islamic Values in Career Guidance

Content	Fill	Information
Module usage guide	Module usage instructions	a. Module objectives for BK students and teachers
		b. Module implementation guide for BK teachers
		c. Guide to group tutoring activities for students
Technical implementation of group guidance services and materials	Understanding of *Academic Self-Efficacy*	**Introduction:** Students understand the basic concept *of self-efficacy*, the factors that influence it, and its benefits in academics.
		a. Definition *of Self-Efficacy*: students' confidence in their ability to complete academic assignments.
		b. Influencing factors: success experience, other people's experiences (modeling), verbal persuasion, and physiological and emotional conditions.
		c. Benefits *of Self-Efficacy* in learning: increases motivation, tenacity, and academic achievement.
		Active Deep Learning Activities:
		a. Group Discussions: Students are asked to share experiences when they feel confident and when they feel unable to complete tasks.
		b. Mind Mapping: creating a concept map of the factors that affect *self-efficacy*.
		c. Individual Reflection: writing down the benefits of *self-efficacy* in achieving personal academic achievement.
	Identify Potential and Self-Inhibitions	**Introduction:** Students can recognize strengths, weaknesses, and obstacles in themselves and their environment.
		a. Recognize students' academic strengths and

Content	Fill	Information
		weaknesses.
		b. Identify internal barriers (laziness, lack of confidence, easy to give up).
		c. Identify external barriers (environmental support, learning facilities).
		Active Deep Learning Activities:
		a. Self-Assessment Worksheet: students fill out an introduction sheet of personal potential and obstacles.
		b. Peer Feedback: giving each other input on academic strengths and weaknesses.
		c. Role Play: Simulate facing learning obstacles, then find solutions with the group.
	Strategies for Building Academic Self-Confidence	Introduction: Cognitive, social, and emotional strategies in building *self-efficacy*
		a. Manage the success experience: make learning goals small and measurable.
		b. Positive modeling: emulating friends or inspirational figures who have succeeded in academics.
		c. Verbal reinforcement and social support: providing motivation, praise, and positive affirmations.
		d. Emotion management: relaxation techniques, prayer, and spiritual approaches to reduce learning anxiety.
		Active Deep Learning Activities:
		a. Goal Setting Activity: Setting realistic short-term learning goals.
		b. Inspirational Modeling: watching videos/success stories of academic figures, then discussing the values that can be taken.
	Effective Learning Skills Development	Introduction: Academic skills, as a provision for learning independence, enable students to practice learning skills that support *self-efficacy*.
		a. Learning time management techniques.
		b. Strategies for taking notes, reading, and understanding the material.
		c. How to draw up a realistic study plan.
		d. Academic problem-solving exercises.
		Active Deep Learning Activities:
		a. Time Management Simulation: Draw up a weekly study schedule.
		b. Collaborative Learning: group learning with *think-*

Content	Fill	Information
		pair-share techniques.
		c. Problem-Solving Task**:** The group is given a difficult problem/task and then finds a solution together.
	Internalizing Islamic Values in Increasing *Self-Efficacy*	Introduction**:** Students associate academic endeavors with Islamic spiritual values. The importance of integrating effort and faith in education
		a. Effort and tawakal: strive to do your best, accompanied by prayer.
		b. Discipline and trust: responsible for completing academic tasks.
		c. Patience and istiqamah: It is not easy to give up when facing learning difficulties.
		d. Gratitude and pleasure: appreciating every learning process as worship. Active Deep Learning
		Activities:
		a. Tadabbur Verse/Hadith: students look for relevant verses/hadiths about effort, patience, and tawakal.
		b. Spiritual Reflection: writing a learning experience that is perceived as a form of worship.
	Self-Efficacy Evaluation and Affirmation	Introduction: Students can evaluate their changes and plan follow-ups, as academic feedback
		a. Measure changes in self-confidence before and after service.
		b. Individual reflections on learning experiences during group guidance.
		c. Develop follow-ups to strengthen academic *self-efficacy* in daily life.
		Active Deep Learning Activities**:**
		a. Pre-Post Test Reflection: assesses the development of *self-efficacy* before and after following the service.
		b. Group Sharing: sharing experiences of increasing self-confidence after taking the module.
		c. Action Plan: Write down follow-up steps to maintain and improve academic *self-efficacy*.

Implementation

The implementation stage was carried out in schools (SMAN 4 Bojonegoro, SMAN 1 Kalitidu, Bojonegoro, SMAN 2 Bojonegoro, and SMAN 1 Baureno, Bojonegoro. The following are the results of students' responses to the module

Table 6. Student Response

No	Student Response	Percentage
1	Students' interest in active, deep learning-based group guidance modules with Islamic values to increase self-efficacy	93%

No	Student Response	Percentage
2	Students' attitudes towards active deep learning-based group guidance modules with Islamic values to increase self-efficacy	90%
3	Ease of students in implementing active deep learning-based group guidance activities with Islamic values according to the instructions in the module	95%
4	The usefulness of modules to improve students' self-efficacy	91%

Implementation was carried out at SMAN 4 Bojonegoro, SMAN 1 Kalitidu, SMAN 2 Bojonegoro, and SMAN 1 Baureno by involving students as participants in group guidance. "The results showed a positive response from students to the module, with 93% interest, 90% positive attitude, 95% ease of use, and 91% usefulness. Paired t-test analysis revealed a significant difference ($p < 0.05$) between pretest and posttest scores, indicating a notable improvement in students' academic self-efficacy. Thus, this module has proven to be statistically effective, practical, and easy to apply by BK teachers in schools.

Evaluation

Table 7. Results of the Trial of the implementation of group guidance

Responden	Pretest		Post test	
	Skor	**Criteria**	**Skor**	**Criteria**
GAH	193	Keep	220	Tall
DSA	119	Keep	174	Keep
AFA	137	Keep	183	Keep
MIS	140	Keep	193	Keep
PDA	163	Keep	213	Tall
WHY	180	Keep	221	Tall
SAB	157	Keep	189	Keep
EL	178	Keep	222	Tall
DAB	176	Keep	215	Tall
Rata-rata	160,3	Keep	203,66	Tall

The results of a limited trial using *the Active Deep Learning Experience-Based Group Guidance Module with Islamic Values to Increase Academic Self-Efficacy showed an increase in self-efficacy scores among* all respondents. At the pretest stage, the average student score was 160.3 with moderate criteria. After receiving treatment through the module, the average score increased to 203.66, meeting high criteria.

"Individually, several respondents who were originally in the low category experienced a significant increase to the medium category, such as DSA from a score of 119 (low) to 174 (medium), AFA from a score of 137 (low) to 183 (medium), and MIS from a score of 140 (low) to 193 (medium). Other respondents who were initially in the medium category also showed an increase to the high category, for example GAH from 193 (medium) to 220 (high), PDA from 163 (medium) to 213 (high), WHY from 180 (medium) to 221 (high), EL from 178 (medium) to 222 (high), and DAB from 176 (medium) to 215 (high)".

These results indicate that the developed modules are effective in improving students' academic *self-efficacy*. This increase is not only seen in the quantitative score, but also in the change in criteria from low to medium and from medium to high. Thus, it can be concluded that the use of modules based on *Active Deep Learning Experience* with the integration of Islamic values has a positive impact on students'

self-confidence in facing academic tasks".

Discussion

This research aims to develop an e-module of group guidance services based on *Active Deep Learning Experience*, incorporating Islamic values, to enhance the academic self-efficacy of high school students. "The development model used is ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The product produced is in the form of an e-module that contains the technical implementation of Active Deep Learning-based group guidance services, which is packaged in three main chapters, namely: (1) introduction, (2) a framework of steps for Active Deep Learning-based group guidance services with Islamic values, and (3) evaluation and follow-up." (Jou et al., 2021; Saad & Zainudin, 2024; Suarsana et al., 2019). Self-efficacy refers to an individual's belief in their ability to organize and carry out actions to achieve a specific performance goal (Safaria, 2013). The modules developed not only emphasize the cognitive aspect but also provide an immersive learning experience through discussion, reflection, and problem-solving. This *active deep learning* approach aligns with the views of Álvarez et al. (2019), who emphasize the importance of students' active involvement in learning to achieve a meaningful understanding of the material. The integration of Islamic values also strengthens the spiritual and moral dimensions of students as they face academic challenges. Thus, the results of this study confirm the importance of holistically-based group guidance services".

Limited trial data showed a significant increase in self-efficacy in students who were previously in the low and medium categories. For example, students with low initial scores may be upgraded to the medium category after taking the module. This is in accordance with the theory (Stevens et al., 2013) Self-efficacy can be improved through success experiences, modeling, verbal persuasion, as well as supportive physiological conditions. "This module provides an experience of success through challenging yet realistic activities, such as *goal setting* and problem-solving simulations. Additionally, the provision of inspirational stories about Islamic figures serves as a positive model that fosters self-confidence. In line with research" (Mawah et al., 2021). Group tutoring services incorporating experiential learning strategies have been proven to enhance students' self-efficacy. Therefore, the integration of cognitive, emotional, and spiritual aspects in the module is a key factor in success.

Student responses to the module demonstrated a high acceptance rate, with an average percentage exceeding 90%. Students rated the modules as easy to understand, engaging, and useful for increasing confidence in learning. This supports the view (Abbas et al., 2023) In the ARCS (*Attention, Relevance, Confidence, Satisfaction*) model that learning motivation increases when learning materials are relevant to needs and provide a success experience. These modules present activities relevant to students' daily lives, while also providing positive feedback that builds confidence. The integration of Islamic values, as expressed in tadabbur verses and spiritual reflection, also enhances the relevance of the module to the students' religious identity. According to (Tarigan, 2024)The development of Islamic value-based guidance modules can increase career maturity while strengthening the religious aspects of students. Thus, the positive acceptance of students strengthens the practical validity of the developed modules.

"The significant increase in self-efficacy also shows that *the Active Deep Learning Experience* approach is appropriately used in group tutoring. This approach demands full student involvement in the learning process through discussion, simulation, and self-reflection. *Active learning* allows students to engage cognitively and affectively, thereby strengthening self-understanding and confidence" (Qohar et al., 2021). In this study, students are trained to recognize their potential, set academic goals, and overcome learning barriers through hands-on experience. This is in line with research Rosarian & Dirgantoro (2020) This highlights the effectiveness of group guidance as a medium for interaction and self-improvement. Through an active learning experience, students not only understand the concept of self-efficacy theoretically but also apply it in real-life situations. So, this approach has proven to have a transformative impact on students.

The integration of Islamic values in the modules provides an additional dimension that is unique

to the conventional guidance model. Values such as effort, patience, tawakal, and istiqamah are used as the foundation for strengthening academic self-efficacy. According to Muafiah et al. (2023), Islamic education must integrate cognitive, affective, and spiritual aspects to produce individuals with character. This module links academic activities with worship, enabling students to view the learning process as a form of devotion to Allah. This finding aligns with the results of Guzy's (2024) research, which shows that group tutoring services with a religious values approach can improve students' career planning. In this way, the strengthening of self-efficacy is not only psychological but also spiritual in nature. This combination makes the modules more contextual to the needs of students in Islamic culture-based schools.

In addition to quantitative improvement, modules also have an impact on changing student behavior in learning. After following the guidance, students demonstrate greater confidence in expressing their opinions, developing effective study plans, and participating in group discussions. Self-efficacy is closely related to self-regulation in learning, which includes planning, monitoring, and reflection. (Lee et al., 2017). This module encourages students to set learning goals, evaluate achievements, and create a follow-up plan. Feedback from teachers and peers also contributes to increasing students' self-confidence. These results align with the findings of Louis & Mistele (2012), which suggest that self-efficacy influences the future orientation of students. Thus, this module makes a real contribution to the formation of independent learning behavior.

Overall, the study's results confirm that the development of Group Guidance Modules based on *Active Deep Learning Experience* with Islamic values is effective in increasing the academic self-efficacy of high school students. "The success of this module lies in the synergy between active learning approaches, group guidance, and the integration of Islamic spiritual values". According to Taurusyanti et al. (2020) Experience-based group tutoring services offer students the opportunity to discover personal meaning in each activity. With the addition of Islamic values, students have a moral and spiritual foundation that strengthens their academic motivation. These results also support the theory Psycharis et al. (2021) Self-efficacy can be cultivated through experience, modeling, and social support. Therefore, this module can be utilized as a holistic innovation in group guidance services. Practically, BK teachers can adapt this module in group guidance activities by adjusting the theme, time, and characteristics of students. This module helps to improve students' academic self-efficacy, learning motivation, and religious character. Implementation obstacles that may arise include limited BK service time, variations in the level of religiosity of students, and a lack of technological facilities. Therefore, school policy support is needed in the form of teacher training, flexible BK service schedules, and the provision of supporting facilities so that modules can be implemented effectively and sustainably.

4. CONCLUSION

This study concluded that the Active Deep Learning Experience-based group guidance module, integrated with Islamic values, was effective in improving the academic self-efficacy of high school students, as evidenced by a significant increase in pretest–posttest scores ($p < 0.05$) from a medium to a high category. This module meets the criteria of validity (CVI = 0.89) and reliability (Cronbach's Alpha = 0.84), and is rated as practical and useful by more than 90% of students. Theoretically, this study contributes to the development of a group guidance model that integrates the theory of Active Deep Learning and Bandura's self-efficacy with Islamic spiritual values, thereby enriching the conceptual framework of character-based counseling guidance. Practically, this module can be a contextual and relevant BK service innovation for schools with a religious character. Further research is recommended to test the effectiveness of this module in various educational contexts (e.g., vocational schools or universities) and to develop an interactive digital version that can be applied more widely in a sustainable manner.

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