



Revitalization of Students Learning Motivation through the Mau'idzah Hasanah Counseling Approach

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Abstract

The decline in students' learning motivation has become a serious challenge in the field of education, as reflected in low participation, poor academic performance, and increasing digital distractions. This study aims to explore the implementation of Mau'idzah Hasanah counseling techniques as an Islamic approach capable of revitalizing students' motivation through emotional and spiritual engagement. The research employs a qualitative method with a grounded theory approach, allowing the researcher to construct theory or concepts based on empirical data collected directly from the field, rather than relying on pre-existing theories. The findings indicate that the Mau'idzah Hasanah counseling technique is an effective approach to enhance students' learning motivation through empathetic relationships, heartfelt advice, positive reinforcement, and self-reflection. Rooted in Qur'anic values and supported by continuous guidance, this technique stimulates intrinsic motivation and fosters meaningful, character-driven learning transformation, aligning academic achievement with spiritual development.

INTRODUCTION

Education is a fundamental pillar in shaping a generation that excels intellectually, spiritually, and emotionally. However, the success of education is not solely determined by the quality of teaching and curriculum, but is also heavily influenced by students' level of learning motivation. Learning motivation serves as

a driving force that enables students to willingly and persistently engage in learning, overcome challenges, and achieve their academic goals (Arum & Hanif, 2025)

In today's educational context, various studies and field observations reveal a decline in students' learning motivation across elementary, secondary, and higher education levels (Anugrah, 2025). This phenomenon is marked by indicators such as decreasing attendance, lack of classroom participation, low academic performance, procrastination, and increasing dependency on digital devices for entertainment (Hidayati et al., 2022). The causes are diverse, ranging from boredom due to monotonous teaching methods, academic pressure, family conditions, peer influence, to the impact of social media and an instant-lifestyle culture.

Moreover, the development of the digital era and ongoing social changes have influenced how students perceive the learning process (Hariyono et al., 2024). Many students experience a crisis of meaning and lose direction in their learning goals. Spiritual values and character, which should be foundational, are often marginalized, causing students to easily lose motivation when facing learning challenges or failures.

This condition presents a significant challenge for both the education system and school counseling services. Addressing this motivational crisis requires more than cognitive and psychomotor approaches. It calls for approaches that touch the affective and spiritual dimensions of students, helping them rediscover meaning and enthusiasm in their educational journey. One relevant and contextual approach is Islamic counseling, particularly through the use of the Mau'idzah Hasanah technique. This technique refers to the method of delivering gentle, wise, and heartfelt advice, as taught in the Qur'an, Surah An-Nahl verse 125.

The Mau'idzah Hasanah technique encompasses educational, spiritual, and psychological elements. In counseling practice, it functions not only as a means of giving advice, but also as a tool for character development and self-reflection (Ayu Andini et al., 2024). Through a wise and empathetic approach, counselors help students understand their problems, reflect on their potential and responsibilities as servants of Allah, and foster self-awareness that reignites their passion for seeking knowledge.

Counseling through the Mau'idzah Hasanah technique moves beyond rigid problem-solving; it becomes a holistic medium for soul nurturing. Students are not merely offered solutions but are inspired to rise from within themselves. This technique provides space for counselors to build emotional and spiritual connections with students, guiding them with empathy and wisdom (Masmuddin et al., 2020). Nevertheless, despite its strong foundation in Islamic values and applicability in educational settings, there remains a lack of in-depth research specifically exploring the implementation of the Mau'idzah Hasanah technique in school counseling services, particularly in relation to enhancing students' learning motivation.

Therefore, this study is crucial in qualitatively examining how the Mau'idzah Hasanah counseling technique can be effectively implemented and how it contributes to the revitalization of students' motivation to learn. The results of this research are expected to provide practical contributions for counselors, educators, and educational institutions in developing more meaningful and spiritually grounded Islamic counseling strategies.

METHODS

This study employed a qualitative method with a grounded theory approach, which aims to develop theories based on empirical data (Creswell, 2015). This approach is considered suitable for gaining an in-depth understanding of a phenomenon, especially when existing theories are limited or do not fully explain the reality. The method not only describes reality but also constructs new conceptual understandings (Moelong, 2013). In this context, the grounded theory approach was used to thoroughly explore the implementation of the Mau'idzah Hasanah counseling technique in enhancing students' learning motivation, with the goal of generating a contextual and applicable conceptual framework.

RESULT AND DISCUSSION

The implementation of the Mau'idzah Hasanah counseling technique to optimize students' learning motivation is not merely a practical approach but also one that reaches into the emotional and spiritual dimensions of learners. In practice, this technique does not solely rely on the counselor's ability to offer advice, but rather involves deep heart-to-heart communication grounded in Qur'anic values.

The initial step in applying this technique involves building a strong relationship between the counselor and the student. The counselor must create a comfortable, open, and non-judgmental environment in which the student feels safe to express their experiences (Haolah et al., 2018). In the Rational-Emotive Behavior Therapy (REBT) approach, counselors are expected to establish a supportive and open space to help clients recognize and transform irrational thoughts that underlie their emotional and behavioral issues (Fall et al., 2017). This aligns with the principles of Solution-Focused Brief Therapy (SFBT), which also emphasizes the importance of a safe and encouraging counseling environment that allows clients to openly share problems and actively participate in finding solutions (Corey, 2016). Such a positive atmosphere is fostered through the counselor's warmth, friendliness, and non-judgmental attitude. This principle is also in line with the humanistic approach developed by Carl Rogers, who emphasized that effective counseling relationships are built on empathy and unconditional acceptance. Rogers believed that in a secure and supportive environment, clients are more likely to explore themselves freely, understand their emotions and problems, and thus

experience positive growth and change (Sharf, 2012). When students feel understood and appreciated, they become more receptive to holistic guidance.

Once an emotional connection is established, the counselor delivers advice or mau'idzah that is contextual and touches the heart. This advice is not delivered in a dogmatic or authoritarian manner, but with gentle language that fosters awareness. Counselors typically use Qur'anic verses, hadith, or inspirational stories from exemplary Islamic figures that are relevant to the student's condition. This aligns with the Qur'anic instruction in Surah An-Nahl: 125, which emphasizes giving advice with wisdom and in a gracious manner (mau'idzah hasanah). According to Tafsir Al-Misbah by Quraish Shihab, meaningful advice resonates in the hearts of the recipients when it is delivered with sincerity, lived experience, and exemplary behavior from the advisor (Shihab, 2008).

Next, the counseling process strengthens students' learning motivation by integrating spiritual values into the learning process. Students are guided to understand that learning is not only a student's obligation but also a divine trust and a form of worship with great spiritual merit. This nurtures a learning motivation that is not driven by external factors such as grades or rewards, but rooted in deep spiritual awareness. Integrating motivational values from the Qur'an and hadith into the education system is essential to achieving a balance between worldly success and spiritual fulfillment (Bustari et al., 2025). In practice, counselors also provide positive reinforcement through words of encouragement, sincere hopes, and prayers. Phrases such as "I believe you can do it," or "May Allah ease your efforts in learning," serve as powerful motivators that can rekindle students' diminished enthusiasm. This principle is consistent with behaviorist theory, particularly in the use of positive reinforcement to encourage the development of desired behaviors. The theory, developed by B.F. Skinner, emphasizes behavior change through the association between stimuli and responses, and the strategic use of reinforcement to establish behavioral patterns. Positive reinforcement involves providing rewards or pleasant stimuli following desired behaviors, increasing the likelihood of their recurrence and supporting optimal learning and motivation (Sharf, 2012).

Furthermore, the Mau'idzah Hasanah technique encourages students to engage in self-reflection regarding the meaning of learning, life goals, and their future aspirations. This reflective practice helps students develop intrinsic awareness that the struggle to learn is not just a short-term pursuit, but part of character formation and long-term personal contribution. In cognitive-behavioral therapy (CBT), the ability to reflect is a crucial component in helping individuals recognize and change maladaptive thought patterns and behaviors. Self-reflection in CBT refers to a conscious and active process in which individuals evaluate their thoughts, emotions, and actions to understand their role in achieving desired outcomes (Corey, 2016).

The Mau'idzah Hasanah counseling process is not instantaneous or one-off. Counselors design structured follow-up assistance, including regular counseling sessions and motivational reinforcement through tools such as journals, reminder messages, or spiritually enriching activities. This approach reflects the principles of developmental counseling, which recognizes that attitude and motivational changes require a continuous and guided process.

Thus, the implementation of the Mau'idzah Hasanah counseling technique demonstrates not only theoretical effectiveness but also empirical significance. This technique offers a gentle, reflective, and value-rich counseling process that effectively reignites students' motivation from within. It touches both the intellect and the heart, guiding them toward meaningful and purposeful educational outcomes.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of the Mau'idzah Hasanah counseling technique serves as an effective approach to optimizing students' learning motivation by harmoniously integrating emotional, spiritual, and rational aspects. Through an empathetic and safe counseling relationship, the delivery of heartfelt advice, positive reinforcement, and encouragement for self-reflection, this technique not only transforms external behaviors but also awakens students' inner awareness and intrinsic motivation. Supported by continuous guidance and deep Qur'anic values, Mau'idzah Hasanah fosters meaningful, character-based, and long-term learning transformation reflecting a synergy between academic success and spiritual growth. As a recommendation, further research using a quantitative or experimental approach is needed to examine more systematically and objectively the effectiveness of the Mau'idzah Hasanah technique in enhancing students' learning motivation across various educational levels and social backgrounds.

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