

The Relationship Between Self-Esteem and Achievement from the Perspective of Islamic Counseling: A Literature Analysis of 2024

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ABSTRACT

This study explores the relationship between self-esteem, achievement, and Islamic counseling through a systematic literature review. By analyzing 10 selected articles published in 2024, the study highlights the critical role of self-esteem in academic success. Students with healthy self-esteem demonstrate better self-efficacy, resilience, and motivation to achieve their academic and career goals. Islamic counseling emerges as an effective intervention, addressing emotional and behavioral challenges while providing a strong spiritual foundation. The findings reveal that Islamic counseling not only enhances mental health but also fosters self-esteem and intrinsic motivation through the integration of spiritual and academic values. Key themes include the significant impact of self-esteem on achievement, the holistic effectiveness of Islamic counseling, and the synergy between spiritual and formal education. The study emphasizes the need for educational institutions to integrate Islamic counseling into support services, practitioners to adopt faith-based interventions, and curricula to incorporate spiritual values. These strategies can create a holistic learning environment that balances academic excellence and emotional well-being. This research provides a foundation for further exploration of Islamic counseling's role in broader educational and psychological contexts.



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Introduction

In modern society, issues surrounding self-esteem and achievement have garnered significant attention, especially in the field of education. Self-esteem, often associated with an individual's perception of their self-worth, plays a crucial role in determining motivation, behavior, and academic outcomes. Low self-esteem frequently acts as a barrier to academic achievement, while high self-esteem can drive individuals to reach their full potential. Unfortunately, many individuals still face challenges in building healthy self-esteem due to various factors such as social pressure, stigma, and lack of emotional support within family and school environments (Hidayatullah & Khoirudin, 2024; Munajat et al., 2024).

Furthermore, modern society also faces complex challenges in blending traditional and modern values. With the rapid development of technology and globalization, religious values are sometimes marginalized, particularly among younger generations. This creates challenges in forming a strong sense of identity and integrating moral values into daily life. In education, the lack of integration between spiritual values and scientific approaches often leaves students without clear direction in understanding the purpose of their learning. This underscores the importance of a holistic approach to addressing issues related to self-esteem and achievement while providing a strong spiritual foundation for students (Pratiwi et al., 2024).

One of the primary challenges faced by society is the lack of attention to students' mental and emotional well-being. In many cases, students with low self-esteem exhibit symptoms such as low confidence, an inability to handle academic pressure, and a tendency to give up when faced with difficulties. The pressure to excel academically often exacerbates these conditions, especially when adequate support from family or educational institutions is absent (Rahmadani et al., 2024).

Additionally, in many societies, stigma against counseling or seeking psychological assistance remains prevalent. Many individuals are reluctant to seek help due to feelings of shame or concerns about how others might perceive them. This results in many issues related to self-esteem and achievement going unresolved. In this context, Islamic counseling offers a solution that is not only relevant but also widely acceptable in predominantly Muslim societies (Haryanto et al., 2024).

Another critical issue is the lack of understanding within communities about the importance of integrating formal education with character education based on religious values. Many educational institutions focus solely on academic achievements without paying sufficient attention to the development of students' character. Consequently, students often lose direction in the learning process and struggle to build healthy social relationships (Ilahiya et al., 2024).

This study offers several key strengths. First, it focuses on the integration of self-esteem, achievement, and Islamic counseling approaches, a topic that remains underexplored in scholarly literature. This approach not only emphasizes the importance of academic aspects but also pays special attention to students' emotional and spiritual well-being. By employing Islamic counseling, this study provides a solution that is both relevant and applicable in the Indonesian context, where the majority of the population is Muslim (Munajat et al., 2024; Pratiwi et al., 2024).

Second, this study provides new insights into how religious values can be integrated into counseling approaches to enhance self-esteem and achievement among students. Islamic counseling, which combines religious teachings with modern psychological techniques, offers a holistic approach that addresses individual needs while providing a strong spiritual foundation. This represents a significant advantage, especially in communities that still uphold religious values as an essential part of their lives (Haryanto et al., 2024).

Third, this study employs a literature-based approach to analyze the relationship between self-esteem, achievement, and Islamic counseling. By examining relevant scholarly articles, this study not only provides a comprehensive overview but also offers evidence-based solutions to address societal challenges (Rahmadani et al., 2024).

This study is expected to yield several significant findings. First, it aims to uncover the relationship between self-esteem and achievement within the context of Islamic counseling. By understanding how self-esteem influences academic performance, this study can offer clear guidance on how to build healthy self-esteem through Islamic counseling approaches (Hidayatullah & Khoirudin, 2024).

Second, the study is expected to demonstrate the effectiveness of Islamic counseling in enhancing self-esteem and academic achievement. By integrating religious values and modern psychological techniques, Islamic counseling can not only help students overcome emotional challenges but also provide motivation to achieve their academic goals (Pratiwi et al., 2024; Munajat et al., 2024).

Third, the study aims to provide practical recommendations for developing effective Islamic counseling programs in educational institutions. By understanding students' needs and the challenges they face, counseling programs can be designed to provide comprehensive and relevant support (Rahmadani et al., 2024).

In today's modern era, the need for holistic approaches in education has become increasingly evident. This study not only provides insights into the relationship between self-esteem, achievement, and Islamic counseling but also offers practical solutions that can be applied in educational and societal contexts. By integrating religious values and modern psychological techniques, Islamic counseling holds great potential for enhancing individuals' mental well-being and academic success, while also contributing positively to the overall development of society..

Method

This study employs a Systematic Literature Review (SLR) approach using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. SLR was chosen to comprehensively explore the relationship between self-esteem, achievement, and Islamic counseling based on available literature. This approach allows for systematic, evidence-based analysis to address the research questions.

To formulate the search strategy and ensure the relevance of articles to the research objectives, the PICO (Population, Intervention, Comparison, Outcome) framework was applied as follows:

Population (P): Individuals who are the subjects of studies related to self-esteem, achievement, and Islamic counseling.

Intervention (I): Islamic counseling as the intervention method.

Comparison (C): Not applied, as this study focuses on narrative analysis rather than direct comparisons.

Outcome (O): The relationship between self-esteem, achievement, and Islamic counseling approaches in enhancing emotional and academic well-being.

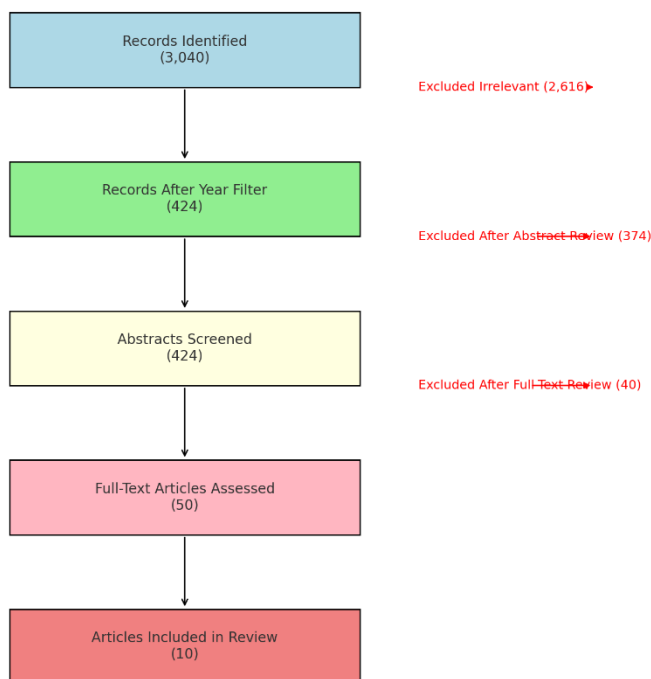
Data was retrieved from the academic database Google Scholar using the following keywords:

1. Self-esteem
2. Achievement
3. Islamic Counseling

Initial Search:

A search using the three main keywords combined with logical operators AND and OR yielded a total of 3,040 articles. Year Limitation: Articles published before 2024 were excluded, leaving 424 relevant articles.

PRISMA Flow Diagram in Cube Layout



Inclusion Criteria:

1. Articles written in English or Indonesian.
2. Articles discussing the relationship between self-esteem, achievement, and Islamic counseling.
3. Articles based on empirical research or theoretical studies.

Exclusion Criteria:

1. Articles available only as abstracts without full-text access.
2. Articles irrelevant to the research theme.

Screening Process:

Using the PRISMA framework, the screening process involved several stages:

Identification Stage: Collecting articles from the initial search (424 articles).

Screening Stage: Abstract review to eliminate articles that did not meet inclusion criteria, resulting in 50 articles.

Final Selection Stage: Full-text review to select relevant articles for analysis (10 articles).

The selection of 10 articles was based on their alignment with the research theme and relevance to the study objectives. Articles were prioritized if they met the following criteria:

1. Contained empirical findings or relevant theoretical discussions.
2. Utilized significant approaches or theoretical frameworks in Islamic counseling.
3. Discussed practical implications of the relationship between self-esteem and achievement.

Following article selection, qualitative analysis was conducted on the content of the articles to explore:

1. Definitions of self-esteem, achievement, and Islamic counseling within the research context.
2. The relationship between self-esteem and achievement mediated by Islamic counseling approaches.
3. The effectiveness of Islamic counseling as an intervention to improve self-esteem and academic achievement.

The SLR approach based on PRISMA with the PICO framework ensures a systematic, transparent, and replicable study. PRISMA enhances clarity in the article selection process, while the PICO framework ensures analytical focus on the relationship between research variables. This method is expected to provide deep insights

into how Islamic counseling can support the development of self-esteem and achievement in individuals, as well as contribute recommendations for Islamic counseling practices in educational contexts.

Results and Discussions

This study analyzed 10 selected articles relevant to the theme of the relationship between self-esteem, achievement, and Islamic counseling. The findings indicate that self-esteem plays a significant role in driving academic achievement, while Islamic counseling emerges as an effective method for building and strengthening self-esteem as well as students' emotional well-being. Healthy self-esteem enables individuals to develop strong self-confidence, overcome academic challenges, enhance learning motivation, and achieve career goals. Damayanti et al. (2024) affirmed that students with high self-esteem demonstrated better self-efficacy in career decision-making.

Table 1. Summary of Key Findings from Selected Articles

Article Title	Authors	Key Findings	Contribution to Research
1 The Role of Parental Support, Emotional Intelligence, and Self-Esteem in CDMSE	Damayanti et al. (2024)	Self-esteem significantly contributes to students' career decision-making self-efficacy.	Supports the relationship between self-esteem and academic achievement.
2 Implementation of Islamic Counseling to Improve Students' Mental Health	Pratiwi et al. (2024)	Islamic counseling effectively enhances students' mental health, directly influencing confidence and academic performance.	Highlights the importance of Islamic counseling for emotional and academic well-being.
3 Trauma and Rehabilitation: Role of Islamic Counseling	The Rahmawati et al. (2024)	Islamic counseling helps individuals recover from trauma, rebuild self-esteem, and enhance productivity.	Relevant for rebuilding self-esteem through spiritual approaches.
3 Cognitive Behavioral Therapy to Address Internet Addiction	Rahmadani et al. (2024)	Students' self-esteem improved after applying cognitive behavior therapy based on Islamic counseling.	Links self-esteem with positive behavior through Islamic counseling.
5 The Cooperation of Parents and Teachers in Learning Achievement	Hawa (2024)	Parental support and religion-based counseling positively influence students' academic achievement.	Family support and religious counseling are critical factors in achieving academic success.
6 The Influence of Millennial Parental Participation on Children's Learning Motivation	Hidayatullah & Khoirudin	Parental participation and religious values enhance learning motivation, contributing to students' self-esteem.	Emphasizes the role of religious values in building self-esteem and learning motivation.
7 Individual Counseling with Role Reversal Techniques to Address Sibling Rivalry	Auliasuri et al. (2024)	Individual counseling techniques help improve interpersonal relationships and build healthy self-esteem.	Supports that individual counseling approaches impact social relationships and self-esteem.
8 Analysis of Islamic Counseling and Learning Motivation	Haryanto et al. (2024)	Islamic counseling increases learning motivation by integrating spiritual and academic values.	Emphasizes the synergy between spiritual and academic values in boosting motivation.

Article Title	Authors	Key Findings	Contribution to Research
9 The Presence of Islamic Counseling to Address Domestic Violence	Ilahiya et al. (2024)	Islamic counseling assists individuals in coping with trauma from violence, building self-esteem, and improving quality of life.	Relevant for case studies on enhancing self-esteem through Islamic approaches.
10 Islamic Counseling for Strengthening Mental Resilience	Munajat et al. (2024)	Islamic counseling approaches enhance students' mental resilience, affecting their self-esteem and ability to manage academic pressure.	Demonstrates the effectiveness of Islamic counseling for improving emotional resilience and academic performance.

Islamic counseling, as described by Pratiwi et al. (2024), is effective in improving students' mental health, which directly impacts their confidence and academic achievement. Counseling based on Islamic values provides students with a strong moral foundation, reduces anxiety, and enhances their focus on learning objectives. Rahmawati et al. (2024) added that Islamic counseling not only helps individuals recover from trauma but also rebuilds their self-esteem, leading to increased academic and social productivity.

Support from families and school environments plays a crucial role in the success of Islamic counseling approaches. Hidayatullah and Khoirudin (2024) found that parental involvement, which incorporates religious values, can enhance students' learning motivation. Hawa (2024) reinforced this finding by showing that collaboration between parents and teachers grounded in religion-based counseling leads to improved academic performance. Meanwhile, individual counseling approaches, such as the role reversal technique applied by Auliasuri et al. (2024), demonstrated that better interpersonal relationships could foster healthy self-esteem and encourage students to reach their academic potential.

The results also revealed that spiritual values integrated through Islamic counseling positively influence students' mental resilience. Munajat et al. (2024) emphasized that students receiving spiritual guidance are better equipped to handle academic pressures and possess higher intrinsic motivation to learn.

The discussion of this study focuses on three main themes emerging from the literature analysis: (1) the impact of self-esteem on achievement, (2) the effectiveness of Islamic counseling as an intervention, and (3) the synergy between spiritual and academic values in education.

1. The Impact of Self-Esteem on Achievement

Healthy self-esteem has been proven to be a key driver of academic success. This study reveals that students with robust self-esteem possess the ability to set goals, devise strategic plans, and face academic challenges with greater confidence. Findings by Damayanti et al. (2024) and Rahmadani et al. (2024) reinforce this observation, as students with high self-esteem exhibit better self-efficacy and an enhanced ability to cope with emotional stress. Similarly, Hawa (2024) highlights that family support plays a crucial role in fostering strong self-esteem, especially when combined with religious values.

Conversely, students with low self-esteem often display anxiety that hinders their learning capabilities. A lack of self-esteem can affect interpersonal relationships and diminish learning motivation. Auliasuri et al. (2024) demonstrate that individual counseling techniques can serve as effective solutions to rebuild healthy self-esteem, particularly for students facing interpersonal conflicts such as sibling rivalry.

2. The Effectiveness of Islamic Counseling as an Intervention

Islamic counseling emerges as a holistic approach to addressing issues of self-esteem and achievement. Counseling grounded in spiritual values not only helps individuals better understand themselves but also strengthens their relationship with God, providing a solid moral and emotional foundation. Pratiwi et al. (2024) and Rahmawati et al. (2024) show that Islamic counseling significantly enhances students' mental health, directly impacting their academic achievement.

This approach offers relevant solutions in Muslim-majority societies, where religious values remain integral to daily life. Rahmadani et al. (2024) find that behavior therapy grounded in Islamic counseling not only improves self-esteem but also rectifies maladaptive behaviors such as internet addiction, which often hinders academic performance. Islamic counseling enables students to focus on balanced self-development across spiritual, emotional, and academic dimensions.

3. The Synergy Between Spiritual and Academic Values in Education

One of the critical findings of this study is the integration of spiritual values into formal education. Religious values applied through Islamic counseling provide strong intrinsic motivation for students to achieve their academic goals. Haryanto et al. (2024) and Munajat et al. (2024) affirm that approaches combining spiritual and academic values produce students who are more mentally resilient and better focused on their achievements.

This approach is particularly relevant to the challenges of modern education, where many students face significant academic pressure. With spiritual values as a foundation, students are better equipped to overcome these pressures. This is further supported by Hidayatullah and Khoirudin (2024), who demonstrate that parental involvement in religiously based education positively influences students' learning motivation, especially in enhancing their self-confidence.

The findings underscore the importance of integrating Islamic counseling programs into student support services within educational institutions. Such programs can help students build self-esteem, manage emotional stress, and enhance learning motivation. Faith-based approaches can serve as primary models for psychological interventions, particularly in Muslim communities. Counseling practitioners can adapt Islamic counseling techniques to address complex issues such as trauma, anxiety, or lack of motivation. Educational curricula can be designed to incorporate spiritual values alongside formal education. This can create a holistic learning environment where students not only achieve academic success but also maintain emotional well-being.

Conclusions

This study aimed to analyze the relationship between self-esteem, achievement, and Islamic counseling through a systematic review. The findings indicate that healthy self-esteem plays a significant role in improving academic performance, while Islamic counseling has proven effective in enhancing mental health, building self-esteem, and correcting student behavior. This approach provides a strong spiritual foundation, helping students cope with academic pressures and balancing emotional, spiritual, and academic aspects. The implications suggest that educational institutions should integrate Islamic counseling programs into student services, counseling practitioners can adapt religious values for psychological interventions, and educational curricula should incorporate spiritual values to create a holistic learning environment. This research lays a foundation for further exploration of the effectiveness of Islamic counseling in broader educational contexts.

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