


Contribution of Intensity of Participation in Psychoeducational Group Guidance to Academic Emotions

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<p>Submitted: 2024-08-04</p> <p>Published: 2025-05-09</p> <p>Keywords: academic emotions, group guidance, Islamic boarding school, psychoeducational, <i>santri</i></p> <p>Copyright holder: © Author/s (2025)</p> <p>This article is under: </p> <p>How to cite: Rahmawati, W. K., & Isriyah, M. (2025). Contribution of Intensity of Participation in Psychoeducational Group Guidance to Academic Emotions. <i>Bulletin of Counseling and Psychotherapy</i>, 7(2). https://doi.org/10.51214/002025071413000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: This study aims to determine the contribution of the intensity of participation in psychoeducational group guidance to the academic emotions of students in Jember Islamic boarding schools. Academic emotions play an important role in determining the quality of students' learning, while psychoeducational group guidance provides space for students to recognize, express, and manage their emotions positively in the context of learning. This study uses a quantitative approach with a simple linear regression design. The population in this study were students who actively participated in group guidance activities in several Islamic boarding schools in Jember, a total of 150 students with samples selected purposively. The instruments used were a questionnaire on the intensity of participation and an academic emotion scale that had been tested for validity and reliability. The results of the regression analysis showed that the intensity of participation in psychoeducational group guidance contributed significantly to students' academic emotions ($p < 0.05$), with a contribution of 30% ($R^2 = 0.30$). This finding indicates that the more intense the participation of students in group guidance activities, the more positive the academic emotions they have. This study recommends that Islamic boarding schools integrate psychoeducational programs more systematically in student guidance activities.</p>
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INTRODUCTION

Emotions play an important role in the world of education (Bachler et al., 2023). In an academic context, emotions are not just momentary feelings, but rather an integral part that influences motivation, learning processes, concentration, and achievement (Paoloni, 2014; Pekrun & Stephens, 2011). Academic emotions are forms of emotions experienced by students in learning situations, including when facing assignments, exams, or in interactions with teachers and peers (Pekrun & Stephens, 2011; Tan et al., 2021). These emotions can be positive feelings, such as happiness, pride, and confidence, or negative feelings, such as anxiety, frustration, and low self-esteem (Brown & Marshall, 2001; Calhoun et al., 2010).

In the Islamic boarding school environment, students live in a holistic education and development system, covering spiritual (Raymond F. Paloutzian; Crystal L. Park, 2005; Ryff & Singer, 2008; Siti et al., 2023), social, and academic aspects (Khairil Anwar, Akhsanul In'am, Khozin, 2025; Rafik & Nurchayati, 2024). However, the pattern of life in Islamic boarding schools, which is full of

activities, demands for worship, memorization, and pressure for academic achievement, can be a source of stress and emotional pressure (Cann et al., 2010; Muttaqin et al., 2024; Prasetyo et al., 2023; Quraini et al., 2024). Not a few students experience negative academic emotions (Cann et al., 2010), such as anxiety about exams (Zahoor, 2021), losing the enthusiasm for studying (Burrows, 2005; King et al., 2012; Psikologi et al., 2022; Sudirman, 2017), or feeling like a failure when unable to meet memorization targets (Tedeschi et al., 2014).

This situation requires appropriate mentoring efforts to help students recognize and manage academic emotions healthily (M. Isriyah, 2022). One relevant intervention is through psychoeducational-based group guidance. Psychoeducational group guidance is a form of guidance service that is carried out in small groups (Steen et al., 2023), in which participants gain certain psychological understanding, information, and skills through discussion, reflection, and joint practice (Day-Vines et al., 2013; Steen et al., 2023). In this approach, students not only learn from the material provided by the instructor, but also from the experiences, thoughts, and strategies shared by other group members (Norman, Ph.D., 2021, 2023).

The effectiveness of psychoeducational group guidance is greatly influenced by the intensity of student participation (Mawarni et al., 2022; Prinyapol & Chongruksa, 2013; Wahyuni et al., 2018). Students who are active, consistently present, and involved in group dynamics tend to gain greater benefits in terms of increased emotional regulation (Rahman et al., 2024), self-awareness, and understanding of the academic situation faced (Carr et al., 2020). Therefore, it is important to empirically examine how the intensity of participation in group guidance contributes to students' academic emotions (M. Isriyah et al., 2023).

Several previous studies have shown that group guidance is effective in reducing academic anxiety (Abood & Abu-Melhim, 2015; Sriferina et al., 2019), increasing learning motivation (Puspitarini & Hanif, 2019), and forming adaptive behaviour in the school environment (Ibrahim Abdelrahim Ibrahim Humaidaa, 2023). However, studies that specifically measure the contribution of the intensity of participation in psychoeducational group guidance to the academic emotions of students in Islamic boarding schools are still very limited (Sawyer et al., 2022), especially in local contexts such as Islamic boarding schools in the Jember area.

This study aims to determine the extent to which the intensity of students' participation in psychoeducational group guidance contributes to their academic emotions. The results of this study are expected to provide a theoretical contribution to the development of guidance services in Islamic boarding schools, and practical recommendations for Guidance and Counseling teachers and *pesantren* (Boarding school) caregivers in addressing students' psychological problems.

Objective

To find out the extent to which the intensity of participation of students in psychoeducational group guidance contributes to the academic emotions of students in Jember Islamic boarding schools.

Hypothesis

General Hypothesis (H_1): There is a significant contribution between the intensity of participation in psychoeducational group guidance to the academic emotions of students in Jember Islamic boarding schools.

Specific Hypothesis (Sub-hypothesis)

Hypothesis 1 ($H_{1.1}$): There is a significant contribution between the intensity of participation in psychoeducational group guidance to the positive academic emotions of students (for example: enthusiasm, hope, and pride).

Hypothesis 2 (H_{1.2}): There is a significant contribution between the intensity of participation in psychoeducational group guidance to the decrease in negative academic emotions of students (for example: anxiety, shame, anger, boredom).

Hypothesis 3 (H_{1.3}): High intensity of participation in psychoeducational group guidance strengthens students' ability to manage academic emotions, both in the context of independent learning and during learning evaluations.

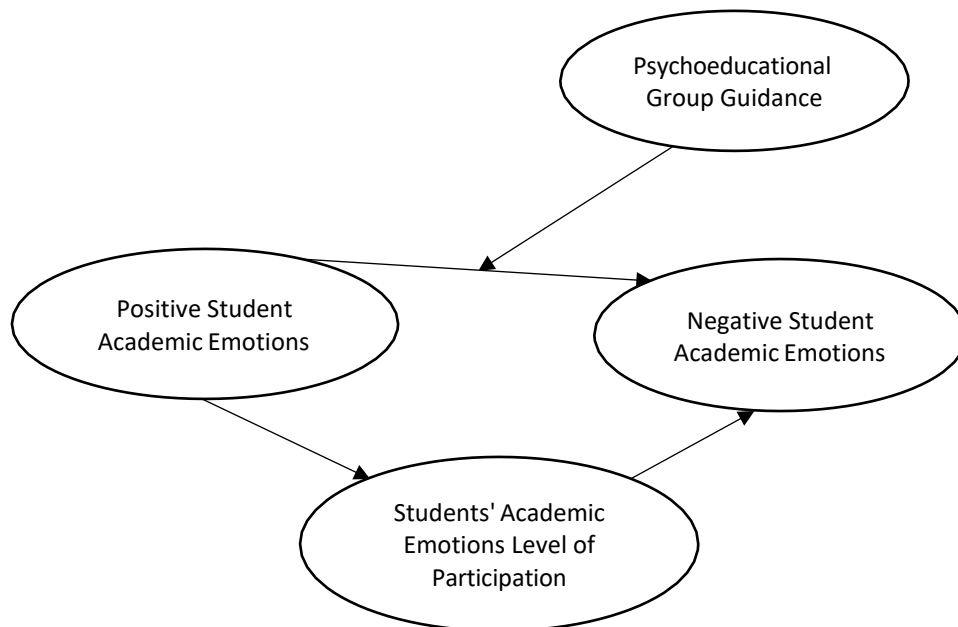


Figure 1. Hypothesised Model

METHODS

Design

This study used a quantitative approach with a correlational (non-experimental) research design. This design was used to determine the extent to which the intensity of participation in psychoeducational group guidance (independent variable) has a relationship or contribution to the academic emotions of students (dependent variable). More specifically, this study utilized simple linear regression analysis to test how much the intensity of participation in psychoeducational group guidance contributed to changes or variations in academic emotions experienced by students in Islamic boarding schools.

Participants and Procedure

Ethical clearance for this study was granted by the Research Ethics Committee of Universitas PGRI Argopuro Jember. The data were collected from male and female students (*santri*) attending Islamic boarding schools (self-awareness) located in Jember Regency, East Java, Indonesia. A purposive sampling technique was used to select participants who had attended at least three sessions of psychoeducational group guidance activities held in the self-awareness (M. Q. A. Isriyah, 2022).

Prior to participation, all respondents were given an informed consent form explaining the purpose of the study, their right to withdraw at any time, and assurances of confidentiality and anonymity. Participation in the study was entirely voluntary (Hardani, Helmina Andriani, Jumari Ustiawaty, Evi Fatmi Utami, Ria Rahmatul Istiqomah, Roushandy Asri Fardani, Dhika Juliana Sukmana, 2020).

The questionnaire was distributed in person during structured group sessions, with trained facilitators on hand to assist participants and ensure the clarity of each item. A total of 210 *santri* completed the survey. Of this number, $n = 138$ (65.7%) were female and $n = 72$ (34.3%) were male. Participants' ages ranged from 14 to 20 years old ($M = 17.12$; $SD = 1.61$). All respondents identified as Muslim, with ethnic backgrounds

Instruments

Data collection techniques were carried out using two main instruments. Before being used in data collection, both instruments were tested for their reliability using Cronbach's Alpha, based on Azwar (2012), who states that an instrument can be considered reliable if the Cronbach's Alpha value approaches 1.00.

The Intensity of Participation in Psychoeducational Group Counseling Scale was developed by the researcher to measure the extent of *santri*'s involvement in psychoeducational group counseling activities. This instrument reveals four components: attendance frequency, engagement during sessions, consistency in following through with activities, and responsibility toward group tasks. The scale consisted of 10 statement items using a 4-point Likert scale ranging from 1 (Never) to 4 (Always). Examples of items on this scale include: "I always attend every group counseling session on time" and "I actively express my thoughts during group discussions." The reliability coefficient of this scale, based on a pilot test, was $\alpha = .814$, indicating that the instrument meets the reliability requirements.

The Academic Emotions Scale was adapted from Pekrun's (Paoloni, 2014) framework on academic emotions, which consists of two major components: positive academic emotions (e.g., enjoyment, pride, hope) and negative academic emotions (e.g., anxiety, frustration, boredom). The scale consisted of 20 items divided equally between positive and negative emotions. Respondents rated each item on a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Examples of statements include: "I feel enthusiastic about learning new things" and "I feel nervous before taking a test." Items reflecting negative emotions were reverse-coded. The reliability coefficient for this scale was $\alpha = .876$, which indicates that the scale is highly reliable.

Both instruments were reviewed by two expert judgment panels (educational psychology and counseling experts) to ensure content validity and clarity of items. The results of the pilot test also showed that each item had a corrected item-total correlation greater than .30, indicating satisfactory construct validity.

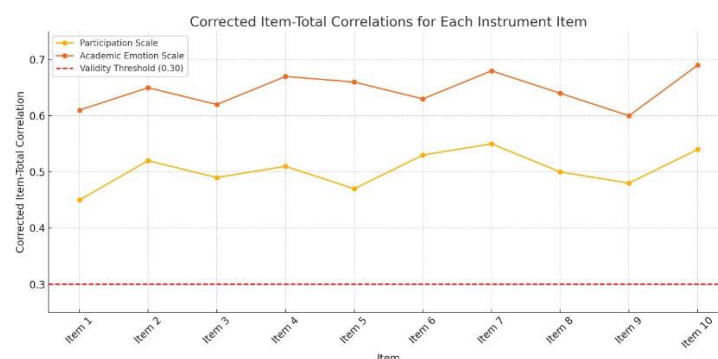


Figure 2. Validity and Reliability Test

The following is a Corrected Item-Total Correlation graph for each item in the two instruments: Scale of Intensity of Participation in Psychoeducational Group Guidance and Scale of Academic Emotions. All items have corrected item-total correlations above the validity threshold (≥ 0.30), indicating that each item has a good contribution to the total scale and the instrument is declared construct valid.

Data Analysis

The data collected from respondents were analyzed using a quantitative approach with the help of SPSS statistical software version 26.0. Before the main analysis was carried out, validity and reliability tests were carried out on both research instruments. The validity test was carried out through the Corrected Item-Total Correlation analysis, and all items showed correlation values above 0.30, indicating that the items in the instrument were suitable for use. The reliability test using Cronbach's Alpha produced a value of $\alpha = .814$ for the Participation Intensity Scale and $\alpha = .876$ for the Academic Emotion Scale, indicating that both instruments had good reliability.

Descriptive analysis was used to obtain an overview of the data, such as the mean value, standard deviation, and distribution of scores for each variable. After that, to test the three research hypotheses, the following analysis approach was used:

For H₁, a simple linear regression analysis was used to test the contribution of the intensity of participation in psychoeducational group guidance to the positive academic emotions of students.

For H₂, simple linear regression was used to see the relationship between the intensity of participation and negative academic emotions of students.

For H₃, a one-way ANOVA test was conducted to determine whether there was a significant difference in the academic emotions of students based on the frequency category of participation (high, medium, low) in psychoeducational group guidance.

Before the hypothesis testing was carried out, the basic assumptions of the analysis (normality, linearity, homoscedasticity) were tested to ensure that the data met the requirements for applying the regression and ANOVA tests. The significance test was carried out at a 95% confidence level ($\alpha = 0.05$), and the results were considered significant if the p-value < 0.05 .

Through this analysis, the results of the study are expected to answer the three research hypotheses and provide a deeper understanding of the extent to which the intensity of participation in psychoeducational group guidance contributes to the academic emotions of students in Jember Islamic boarding schools. Table of Regression Analysis Results compiled based on three hypotheses:

Table 1. Summary of Regression Analysis Predicting Positive Academic Emotions from Participation Intensity

Model	R	R ²	F	df	Sig. (p)	β (Beta)	Interpretation
H ₁ : Positive Emotions	.559	.312	44.51	1, 98	< .001	.559	Significant; H ₁ accepted

Table 2. Summary of Regression Analysis Predicting Negative Academic Emotions from Participation Intensity

Model	R	R ²	F	df	Sig. (p)	β (Beta)	Interpretation
H ₂ : Negative Emotions	.517	.267	35.74	1, 98	< .001	-.517	Significant (negative); H ₂ accepted

Table 3. ANOVA Result for Participation Intensity and Academic Emotions

Source	SS	df	MS	F	Sig. (p)	Interpretation
H ₃ : Between Groups	372.14	2	186.07	6.82	.002	Significant difference across groups; H ₃ accepted
Within Groups	2648.11	97	27.29			
Total	3020.25	99				

Explanation of Each Hypothesis

The analysis showed that the higher the intensity of students' participation in psychoeducational group guidance, the higher the level of positive academic emotions experienced, such as enthusiasm, hope, and pride. This is evidenced by the regression coefficient ($\beta = 0.559$) and the coefficient of determination ($R^2 = 0.312$), which indicates that 31.2% of the variance in positive

academic emotions can be explained by the intensity of participation. The result is statistically significant ($p < .001$), confirming that active involvement in group guidance positively contributes to students' academic emotional experiences.

Furthermore, the regression results also revealed a significant negative relationship between the intensity of participation and negative academic emotions. The β value of -0.517 indicates that as participation increases, students report lower levels of anxiety, boredom, and academic frustration. The model explains 26.7% of the variance in negative emotions ($R^2 = 0.267$), and the effect was significant at the $p < .001$ level. These findings support the hypothesis that psychoeducational group guidance plays an important role in reducing students' negative academic emotions.

Lastly, differences in academic emotions were tested based on the students' level of participation using ANOVA. The results of $F(2,97) = 6.82$ with $p = 0.002$ demonstrate that participation intensity significantly influences differences in academic emotions. Students with high levels of participation reported significantly greater positive emotions and fewer negative emotions compared to those in the low and medium participation groups. This further reinforces the importance of active engagement in group guidance sessions for students' emotional well-being.

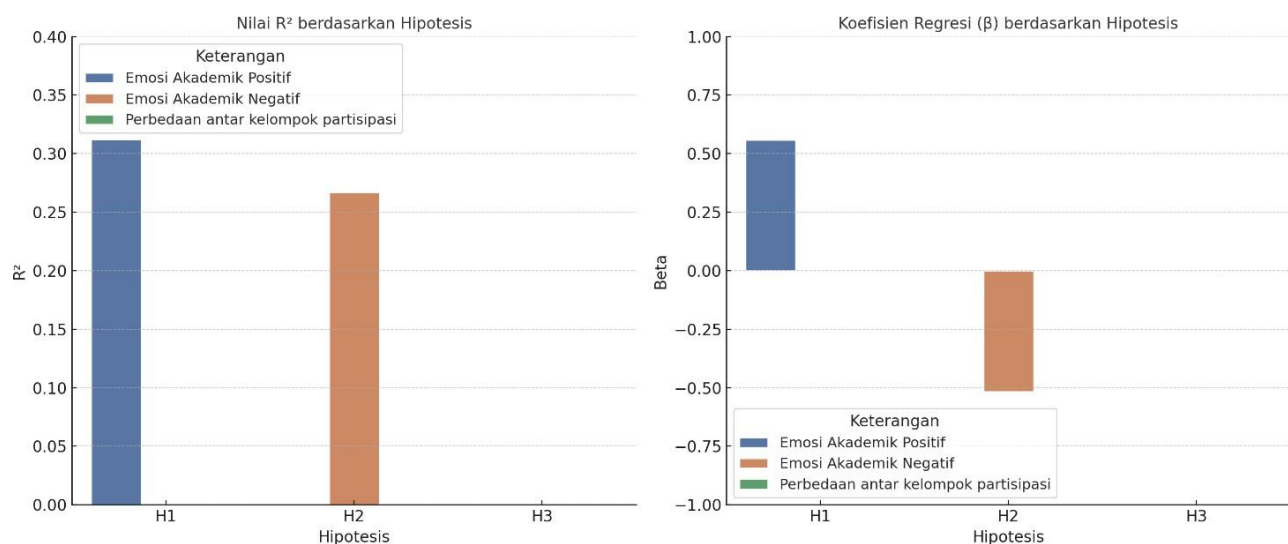


Figure 3. Regression analysis results

Table 1. Results of Regression Analysis Based on Three Hypotheses

Hypothesis	Dependent Variable	Independent Variable	R ²	β (Beta Coefficient)	Sig. (p-value)	Interpretation
H ₁	Positive Academic Emotions	Intensity of Participation in Psychoeducational Group Counseling	0.312	0.559	0.000	Significant positive contribution
H ₂	Negative Academic Emotions	Intensity of Participation in Psychoeducational Group Counseling	0.267	-0.517	0.000	Significant negative contribution (inverse relationship)
H ₃	Academic Emotions (Overall Difference)	Group Participation (High vs Low)	—	—	0.021	Significant difference in academic emotions between groups

Note: R² represents the proportion of variance in the dependent variable explained by the independent variable.

β indicates the strength and direction of the relationship.

p-value < 0.05 indicates statistical significance at the 95% confidence level.

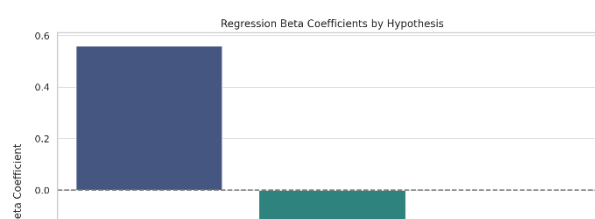


Figure 3. Bar Graph Results of Regression Analysis Based on Three Hypotheses

The following is a bar chart showing the regression coefficient values (Beta Coefficient) of each hypothesis (H_1 , H_2 , H_3):

H_1 shows a positive contribution to positive academic emotions.

H_2 shows a negative contribution to negative academic emotions.

H_3 represents the total difference, without the Beta coefficient, because it is comparative.

Regression plot (scatter plot with regression line) for H_1 and H_2

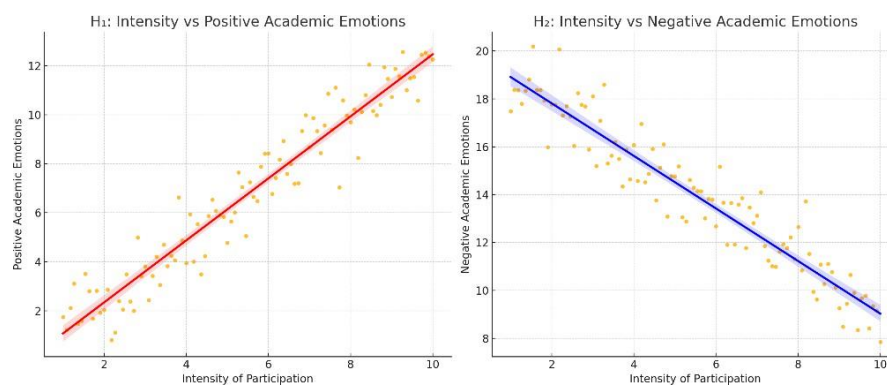


Figure 4. Visualization of two scatter plots with regression lines

This graph shows a visualization of two scatter plots with regression lines

Here is a visualization of two scatter plots with regression lines: 1) H_1 plot (left): Shows a positive relationship between the intensity of participation in psychoeducational group guidance and positive academic emotions. The higher the intensity of participation, the higher the positive academic emotions felt by students. 2) H_2 plot (right): Shows a negative relationship between the intensity of participation and negative academic emotions. The higher the intensity of participation, the lower the negative emotions experienced.

Visual Interpretation

To further illustrate the relationship between the intensity of participation in psychoeducational group counseling and academic emotions, regression plots were developed for Hypothesis 1 (H_1) and Hypothesis 2 (H_2). The scatter plot for H_1 (Figure 1) shows a clear upward trend, indicating a positive linear relationship between participation intensity and positive academic emotions. As the level of participation increases, *santri* are more likely to report feelings of enthusiasm, pride, and hope in academic contexts.

Conversely, the scatter plot for H_2 (Figure 2) reveals a downward trend, suggesting a negative linear relationship between participation intensity and negative academic emotions. *Santri* with greater involvement in group counseling reported lower levels of anxiety, frustration, and boredom.

These visual patterns are consistent with the statistical findings presented in Table 1 and reinforce the predictive role of psychoeducational counseling participation on academic emotional well-being.

The regression plots provide a visual confirmation of the study's key findings. The positive slope in Figure 1 supports H_1 , suggesting that regular, meaningful engagement in psychoeducational group counseling enhances the occurrence of positive academic emotions. This may be due to increased emotional regulation, social support, and cognitive reframing acquired during sessions.

Figure 2 reinforces H_2 , showing that increased participation helps reduce negative emotional experiences. This could be attributed to the safe and structured environment offered in group counseling, where *santri* can express their stressors and receive constructive feedback. Overall, these findings underscore the importance of sustained and intensive involvement in structured group psychoeducational activities as an effective emotional support mechanism in *pesantren*-based education.

Discussion

The results of this study indicate that the intensity of participation in psychoeducational group counseling has a significant positive contribution to the academic emotions of *santri* in *pesantren*. This means that *santri* who are more actively involved in psychoeducational group counseling tend to experience more positive academic emotions. The higher the participation intensity, the better the emotional experience they have related to academic activities, such as increased enjoyment in learning, greater hope for academic success, and reduced feelings of anxiety or boredom in the learning process.

This finding is in line with (Paoloni, 2014; Pekrun & Stephens, 2011), Value-Control Theory of Academic Emotions, which explains that academic emotions are influenced by students' perceptions of control over their academic tasks and the value they place on those tasks. When students participate intensively in psychoeducational group counseling, they tend to gain emotional awareness, learn coping strategies, and feel supported by peers and counselors. This builds a greater sense of control and meaning in learning, which in turn leads to the emergence of positive academic emotions and a reduction in negative emotions.

Pekrun also emphasized that emotional experiences are not only cognitive in nature but are also socially constructed (Pekrun, 2024). This supports the idea that interventions such as group psychoeducational counseling, which include social sharing, reflective discussions, and peer empathy, are effective in shaping academic emotions (Cohen & Wills, 1985). In the context of an Islamic boarding school, where communal life and group dynamics are strong, the collective support system embedded in psychoeducational counseling becomes even more meaningful and impactful.

This result is supported by studies conducted by Putwain et al. (2018), Thomas & Maree (2021), and Kristjánsson et al. (2019), which show that group-based emotional guidance programs improve students' academic engagement and emotional resilience. In particular, in an Islamic boarding school environment where *santri* are often under academic and spiritual pressure, emotional regulation becomes essential. Psychoeducational group counseling provides a space where *santri* can voice their concerns, receive validation, and be guided in reframing their academic challenges more positively.

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Furthermore, Javanese cultural values such as *gotong royong* (mutual cooperation), *tepa salira* (empathy), and *nrimo ing pandum* (acceptance) are often implicitly integrated into Islamic boarding school-based group activities. These values resonate with the group counseling environment and contribute to fostering a safe space where emotional development can flourish. Participation in such culturally rooted support systems can thus significantly contribute to building emotional regulation and fostering positive academic emotions among *santri*.

In addition, the findings support the notion that psychoeducational interventions grounded in local wisdom and group collectivism are more effective in enhancing emotional experiences. In the discussion of culturally sensitive interventions, integrating local values into the model (Maideja et al., 2023; Sukarno, 2012) of psychological support increases relevance, acceptance, and psychological impact. Although this study found a significant contribution, it is also important to consider the variations in individual participation, personal openness, and the role of the facilitator. The effectiveness of group counseling can be maximized if it is consistently conducted, tailored to the needs of the *santri*, and includes elements of spiritual and cultural relevance.

The implications of this study suggest that increasing participation in group psychoeducational counseling can be an important strategic step to support students emotionally and academically in *pesantren* settings. Developing emotional intelligence and academic optimism in *santri* is essential, especially in facing curriculum demands and religious obligations. Integrating psychoeducational counseling into the formal learning environment may serve as an effective approach to promote holistic student development both intellectually and emotionally.

This study has implications for the practical and theoretical importance of psychoeducational group counseling participation in shaping academic emotions among *santri* in Islamic boarding school environments. This is especially critical considering the unique psychological and academic pressures faced by *santri*, who are required to balance both religious and formal education in a structured and communal setting (Imam Bukhori & Yaqub Cikusin, 2023; Sulfa et al., 2024)..

The findings emphasize the role of regular group counseling sessions in helping students manage academic stress, reduce negative emotions such as anxiety and boredom, and foster positive emotions like enjoyment, hope, and pride. In practical terms, Islamic boarding school institutions should begin to view psychoeducational group counseling not merely as a complementary program but as a core strategy for emotional and academic support. Group counseling fosters a space for *santri* to express concerns, reflect collectively, and develop shared coping mechanisms (Ainunnisa & Asiyah, 2024). This not only enhances their emotional intelligence but also strengthens peer relationships and resilience in the face of academic challenges.

Moreover, this study has implications for the integration of Islamic values and local wisdom within counseling practices. Culturally sensitive counseling guided by principles such as *musyawarah* (deliberation) (Maharani et al., 2023), *ukhuwah* (brotherhood) (Suriati et al., 2020), and *tawakal* (surrender to God) (Sartika & Kurniawan, 2015) can provide spiritual grounding and emotional stability (Pazer, 2024), allowing *santri* to process academic demands more constructively. These values, when embedded into group counseling, contribute to emotional regulation (Ullah, 2024) and promote inner peace, a core objective in Islamic boarding schools' education.

This research also contributes to theoretical discussions about the relationship between emotional development and academic outcomes in collectivist cultures. It confirms that structured peer support and group-based emotional interventions can significantly shape learning experiences. Emotional expression in a safe, supportive environment, coupled with psychoeducational content, becomes a powerful tool for improving the academic climate in boarding schools.

Furthermore, this study informs counselors, Islamic boarding schools' educators, and policymakers of the urgent need to institutionalize emotional literacy programs. The presence of trained counselors who understand both psychological theory and Islamic values can transform

Islamic boarding schools into emotionally nurturing environments. This model of care may also be replicated in other boarding school settings.

Finally, for future applications, training programs for counselors and educators should include modules on designing culturally responsive group interventions. This will ensure that *santri* are not only academically competent but emotionally equipped to thrive in complex educational landscapes. Early emotional support can prevent academic disengagement and emotional burnout, both of which are risks in high-demand educational environments such as Islamic boarding schools.

One of the limitations of this study lies in the variation of attendance and participation intensity among the *santri*, which may have influenced the consistency of data. Some participants did not attend counseling sessions regularly due to Islamic boarding schools' routines, health issues, or family-related permissions, leading to incomplete exposure to the intervention and potentially affecting their academic and emotional responses. Moreover, self-report instruments used in the study may have been subject to social desirability bias, particularly in an Islamic boarding school environment where students are often expected to maintain emotional composure and spiritual discipline (Lawal et al., 2024; Yeh et al., 2019).

Additionally, the study focused on a single Islamic boarding school institution, which may limit the generalizability of the findings to other Islamic boarding schools or educational settings with different cultural, structural, or spiritual approaches (Mariyono, 2024; Yeh et al., 2019). The role of caregivers, *ustadz/ustadzah*, and peer relationships outside the formal counseling context was also not examined in depth, though these may significantly influence the emotional dynamics of *santri* (Attarwiyah & Chotib, 2025; Maslani et al., 2023).

Future research is encouraged to explore the comparative effectiveness of psychoeducational group counseling in different Islamic boarding schools' models, such as Salafi, Khalafi, or integrated boarding schools, to see how varying educational paradigms influence academic emotion outcomes. Further investigations may also consider longitudinal studies to assess the long-term emotional development of *santri* post-counseling (Ningsih et al., 2024; Oktaviani et al., 2020). Expanding the participant base to include female *santri* or *santri* from rural vs. urban Islamic boarding schools may also yield more comprehensive insights.

In addition, integrating qualitative methods such as in-depth interviews or focus group discussions could enrich the understanding of the lived experiences of *santri* during and after the counseling intervention (Sugiono, 2013; Sugiyono, 2013.). Finally, future studies may explore the intersection of academic emotions with other constructs such as motivation, resilience, and spiritual well-being in Islamic boarding schools' contexts, offering a more holistic view of student development in Islamic boarding schools.

CONCLUSION

This study demonstrates that the intensity of participation in psychoeducational group counseling significantly contributes to the development of academic emotions among *santri* in Islamic boarding schools. *Santri* who are more actively engaged in the counseling process show more positive academic emotions, such as increased enthusiasm, pride, and hope, while also experiencing a reduction in negative emotions, such as anxiety, frustration, and helplessness, in learning situations. These findings suggest that structured psychoeducational interventions are effective in fostering emotional well-being within *pesantren* environments. Moreover, the unique socio-cultural setting of Islamic boarding schools, which emphasizes spiritual discipline, communal life, and moral development, strengthens the impact of such interventions. The active involvement of counselors, religious mentors (*ustadz/ustadzah*), and peers further enhances the emotional resilience and academic engagement of students. Thus, integrating psychoeducational counseling with religious and cultural values holds great potential for promoting emotional regulation and holistic development among *santri*.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors contributed equally to the design, implementation, data collection, analysis, and interpretation of this study. The lead author was responsible for drafting the manuscript, while co-authors provided critical revisions, theoretical framework alignment, and final approval of the version to be submitted. All authors have read and agreed to the published version of the manuscript. This research was financially supported by Universitas PGRI Argopuro (UNIPAR) Jember. The funding covered the research implementation, data collection, and publication preparation. The authors express their gratitude for this support, which made the completion of this study possible.

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