

Exploring mood through emotional dimensions: A PANAS-based study and its implications for Islamic counseling programs

Muhammad Rahmat Hidayatullah^{*)1} , Suryani Suryani² , Yogi Damai Syaputra³ 

^{1, 2, 3} Department of Islamic Guidance and Counseling, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Kota Serang, Indonesia

^{*)} Corresponding author, ✉e-mail: 201520169.muhammad@uinbanten.ac.id

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Abstract

Emotional regulation plays a vital role in supporting psychological well-being and academic success, particularly within Islamic educational environments. This study aims to examine the emotional dynamics of students in the Islamic Guidance and Counseling Program and to identify their implications for the development of culturally responsive counseling services. A descriptive quantitative approach was utilized, employing the Positive and Negative Affect Schedule (PANAS) to measure levels of Positive Affect (PA) and Negative Affect (NA) among students selected through purposive sampling over a three week period. The findings revealed that students consistently reported higher positive emotions, such as pride and enthusiasm, compared to negative emotions, such as worry and anger. Female students exhibited greater emotional variability than male students, with a higher tendency to experience both elevated positive affect and fluctuations in negative affect. These results emphasize the necessity of integrating Islamic values such as *tawakkal* (trust in God), patience, and gratitude into counseling interventions to enhance emotional resilience. The study recommends the adoption of data-driven emotional assessments to develop adaptive, gender-sensitive, and evidence-based counseling programs that foster holistic student development in Islamic educational settings.

Keywords: Emotional Regulation, Islamic Guidance and Counseling, Positive and Negative Affect (PANAS), Emotion-Based Counseling Interventions, Gender-Sensitive Counseling Strategies

Abstrak

Regulasi emosi memainkan peran penting dalam mendukung kesejahteraan psikologis dan keberhasilan akademik, khususnya dalam lingkungan pendidikan berbasis Islam. Penelitian ini bertujuan untuk mengkaji dinamika emosional mahasiswa Program Studi Bimbingan dan Konseling Islam serta mengidentifikasi implikasinya terhadap pengembangan layanan konseling yang responsif terhadap budaya. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan memanfaatkan Positive and Negative Affect Schedule (PANAS) untuk mengukur tingkat Afek Positif (PA) dan Afek Negatif (NA) pada mahasiswa yang dipilih melalui teknik purposive sampling selama periode tiga minggu. Temuan menunjukkan bahwa mahasiswa secara konsisten melaporkan emosi positif, seperti rasa bangga dan antusiasme, yang lebih tinggi dibandingkan emosi negatif, seperti kekhawatiran dan kemarahan. Mahasiswa perempuan menunjukkan variabilitas emosional yang lebih besar dibandingkan mahasiswa laki-laki, dengan kecenderungan yang lebih tinggi dalam mengalami peningkatan afek positif sekaligus fluktuasi dalam afek negatif. Hasil ini menegaskan pentingnya integrasi nilai-nilai Islam seperti *tawakkal*, kesabaran, dan rasa syukur dalam intervensi konseling untuk memperkuat ketahanan emosional. Studi ini merekomendasikan penggunaan asesmen emosional berbasis data untuk mengembangkan program konseling yang adaptif, sensitif terhadap gender, dan berbasis bukti dalam mendukung perkembangan holistik mahasiswa di lingkungan pendidikan Islam.

Keywords: Regulasi Emosi, Bimbingan dan Konseling Islam, Afek Positif dan Negatif (PANAS), Intervensi - Konseling Berbasis Emosi, Strategi Konseling Sensitif Gender

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INTRODUCTION

Mood plays a fundamental role in shaping an individual's cognitive, emotional, and social functioning, significantly influencing how people think, behave, and interact across academic and personal domains (Sahu, 2020). Defined as a psychological state triggered by internal or external stimuli, mood can be shaped by various factors such as music, physical activity, and interpersonal interactions (Leonardo, 2022; Sulistyana & Lestari, 2022). Gender differences also contribute to mood variability, with women often experiencing more intense fluctuations than men (Gurning & Pademme, 2021). To effectively manage emotional fluctuations and maintain psychological balance, emotional intelligence (EI) is considered essential. EI facilitates mood regulation, enhances emotional stability, and prevents negative psychological outcomes (Dewi & Yusri, 2023; Mukaroh & Nani, 2021), while also promoting prosocial behavior and healthy social functioning (Syaputra & Monalisa, 2018).

Adolescence is a critical developmental stage characterized by significant physiological and psychological changes, making it a pivotal period for the cultivation of emotional intelligence (Diana Vidya Fakhriyani, 2022; Hasmarlin & Hirmaningsih, 2019). Emotional intelligence is closely linked to the ability to manage emotions, which, in turn, affects students' motivation, decision-making, and overall performance in academic and professional contexts (Deng et al., 2018; Sumaryati et al., 2022). Emotional shifts and mood changes shape individual expectations and act as internal cues, signaling states of satisfaction or distress in response to social and environmental stimuli (Rifani & Rahadi,

2021). Despite the recognized significance of mood regulation and emotional awareness, limited research has been conducted to explore their specific roles within academic contexts particularly in Islamic educational institutions.

Mood, influenced by environmental conditions, plays a central role in determining behavior. Pleasant environments tend to enhance mood and promote prosocial behavior, while unpleasant settings may lead to withdrawal, distress, or irritability. These mood states are commonly categorized into two primary dimensions: Positive Affect (PA) and Negative Affect (NA). PA includes emotions such as joy, enthusiasm, and contentment, whereas NA refers to experiences of anxiety, sadness, and anger (Hovmand et al., 2023; Kendra R. Becker et al., 2019). Negative and unstable mood states are associated with decreased learning motivation, increased stress, and susceptibility to mental health concerns (Baik et al., 2019; Saleh et al., 2017). Understanding the balance of PA and NA is essential to fostering students' emotional well-being.

Although previous literature has consistently emphasized the relevance of emotional intelligence in academic and social outcomes (Bruffaerts et al., 2018; Selyani et al., 2022; Sumaryati et al., 2022), most studies are conducted on general student populations and do not consider the unique cultural and spiritual context of students in Islamic Guidance and Counseling programs. These students often navigate complex religious, moral, and emotional landscapes that can significantly influence their psychological functioning. Moreover, while the Positive and Negative Affect Schedule (PANAS) has been

validated across various cultural settings (Baptista et al., 2020; Hovmand et al., 2023), its application in Islamic higher education remains underexplored. This gap in the literature limits our understanding of how emotional dimensions such as PA and NA manifest in Islamic educational contexts and how they may influence academic adjustment, counseling responsiveness, and students' overall well-being.

This study addresses this research gap by analyzing mood through the lens of emotional dimensions, particularly Positive Affect and Negative Affect, among students in the Islamic Guidance and Counseling Program at Sultan Maulana Hasanuddin State Islamic University Banten. It specifically investigates (1) which emotional dimension is more dominant among students, (2) how these dimensions differ by gender, and (3) how these findings can inform the design of culturally sensitive counseling programs tailored to the emotional and psychological needs of Islamic education students. Understanding these dynamics is critical not only for improving the effectiveness of institutional counseling services but also for enhancing student resilience, academic engagement, and personal growth (Ali, 2016; Andriani & Listiyandini, 2017; Conley et al., 2016).

The present research also builds on previous findings that highlight the importance of linking emotional dimensions to mood in improving psychological support strategies. For instance, Zaldívar Sansuán (2020) found that poetic expression fostered emotional awareness and positive attitudes among students, while Baptista et al. (2020) demonstrated the usefulness of emotional monitoring tools in psychological assessment. Similarly, Rahmadiana & Sekar (2019) emphasized the role of emotional

warmth from caregivers in supporting children's emotional development. These studies underscore the necessity of an emotionally informed approach in counseling one that integrates psychological constructs with the cultural-religious values central to Islamic education. This study offers a novel contribution by integrating the PANAS framework with the context of Islamic counseling and education. It provides empirical insights into the emotional landscape of students in faith-based academic environments, laying the foundation for developing more responsive, emotionally attuned, and culturally relevant counseling interventions.

METHODS

Research Design

This study employed a descriptive quantitative research design aimed at providing an accurate representation of emotional dimensions as experienced by students in real academic settings. The focus of this research was to explore students' emotional experiences specifically PA, NA and their implications for Islamic Guidance and Counseling programs.

Participants

The target population comprised undergraduate students enrolled in the Islamic Guidance and Counseling Study Program at Sultan Maulana Hasanuddin State Islamic University Banten. From a total population of approximately 650 students, a sample of 184 third-semester students from classes A, B, C, D, and E was selected using purposive sampling, a non-probability sampling technique. The criteria for selection included being in the late adolescent developmental stage, having formal academic exposure to counseling theories and practices, and demonstrating consistent attendance in core counseling

courses. This sampling strategy aligns with the objective of capturing participants who were cognitively and emotionally engaged with the counseling discipline.

Instrumentation

Emotional dimensions were assessed using the Positive and Negative Affect Schedule (PANAS) developed by Watson, Clark, and Tellegen (1988), which consists of 20 items—10 measuring PA and 10 measuring NA. The instrument utilizes a five-point Likert scale ranging from 1 (“almost never”) to 5 (“almost always”), requiring participants to rate how frequently they experienced each emotional state. Examples of PA items include “enthusiastic” and “interested,” while NA items include “distressed” and “irritable” (Brdar, 2014; Akhtar, 2019).

Prior to full-scale data collection, a pilot study was conducted with 26 students who were not part of the main sample. Validity analysis showed that all 20 items had correlation coefficients (r count) above the critical r table value of 0.3172, indicating adequate item validity. Reliability testing using Cronbach’s Alpha yielded a coefficient of 0.638 for PA and 0.917 for NA. Although the PA score was slightly below the conventional threshold of 0.70, the dimension was retained due to its theoretical relevance, and this limitation was acknowledged in the discussion section.

Procedure

Data were collected over a three-week period in a controlled classroom environment to minimize potential distractions and external biases. Each session began with a brief orientation led by the researcher to ensure standard interpretation of the questionnaire items. Participants were given 15–20 minutes to complete the PANAS instrument.

Confidentiality and voluntary participation were emphasized to reduce social desirability bias and ensure honest responses. No incentives were provided for participation. Ethical approval for this study was granted by the Islamic Guidance and Counseling Study Program at Sultan Maulana Hasanuddin State Islamic University Banten. All participants signed informed consent forms prior to participation, in accordance with the institution's ethical standards.

Data Analysis

Descriptive statistical techniques were employed to analyze the data, including measures of central tendency (mean), variability (standard deviation), and frequency distribution. The analysis was conducted using SPSS version 25 and cross-verified with Microsoft Excel 2019 to enhance accuracy. These techniques were chosen to identify general patterns in students' affective states and explore potential differences by gender. The findings were interpreted within the scope of descriptive analysis, with no inferential statistical testing, as the study's primary aim was to provide an initial mapping of emotional dimensions rather than establish causal relationships.

RESULTS

The descriptive statistical analysis results of the PANAS questionnaire, used to measure the emotional dimensions. The descriptive statistics indicates that the study examined PA and NA over three consecutive weeks. The number of valid samples for each measurement ranged from 174 to 184. In week two, the highest recorded value for PA was 34, while the lowest value for NA was noted in week three at 22. The minimum value for PA varied between 15 in week two and 19 in

week one, with the maximum reaching 49 in week two. For NA, the minimum values ranged from 13 in week two to 19 in week one, with a maximum of 47 also recorded in week two.

The highest average for PA was recorded in week two at 32.0172, while the highest average for NA occurred in week one at 30.0217. The lowest mean for PA was observed in week three at 29.9888, while the lowest mean for NA was in week two at 26.8908. Additionally, the second week exhibited the highest standard deviation and variance values for PA (insert number for PA standard deviation; 35.751) and NA (insert number for NA standard deviation; 50.237), indicating a larger spread of data compared to the other weeks. In contrast, the third week shows NA with the lowest standard deviation (insert number for NA standard deviation) and variance at 17.928, indicating more homogeneous data.

The overall findings indicate that the average PA was consistently higher than the average NA, suggesting that positive emotions were more prevalent. However, the distribution of NA data was wider, particularly in the second week, which showed greater variability in negative emotions. In week two, the mean PA increased but then decreased again in week three. In contrast, NA demonstrated a steady decline from the beginning to the end of the study. The results from the descriptive analysis will be used for categorization based on the distribution of the sample's mean scores for each week. The data obtained were analyzed using Independent T-Test statistical tests to examine PA and NA scores based on gender over a three-week period. The findings were noteworthy. In the first week, there were no significant differences between genders in either PA (Sig. = 0.934) or NA (Sig. = 0.461)

scores, indicating that gender did not influence the levels of positive and negative affect at the initial measurement stage. However, in the second week, while PA continued to show no significant differences (Sig. = 0.783), there were significant differences in NA (Sig. = 0.001). This suggests that gender had an effect on the increase in negative affect during the second week. This trend persisted into the third week, where PA again showed no significant difference (Sig. = 0.791), but NA exhibited a significant difference between genders (Sig. = 0.038).

The fluctuations in negative affect NA scores are believed to be influenced by various external factors. An increased academic workload, such as assignments and exam preparation, is likely to raise stress levels among students, particularly within certain gender groups. Additionally, the dynamics of the social environment—such as social support and interpersonal conflict can lead to heightened negative affect. Changes in external conditions, including weather and uncertain global situations, also impact students' emotional stability. Furthermore, the differences in coping strategies between genders for managing stress and emotional distress are significant factors that help explain the notable variations in NA.

The analysis results indicated that gender did not have a significant impact on PA over three consecutive weeks. However, there was a notable difference in NA during the second and third weeks. This finding suggests that certain gender groups may be more susceptible to experiencing an increase in negative affect over time. These results are important to consider when developing Islamic Guidance and Counseling programs, particularly in crafting strategies for managing negative

emotions that are tailored to gender characteristics.

The data collected over the three weeks were re-analyzed in two ways: first, by examining the results according to gender scores, and second, by assessing the results based on individual instrument item scores. The analysis focusing on gender scores is detailed as follows: In the first week, there were 184 respondents. Among them, 93 individuals fell into the high category for PA, which included 24 men and 69 women. In the medium category, there were 18 respondents, 3 men and 15 women. Additionally, 73 respondents were classified in the low category, comprising 17 men and 56 women. For NA 81 respondents were categorized as high, with 17 men and 64 women. In the moderate category, there were 21 respondents, 4 men and 17 women. Lastly, 82 respondents were classified in the low category, consisting of 23 men and 59 women. From the gender analysis conducted in the first week, it is evident that the percentage of men in the positive affect category was higher than that of men in the negative affect category. A similar pattern was observed for women, as positive affect scores also exceeded negative affect scores, although the differences were not significantly large. This information is further illustrated in Table 1.

In the second week, there were 174 respondents. Among them, 86 respondents exhibited a high level of PA, which included 19 males and 67 females. In the medium category, there were 11 respondents, consisting of 2 males and 9 females. The low category included 77 respondents, comprised of 11 males and 66 females. For NA, 87 respondents reported a high level, with a significant majority of 80 being female and only 7 male. The medium category contained 10 respondents: 4 males and 6 females. In the low category, there

were also 77 respondents, which included 21 males and 56 females. Overall, the data indicates that negative affect was more pronounced among female respondents compared to positive affect. However, male respondents demonstrated stability similar to that observed in the previous week. This information is summarized in Table 2.

Table 1. Gender score analysis results Week 1

Positif affect week 1				
Categories	Men	Percentage	Women	Percentage
High:	24	54.55%	69	49.29%
Medium:	3	6.82%	15	10.71%
Low:	17	38.64%	56	40.00%
Respondent:	44	100.00%	140	100.00%
Negative affect week 1				
Categories	Men	Percentage	Women	Percentage
High:	17	38.64%	64	45.71%
Medium:	4	9.09%	17	12.14%
Low:	23	52.27%	59	42.14%
Respondent:	44	100.00%	140	100.00%

Table 2. Gender score analysis results Week 2

Positif affect week 2				
Categories	Men	Percentage	Women	Percentage
High:	19	59%	67	47%
Medium:	2	6%	9	6%
Low:	11	34%	66	46%
Respondent:	32	100%	142	100%
Negative affect week 2				
Categories	Men	Percentage	Women	Percentage
High:	7	21.88%	80	56%
Medium:	4	12.50%	6	4%
Low:	21	65.63%	56	39%
Respondent:	32	100.00%	142	100%

During the third week, a total of 179 respondents participated in the survey. Among them, 94 were categorized as having high NA, which included 17 men and 77 women. The medium positive affect category consisted of 17 respondents, made up of 5 men and 12 women. The low positive affect category included 68 respondents, comprising 12 men and 56 women. For NA, 97 respondents fell into the high category, which was dominated by 81 women and 16 men. The medium negative

affect category included 18 respondents, consisting of 3 men and 15 women, while the low negative affect category had 64 respondents, with 15 men and 49 women. Overall, the data from the third week indicate that negative affect among women is more prevalent than positive affect. This trend represents the highest percentage in this week's findings, as detailed in Table 3.

Table 3. Gender score analysis results Week 3

Positif affect week 3				
Categories	Men	Percentage	Women	Percentage
High:	17	53%	77	53%
Medium:	5	16%	12	8%
Low:	12	31%	56	39%
Respondent:	34	100%	145	100%
Negative affect week 3				
Categories	Men	Percentage	Women	Percentage
High:	16	47%	81	56%
Medium:	3	9%	15	10%
Low:	15	44%	49	34%
Respondent:	34	100%	145	100%

Emotional Trends Across Weeks

An analysis of the emotional responses over a three-week period revealed dynamic changes in both Positive Affect (PA) and Negative Affect (NA) dimensions among students. During the first week, PA levels were relatively high and evenly distributed, especially on items such as *Interested*, *Excited*, and *Enthusiastic*. In contrast, NA scores including items such as *Worry*, *Afraid*, and *Irritable* remained low, likely reflecting the light academic demands and relaxed atmosphere at the beginning of the semester. The favorable weather and initial enthusiasm may have also contributed to a generally positive mood. In the second week, NA scores began to increase, particularly for *Irritable* and *Worry*, indicating that students were starting to experience academic pressure due to the accumulation of assignments, group

presentations, and early preparation for midterm examinations. Meanwhile, PA scores remained stable, although minor declines were observed in *Pride* and *Alertness*. Environmental factors, such as unstable weather and increased fatigue, may have exacerbated the emotional strain. By the third week, emotional fluctuations became more pronounced. NA scores rose further, especially for *Worry* and *Irritable*, signaling intensified anxiety likely driven by looming deadlines, extracurricular demands, and evaluative academic activities. PA scores showed a downward trend in items such as *Pride* and *Activity*, suggesting a decline in students' self-evaluation of performance and energy levels. Despite these shifts, items like *Excited* and *Enthusiastic* remained relatively stable, implying that social support and engaging campus life may help sustain emotional resilience. The results of the analysis are shown in Figure 1.

Gender Differences in Emotional Dimensions

Gender-based analysis indicated consistent emotional variability across the three weeks. Female students exhibited higher PA scores compared to males, with a greater percentage consistently categorized in the high PA group. Simultaneously, females also reported higher NA scores than their male counterparts, particularly in the second and third weeks. This suggests that women were more emotionally responsive to contextual stressors, experiencing more intense positive and negative emotions concurrently.

In contrast, male students showed greater emotional stability, with the majority falling into the low category for both PA and NA. This pattern may reflect a more consistent emotional baseline or differing strategies in emotion regulation between genders. These findings highlight the importance of considering gender in the development of

responsive and emotionally attuned counseling programs.

Item-Level Observations

A closer analysis of individual items revealed specific emotional trends. The most notable decline was observed in the item *Proud*, particularly in the third week. This shift may be associated with students' increasing academic self-criticism and a sense of underachievement. On the other

hand, *Worry* and *Irritable* emerged as the most reactive NA items, with scores escalating as academic demands intensified. Interestingly, the item *Hostile* decreased in the second week, which could suggest improved interpersonal regulation or the positive influence of social interactions and peer support.

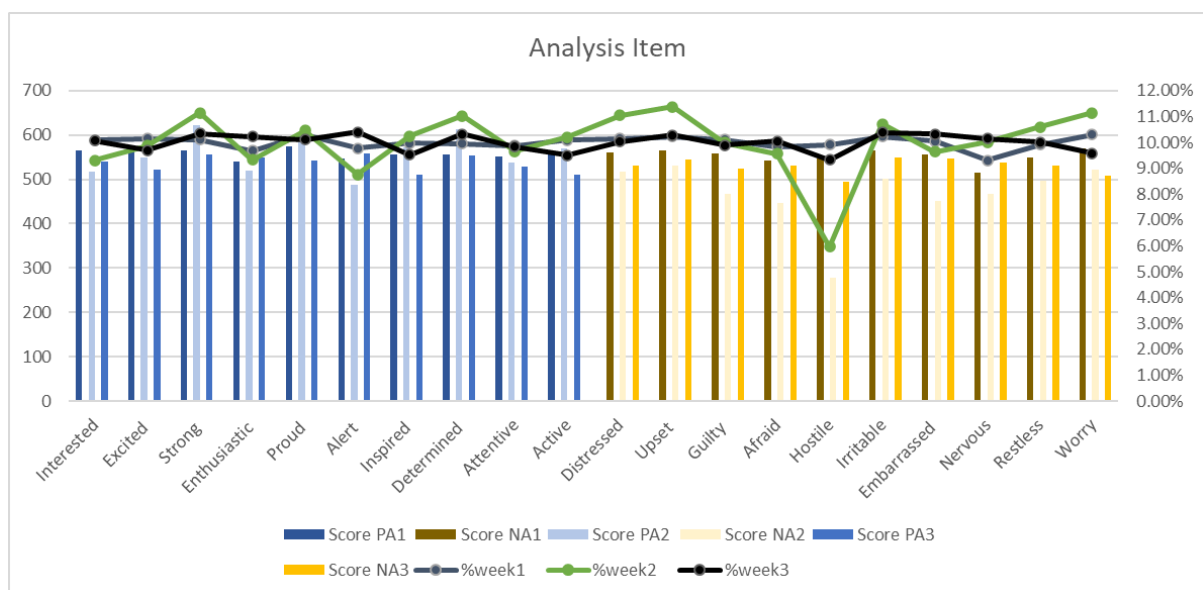


Figure 1. Item Score Analysis

DISCUSSION

This study provides significant insights into the emotional dimensions of students in the Islamic Guidance and Counseling (BKI) Study Program at Sultan Maulana Hasanuddin State Islamic University Banten. The findings reveal a consistent predominance of Positive Affect (PA) over Negative Affect (NA), indicating that despite facing various academic and social pressures, students are able to maintain positive emotions such as pride, enthusiasm, and active engagement in daily activities. These results reflect promising signs of psychological resilience,

particularly in an academic context that is often challenging.

The Role of Cultural and Religious Context

The predominance of PA in this study can be linked to the unique cultural and religious context in which the students are situated. A supportive religious environment that fosters optimism, spiritual tranquility, and a sense of community appears to play a crucial role in enhancing students' emotional well-being (Zuliani et al., 2025). Previous studies have similarly noted that faith-based frameworks often promote resilience in the face of adversity (Baptista et al., 2020). However, comparing these findings with global

studies conducted in non-religious contexts reveals different patterns of PA fluctuations. For example, studies in secular educational environments have shown a more significant decline in PA during periods of academic stress (Frömel et al., 2020; Hills et al., 2015). Therefore, further research is needed to determine whether these results are specific to the characteristics of BKI students or influenced by particular local conditions (Pohan et al., 2024, 2025). While this study demonstrates the positive impact of the religious context, debates remain regarding the extent to which religious factors contribute compared to other external factors that cannot be overlooked.

Gender Differences in Emotional Fluctuations

Gender-based analysis in this study revealed that women tend to experience greater emotional fluctuations than men, which aligns with previous research indicating that women have higher emotional sensitivity, particularly when confronted with psychosocial challenges (Gurning & Pademme, 2021). This finding reaffirms the urgent need for gender-based counseling approaches that allow women to manage their emotions more effectively. However, some earlier studies (Baumeister et al., 2007) suggest that while women may be more sensitive to their emotions, they are also more likely to use better social coping strategies when dealing with emotional stress. Thus, a debate arises over whether women's higher emotional sensitivity is due to biological factors or more influenced by social and cultural strategies that are more developed in women (Nengsih et al., 2025; Yuniawati et al., 2024).

On the other hand, men showed higher emotional stability, with the majority falling into the low category for both PA and NA, which may reflect different emotion

regulation strategies. Some studies suggest that men are more likely to use more closed coping strategies (e.g., withdrawal, avoidance) compared to women, who tend to be more open in sharing their emotions (Hudson et al., 2018; Tandler et al., 2024). However, an academic debate still exists about whether men, who appear emotionally stable, truly have better emotion regulation or are more likely to suppress their emotions, which may potentially lead to long-term psychological issues.

Implications for Islamic Guidance and Counseling Programs

From a practical standpoint, the findings suggest that stress management and optimism enhancement programs should be tailored to the specific needs of BKI students. Islamic values such as *tawakal* (trust in God), patience, and gratitude can provide a strong framework for increasing PA and mitigating the effects of NA (Pohan et al., 2025). However, it is important to note that while a spirituality-based approach is effective in the Islamic context, debates still exist regarding how universally these religious values can be applied across different cultural or religious contexts. Further research is needed to explore how effective the application of these spiritual values is in managing emotions among students from different religious backgrounds.

Limitations of the Study

This study has several limitations. First, the relatively short duration of the study (three weeks) may not fully capture long-term emotional trends. The fluctuations observed in NA, particularly in the second and third weeks, were likely influenced by situational factors such as academic deadlines, weather changes, or social pressures, which could have been

better controlled or explored in more depth. Additionally, the use of purposive sampling limits the generalizability of the findings to a larger student population. Future research should involve a larger and more diverse sample and extend the duration of the study to capture emotional trends that are seasonal or yearly in nature.

Furthermore, while the PANAS scale effectively measures PA and NA, it does not address broader emotional experiences such as emotion regulation strategies, coping mechanisms, or external factors influencing emotional conditions. Future studies could integrate qualitative methods, such as interviews or focus groups, to gain a deeper understanding of the factors influencing emotional fluctuations and to explore how students cope with academic and social pressures.

Recommendations for Future Research

Future research should focus on longitudinal studies that track emotional trends over a longer period to better understand how PA and NA fluctuate throughout the academic year. Additionally, exploring the impact of various coping strategies on emotional well-being would be highly beneficial. Research on the role of spiritual intelligence in managing emotional fluctuations could offer a fresh perspective in Islamic counseling research. Finally, studies should explore how external factors such as campus life, social support systems, and extracurricular involvement interact with academic demands to shape students' emotional experiences.

CONCLUSION

This study provides valuable insights into the emotional landscape of students in the Islamic Guidance and Counseling Study Program, revealing both

the predominance of PA and the challenges posed by fluctuations in NA. These findings emphasize the importance of counseling based on Islamic values, which can comprehensively address the emotional needs of students. By integrating evidence-based emotion regulation strategies with Islamic teachings, counseling services can enhance students' psychological well-being and promote their academic and social success. However, further research is needed to explore additional factors influencing emotional fluctuations, using a longitudinal design and mixed-methods approaches.

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CREDIT

AUTHORSHIP

CONTRIBUTION STATEMENT

Muhammad Rahmat Hidayatullah: Conceptualization, Data curation, Funding, Writing-original draft, Writing-review & editing, **Suryani Suryani:** Writing-review & editing, **Yogi Damai Syaputra:** Conceptualization, Writing-review & editing.

DECLARATION OF COMPETING INTEREST

The Authors Declare No Conflict of Interest in This Paper.

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