

## Development of Students' Psychological Flexibility Instruments: Islamic Perspectives

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### Abstract

This research aims to develop an instrument of psychological flexibility of students based on an Islamic perspective. The research uses a method of instrument development with a descriptive quantitative method. Data collection was carried out through psychological flexibility instruments in Islamic perspective students with 168 respondents. The instrument of psychological flexibility in students was developed based on the theory in Islamic psychology developed by the figures Al Ghazali, Ibn Sina, and Ibn Arabi. The results of the field test of the psychological flexural instrument were analyzed using the RASCH measurement model and Winstep software. Based on the results of the Item Fit Order Test, it is known that of the 60 items, the results of the Item and Person Reliability Test are in the ideal range (+0.5 logit to +1.5 logit) which is 0.95 and 0.88 which are in the very good category and meet the measurement requirements. In addition, the results of the Unidimensionality Test showed good unidimensionality (25.5%), where the raw variance index was above the threshold of 20%. This indicates that this instrument can accurately measure students' psychological flexibility. The results of this study can be considered in the use of psychological flexibility instruments among students, which can then be continued with the formulation of the right guidance and counseling model in increasing psychological flexibility.

**Keywords:** Psychological Flexibility, Rasch Model, Students, Guidance and Counseling

## INTRODUCTION

In the Islamic view, psychological resilience can be understood as the ability of individuals to survive, rise, and develop in the face of challenges or difficulties in life, which is based on religious teachings and Islamic values. In Islam, psychological flexibility is rooted in faith and tawakal. A Muslim who fully believes in Allah's destiny will be able to accept the test with patience and sincerity, as Allah says: "Whoever puts his trust in Allah, He will suffice." (QS. At-Talaq: 3). Tawakal gives you the strength not to dissolve in sadness and keep trying to find solutions to problems. Psychological flexibility in Islam is also related to patience (sabr). The Qur'an often emphasizes that the life of the world is a test, and those who are patient will receive a great reward: "Indeed, Allah is with those who are patient." (QS. Al-Baqarah: 153). Patience helps a Muslim stay calm and not give up despite difficulties. In Islam, resilience also includes optimism and kindness to Allah (husnuzan billah). The belief that everything that happens contains wisdom from Allah makes a Muslim able to see problems as an opportunity to grow and learn: "You may hate something, but it is very good to you." (QS. Al-Baqarah: 216) <sup>1 2</sup>

In view, psychological resilience includes several aspects that are sourced from Islamic values and teachings. These aspects help individuals to face life's challenges with steadfastness, patience, and deep confidence in God. The following are the main aspects of psychological flexibility according to Islam; (1) Spiritual aspect, (2) Emotional aspect, (3) Cognitive aspect, (4) Social aspect, (5) Moral aspect, (6) Physical aspect. All of them are interrelated and based on Islamic values, such as faith, patience, tawakal, husnuzan, and ukhuwah. Through the strengthening of these aspects, a Muslim can face and overcome life's challenges more resiliently and with blessings <sup>3 4 5</sup>.

Some of these benefits include; (1) Ability to face life tests. College students often face pressure, such as assignments, exams, or personal problems. Strong

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<sup>1</sup> Çınaroğlu, Metin. 2024. "A Tale of Resilience and Faith: Understanding Grief Through Islamic Coping Mechanisms." *Spiritual Psychology and Counseling* 9 (2): 169–86

<sup>2</sup> Alfain, Shinta Nuriya Idatul, Achmad Khudori Soleh, and Muhammad Rafi Yamani. 2023. "The Role of Patience in Coping Mental Problems: A Quranic Perspective." *Tribakti: Jurnal Pemikiran Keislaman* 34 (2): 195–212.

<sup>3</sup> Aprianti, Eka. 2024. "Integrating Islamic Psychological Principles in Enhancing Students' Academic Resilience." *Nusantara Journal of Behavioral and Social Sciences* 3 (2): 63–72.

<sup>4</sup> Foroozanfar, Abdollah. 2020. "Positive Psychology and the Qur'an: A Comparative Study of the Constructs of Hope, Resilience, and Forgiveness." *Iranian Evolutionary Educational Psychology Journal* 2 (3): 208–24.

<sup>5</sup> Saritoprak, Seyma N, Julie J Exline, and Hisham Abu-Raiya. 2020. "Spiritual Jihad as an Emerging Psychological Concept: Connections with Religious/Spiritual

psychological resilience allows them to remain patient and believe that all trials are God's way of strengthening His servants. (2) Helps maintain emotional balance. In Islam, emotional stability is one of the signs of piety. Students with good psychological flexibility can manage stress, anxiety, or failure calmly and sincerely, because they understand that God will not give them a burden beyond their ability. (3) Fostering a sense of optimism and hope. Good psychological flexibility helps students to remain optimistic in facing academic or social challenges, with the belief that together with difficulties there must be ease. (4) Increase academic productivity. Strong students do not give up easily even in the face of failure. They are able to motivate themselves to try again better. In Islam, the spirit of continuing to strive (effort) is highly encouraged<sup>6 7 8 9</sup>.

Psychological flexibility) in an Islamic perspective is not only concerned with spiritual aspects, but also has a significant impact on various areas of student life, including academic, social, emotional, moral, and physical. Students with good psychological flexibility can overcome stress due to assignments and exams by still trying their best (effort) while surrendering to Allah (tawakal). This principle helps them stay focused and productive. In Islam, the concept of dhikr and prayer gives students the tools to calm down when facing pressure. This helps maintain their emotional health. Islamic psychological flexibility encourages students to build healthy social relationships based on the principle of ukhuwah Islamiyah (Islamic brotherhood). They are better able to cooperate, empathize, and resolve conflicts. In Islam, the test of life is often directed at improving morals. Resilient students tend to maintain patience, sincerity, and kindness even under pressure. Strong students understand the importance of taking care of the body as a mandate from

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<sup>6</sup> Arslan, Gökmen, and Kelly-Ann Allen. 2022. "Exploring the Association between Coronavirus Stress, Meaning in Life, Psychological Flexibility, and Subjective Well-Being." *Psychology, Health & Medicine* 27 (4): 803-14.

<sup>7</sup> Arslan, Gökmen. 2024. "Unlocking the Power of Self-Compassion and Psychological Flexibility: Enhancing Emotional Health, Subjective Wellbeing, and Quality of Life in College Students." *Studia Psychologica* 66 (1): 50-65.

<sup>8</sup> Lubis, Syahid Izharuddin, and Agnes Sianipar. 2022. "How Religious Tolerance Can Emerge among Religious People: An Investigation on the Roles of Intellectual Humility, Cognitive Flexibility, and Trait Aggressiveness." *Asian Journal of Social Psychology* 25 (2): 276-87.

<sup>9</sup> Zарvijani, Seyyed Arman Hosseini, Ladan Fattah Moghaddam, and Samaneh Parchebafieh. 2021. "Acceptance and Commitment Therapy on Perceived Stress and Psychological Flexibility of Psychiatric Nurses: A Randomized Control Trial." *BMC Nursing* 20:1-9.

Allah. They tend to be more disciplined in maintaining their diet, sleep, and exercise so that they are stronger in facing physical pressure<sup>10 11</sup>.

Students have a very important position in the education system in Indonesia. As one of the main elements in higher education, students play a strategic role in the development of science, technology, art, and social development. Students are the main subjects in the higher education process. They are not only recipients of knowledge, but also active participants who are involved in learning. This role is reflected in the learning system in higher education that emphasizes a student-centered learning approach. Students are often referred to as agents of change because of their role in creating social transformation. Students are future leaders who will continue Indonesia's development. Students are also seen as economic assets through their contribution to innovation and entrepreneurship<sup>12 13</sup>.

The focus of this article is to develop a psychological flexibility instrument based on an Islamic perspective in students analyzed using the RASCH Model and Winstep software. Through the results of the analysis, it can be known about the results of the reliability test, the distribution of the most difficult and lowest items (item map) to get approval, as well as the criteria for fulfilling the ideal conditions for the implementation of the measurement (Unidimensionality Test).

Aspects of psychological malleability developed in instruments include; (1) Intellect, with indicators including (a) thinking about the essence of life that has become the provision of God Almighty and (b) thinking about solutions that bring goodness when facing difficulties (2) Heart, with indicators that include; (a) patience when faced with difficulties, (b) sincere in doing charity even in difficult or depressed conditions, (c) gratitude even in depressed or depressed conditions. (3) Charity, with indicators including; (a) pray to ask Allah SWT for help for the difficulties faced, (b) give alms even in difficult conditions, (c) forgive the mistakes

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<sup>10</sup> Hassan, Amany Abdultawab Saleh. 2023. "The Components of the Spiritual Intelligence Predicting the Mental Toughness and Emotional Creativity for the University Students." *Education Research International* 2023 (1): 163-1978.

<sup>11</sup> Chanifah, Nur, Yusuf Hanafi, Choirul Mahfud, and Abu Samsudin. 2021a. "Designing a Spirituality-Based Islamic Education Framework for Young Muslim Generations: A Case Study from Two Indonesian Universities." *Higher Education Pedagogies* 6 (1): 195-211.

<sup>12</sup> Pramana, Cipta, Dina Chamidah, Suyatno Suyatno, Faiza Renadi, and Syaharuddin Syaharuddin. 2021. "Strategies to Improved Education Quality in Indonesia: A Review." *Turkish Online Journal of Qualitative Inquiry* 12 (3).

<sup>13</sup> Sukmayadi, Vidi, and Azizul Yahya. 2020. "Indonesian Education Landscape and the 21st Century Challenges." *Journal of Social Studies Education Research* 11 (4): 219-34.

of others, (d) behave commendably even in depressed conditions, (e) ask for forgiveness from Allah SWT for all the mistakes made.

## METHOD

The research method chosen in this study is a quantitative research of the descriptive type (which aims to present an overview of the results of testing psychological flexibility instruments in students developed based on the theory of psychological flexibility from the perspective of Islamic psychology with the figures Al Ghazali, Ibn Sina, and Ibn Arabi. The respondents in this study were selected using simple random sampling which included active students in semesters 3 and 5 at one of the universities in Jakarta, Indonesia. The number of respondents involved in this study was 168 people. The respondents were chosen because there was ease of access and the respondents could be cooperative. The data collection procedure in the study was carried out by providing psychological flexibility instruments through a google form which was carried out in May 2023. Data analysis was carried out using the RASCH Model measurement method and using the Winstep application.

## RESULT AND DISCUSSION

T Based on the results of the analysis with the RASCH Model and Winstep software, the following results were obtained.

Tabel 1 Summary Statistic

<b>Psychometric properties</b>	<b>Person</b>	<b>Item</b>
<i>N</i>	168	60
<i>Output mean square</i>		
Mean	1.51	0.00
SD	0.76	0.81
Separation	2.68	4.41
<u>Reability</u>	0.88	0.95
Alpha Cronbach	0.91	
Raw Variance explained by	25.5 %	

Based on the table above, it can be concluded that the reliability of items and person is in the ideal range (+0.5 logit to +1.5 logit)<sup>14</sup>(Sumintono 2014)so that it can be concluded that it meets the measurement requirements. In other words, respondents answered the whole item seriously (not perfunctory). To clarify the

<sup>14</sup> Sumintono, Bambang&Widhiarso, W. (2015). Aplikasi Pemodelan Rasch Pada Assessment Pendidikan. Trim Komunikata Publishing House.

overview of the results obtained, the following is displayed information on the distribution of items based on the level of approval of respondents. The psychological flexibility scale instrument has a good measure of unidimensionality (25.5%), where the raw variance index is above the threshold of 20%. This indicates that this instrument can accurately measure psychological flexibility.

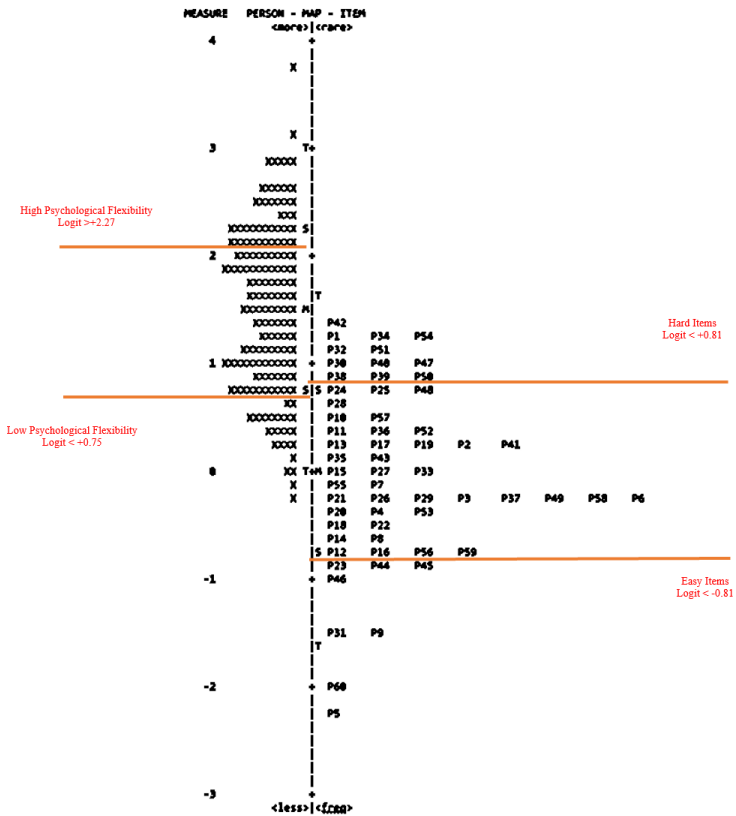


Figure 1 Wright Map of the Psychological Flexibility Scale of Students

Based on figure 1 above, it can be concluded that the most difficult item to give approval is item no P42 while the item that is very easy to give approval is P5. In other words, P42 is the item that has the highest difficulty and the P42 item is the item that has the lowest difficulty.

The psychological flexibility of students is evaluated first. Table 2 explains that the average value of size (logit) for each individual is 1.51 logits. This shows the level of psychological flexibility possessed by students. The level of psychological flexibility of students varies, according to what is indicated by the standard deviation

of 0.76. In terms of the average size (logit) value of the item, the average value is 0.00 logit and the standard deviation is 0.81. This shows that there is a wide range in the logit scale for the difficulty level of the question items.

Table 2 Results of Students' Psychological Flexibility

Descriptive statistics	Person	Item
N	168	60
<i>Measures</i>		
Mean	1.51	0.00
SD	0.76	0.81
Standard Error	0.06	0.11

Based on the results of the analysis of students' psychological flexibility according to their demographics such as gender, class, and semester, they are categorized into three levels of adaptability (high to low) using grades (logit). Table 3 explains that the majority of students in this study have a level of psychological flexibility that is in the medium category, both based on gender, semester, and class type. By gender, 64% of men and 69% of women are in the medium category, with women being slightly more dominant. However, the percentage of men in the low category (21%) is higher than that of women (17%).

Based on semesters, 3rd semester students tend to have psychological flexibility in the medium category (70%) compared to 5th semester students (64%), although 5th semester students have a higher proportion in the high flexibility category (15%) compared to semester 3 (13%). On the other hand, 5th semester students are more in the low category (21%) than 3rd semester students (17%). Based on class type, non-regular students showed dominance in the medium (69%) and high (14%) categories compared to regular students who were only 67% in the medium category and 6% in the high category. In contrast, regular students have a higher percentage in the low category (27%) than non-regular students (17%). These findings show that there is a small difference in the distribution of psychological flexibility of students based on demographic factors, with non-regular students tending to have better psychological flexibility than regular students.

Table 3 Psychological Resilience of Students Based on Student Demographics

Demographic	High LVP> +2,27	Medium +2,27> LVP> +0,75	Low LVP < +0,75
<i>Gender</i>			
- Male	5 (15%)	22 (64%)	7 (21%)
- Female	18 (13%)	93 (69%)	23 (17%)
<i>Semester</i>			
- Three (3)	15 (13%)	81 (70%)	19 (17%)
- Five (5)	8 (15%)	34 (64%)	11 (21%)
<i>Class</i>			
- Regular	1 (6%)	10 (67%)	4 (27%)
- Non regular	22 (14%)	105 (69%)	26 (17%)

The student's psychological flexibility instrument can be used to determine the profile of the level of psychological flexibility that students have, which can then be a reference for counselors in developing students' psychological flexibility towards psychological flexibility. The most widely used psychological flexibility instrument so far is the Connor-Davidson Resilience Scale (CD-RISC) because of its wide scope and validity. Psychological flexibility instruments need to continue to be developed in Indonesia, especially those that are in accordance with the characteristics of individuals in Indonesia, because psychological flexibility is also influenced by external factors including race and ethnicity<sup>15</sup>. Proper or good psychological flexibility instruments are needed to be able to collect accurate and good data.

Good data will be collected through good instruments, on the other hand, poorly designed instruments will produce bad data as well, which will lead to bad conclusions. Therefore, the development of a good instrument is the most important part of conducting high-quality research studies. There are four steps

<sup>15</sup> Haeny, Angela M, Joel A Lopez, Pamela A Colón Grigas, Maria C Crouch, Alan K Davis, and Monnica Williams. 2023. "Investigating the Associations of Acute Psychedelic Experiences and Changes in Racial Trauma Symptoms, Psychological Flexibility, and Substance Use among People with Racial and Ethnic Minoritized Identities in the United States and Canada." *Journal of Substance Use and Addiction Treatment* 149:209035.



involved in the development of a good instrument, namely; (1) concept identification, (2) item construction, (3) validity test, and (4) reliability test<sup>16 17</sup>.

The limitation in this study is that there are still few or limited number of respondents who involve, so in the next research that also developed the instrument of psychological flexibility from an Islamic perspective, the recommendation that can be given is that the use of the selected respondents be increased in number on a large scale.

## CONCLUSION

The conclusion that can be formulated from the results of this study is that the results of the trial of the psychological flexibility instrument on students show that the instrument is in the category of meeting the ideal conditions for measurement. Based on the results of the Item Fit Order Test, it is known that the results of the Item and Person Reliability Test are in the ideal range (+0.5 logit to +1.5 logit) which is 0.95 and 0.88 which are in the very good category and meet the measurement requirements. The results of the analysis of the distribution of items or psychological flexibility map items obtained data that item no P42 is the most difficult item to be approved, while the item with the lowest difficulty level is item P5. In addition, the results of the Unidimensionality Test showed good unidimensionality (25.5%), where the raw variance index was above the threshold of 20%. This indicates that this instrument can accurately measure students' psychological flexibility. The implication of the results of this study is that the psychological flexibility instrument in students that has been developed can be used to determine the psychological flexibility profile in students, which can then be used as a consideration in the formulation of the right guidance and counseling model in increasing positive psychological flexibility in students

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