



Psychological Obstacle among Arabic Language Learners: Implementing E-Counseling Strategies in Higher Education

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Abstract: This study examines the implementation of e-counseling to help students overcome psychological problems while studying Arabic at university. Through a qualitative approach consisting of in-depth interviews with lecturers and student questionnaires, the study found that e-counseling conducted via WhatsApp, Zoom, Google Meet, and Siakad was able to provide effective emotional support, improve self-understanding, reduce academic stress, and revitalize learning motivation. Lecturers as counselors demonstrated high responsiveness and empathy, so students felt comfortable sharing academic and personal issues. Despite the positive impact, the study also identified several obstacles such as network limitations, minimal service socialization, and busy student schedules that hampered the counseling process. These findings confirm that e-counseling is a relevant alternative psychological service for digital generation students and can be optimized through institutional support, increased digital literacy, and strengthening online service systems in universities.

Keywords: E-counseling, Mental health, Arabic language learning, foreign language anxiety, Academic stress

Introduction

The development of digital technology in the modern era has brought significant changes to human life, including education. Universities now function not only as institutions for the transfer of knowledge but also as institutions that play a vital role in shaping students' psychological well-being (Humati & Budiarti, 2020). The increasing academic pressure, social demands, and personal challenges make students vulnerable to psychological problems such as stress, anxiety, and mild depression. These conditions require serious attention, particularly in the context of effective counseling services.

The main topic of this research focuses on the implementation of e-counseling, an electronic-based counseling service that utilizes digital technology for interaction between counselors and students. E-counseling allows for flexible guidance through online platforms such as WhatsApp, Zoom, video calls, and web-based counseling management systems (Nugroho & Nurdahlia, 2024). In higher education, E-counseling is present as an alternative to address the limited resources of counselors, time, and geographical constraints that students often face.

Previous research has shown that college students often experience psychological disorders such as stress, anxiety, and academic adaptation issues. E-counseling services are considered effective as an alternative support service because they are easily accessible, flexible, and able to reach students who are reluctant to consult in person. Digital counseling helps increase students' readiness to seek professional help (Khotijah, 2025). E-mental health can reduce access barriers, especially for students who have limited time and mobility (Irawan et al., 2023). Further research shows that e-counseling supports emotional openness and increases students' comfort in the counseling process (Ruhansih, 2017). Further research found that online counseling was able to reduce students' stress and anxiety levels (Junita et al., 2019). In addition, other research states that online counseling is an alternative psychological service that is adaptive and easy to access in higher education (Fadhilah et al., 2019)

Recognizing this gap, this study proposes an implementation approach that emphasizes the integration of technological systems with an empathy-based psychological approach. This strategy includes developing interactive features that can enhance emotional closeness between counselors and students, as well as improving the digital competence of campus counsellors (Sucipto et al., 2024). In addition, this study also emphasizes the importance of institutional policies that support the sustainability of E-counseling through ongoing training, privacy policies, and periodic evaluation of service effectiveness.

The main objective of this study is to analyze the implementation of e-counseling in addressing psychological problems among university students, particularly in Arabic language learning. More specifically, this study seeks to identify supporting and inhibiting factors in the implementation of e-counseling and to assess the extent to which the service can contribute to improving student mental health (Widyawati et al., 2025). Thus, the results of this study are expected to provide an empirical basis for the development of a more effective, inclusive, and sustainable digital counseling system in the academic environment.

The novelty of this research is also evident in its focus on implementation aspects, rather than just theoretical analysis. While most previous research only highlights the benefits and constraints of e-counseling in general, this study explores how concrete implementation strategies can be tailored to the specific conditions of higher education institutions (Supraptini, 2021). This includes mapping digital infrastructure readiness, students' technological literacy levels, and the ethical mechanisms required to maintain the confidentiality of client data. This approach is expected to yield practical, applicable recommendations for campus counseling service administrators.

Thus, this study confirms that e-counseling innovation is not merely a temporary solution to the limitations of face-to-face services, but rather a strategic transformation toward a counseling system that is more responsive to the dynamic needs of the digital generation. The development of e-counseling services in higher education is expected to be not only operationally efficient but also humanistic and oriented towards the holistic psychological well-being of students. This research is expected to pave the way for modern, inclusive, adaptive, and sustainable counseling services in Indonesian higher education.

Method

This research uses a qualitative approach with a case study type. (*case study*). This approach was chosen because the research focuses on an in-depth understanding of the implementation of e-counseling in helping students overcome psychological problems during Arabic language learning at university. The qualitative approach allows researchers to thoroughly explore the experiences, perceptions, and interactions between lecturers (as counselors) and students (as clients) in the context of e-counseling. The case study research type was used because this research seeks to capture an in-depth portrait of the implementation of e-counseling at one or several universities as case units bound by a specific context. The research was conducted at one of the State Universities in Jambi Province. The participants in the study consisted of lecturers and students, as illustrated in the following table.

Table 1. *Lecturer Demographics*

No	Code Dose	Gender	Age
1.	D1	Man	37
2.	D2	Woman	27
3.	D3	Man	34

Table 2. *Student demographics*

No	Student Code	Gender	Semester	Age	Guidance Frequency
1.	M1	Man	1	18	1
2.	M2	Woman	1	18	2
3.	M3	Man	1	18	1
4.	M4	Woman	3	18	7
5.	M5	Man	3	20	1
6.	M6	Woman	3	20	2
7.	M7	Man	3	19	2
8.	M8	Woman	3	20	3
9.	M9	Woman	3	19	1
10.	M10	Woman	3	19	4
11.	M11	Woman	3	22	3
12.	M12	Woman	3	19	1
13.	M13	Woman	3	19	1

14.	M14	Man	5	20	1
15.	M15	Man	5	21	3

Then, the focus of this research is directed to understand in depth how the implementation of e-counseling plays a role in addressing student psychological problems that arise during the Arabic language learning process in higher education. This research seeks to examine two main dimensions, namely (1) the implementation of technology and counselor (lecturer) competence in providing e-counseling services, and (2) the psychological conditions of students that underlie the need for these services.

The analytical approach in this study refers to two main theoretical frameworks used as a conceptual foundation in understanding, interpreting, and analyzing the research data. These two theoretical frameworks were chosen because they are relevant to the research focus, specifically in examining the acceptance and utilization of technology in e-counseling services and understanding the psychological conditions of students that underlie the need for such services. Through the use of these theoretical frameworks, the study is expected to provide a systematic, comprehensive, and in-depth analysis of the phenomena studied. These two main theoretical frameworks are:

- 1) Technology Acceptance Model (TAM) – Davis (1989) and Online Counseling Framework – Barak (2009), which are used to analyze how lecturers and students accept and utilize the e-counseling system in terms of convenience, effectiveness, and online interpersonal relationships.
- 2) Cognitive Behavioral Theory (CBT) and Self-Determination Theory (SDT), which are used to understand the forms of psychological problems in students, such as learning anxiety, academic stress, and low motivation, and how e-counseling interventions play a role in reducing these problems.

Table 3. Indicators of the Technology Acceptance Model (Davis, 1989) and the Online Counseling Framework (Barak, 2009)

No	Aspect				Indicator
1	Accessibility and ease of use				The e-counseling system is easy for students to use
2	Lecturer	Competence	in	Online Counseling	<ol style="list-style-type: none"> 1. Lecturers are able to build empathetic relationships online. 2. Lecturers are responsive to student concerns.
3.	Effectiveness of E-Counseling				<ol style="list-style-type: none"> 1. E-counseling helps students understand themselves and their problems. 2. E-counseling reduces stress and anxiety

levels related to studying.

Table 4. Indicators of Cognitive Behavioral Theory and Self-Determination Theory

No	Aspect	Indicator
1	Study anxiety (foreign language anxiety)	<ol style="list-style-type: none"> 1. Fear of making mistakes when speaking Arabic. 2. Nervousness when having to speak in front of the class.
2	Academic stress	<ol style="list-style-type: none"> 1. Feeling stressed by Arabic assignments or exams. 2. Feeling mentally exhausted.
3	Low motivation	<ol style="list-style-type: none"> 1. Lack of interest in learning Arabic. 2. Lack of enthusiasm for attending lectures.

The data collection process was carried out using three main techniques, namely using questionnaires, in-depth interviews, and documentation.

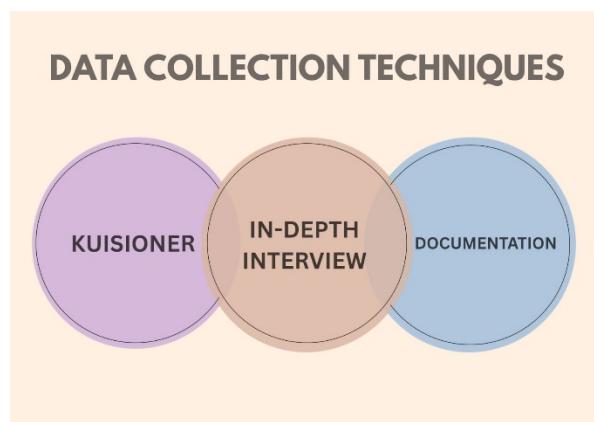


Figure 1. Data collection techniques

Face-to-face interviews with lecturers were conducted to gain a deeper understanding of e-counseling in higher education. Students completed questionnaires to assess the extent of e-counseling's impact on students and its impact on emotional well-being, self-confidence, and morale. Documentation included the platforms commonly used for e-counseling in higher education.

The data analysis technique in this study uses the Miles and Huberman model, which consists of three stages: data reduction, data presentation, drawing conclusions and verification.

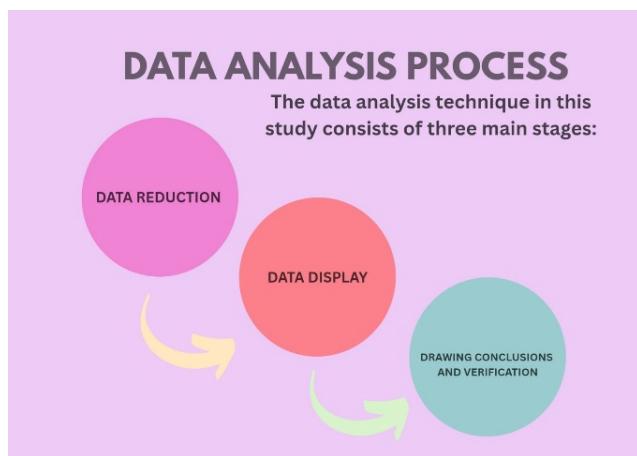


Figure 2. Data analysis

The validity of the data in this study was maintained through several checking techniques commonly used in qualitative research. The researcher began by conducting technical triangulation, which involves comparing the results obtained from questionnaires, interviews, and documentation to evaluate consistency and strengthen the findings. Next, the researcher used source triangulation by re-verifying data from several respondents so that each piece of information obtained could be confirmed through different sources. Respondent checking was also carried out by asking respondents to review the researcher's summary or tentative interpretation to maintain the original meaning of their statements. To enhance the objectivity of the analysis, the researcher conducted discussions with colleagues or supervisors (peer debriefing) to obtain constructive feedback and reduce the possibility of bias. The researcher also ensured accuracy by conducting ongoing observations and repeatedly reviewing all data. Through these procedures, it is hoped that the quality of the data used in this study will be maintained in terms of reliability and credibility.

Result and Discussion

The research results show that e-counseling has been implemented as a mental health support tool for students in their Arabic language learning process. The platforms used include WhatsApp Chat, Zoom, Google Meet, and Siakad, which serves as a medium for interaction between lecturers (counselors) and students (counsellees). These channels were selected based on ease of access and familiarity among students.

Based on findings from the questionnaire and in-depth interviews, the e-counseling service was deemed flexible and responsive in meeting students' needs, especially when they faced mental stress arising from learning Arabic. E-counseling provided a safe environment for sharing stories and helped students see problems from different perspectives. The interaction with lecturers allowed students to focus more on understanding the causes of problems, discovering their potential, and determining appropriate remedial steps. Lecturers were highly responsive to students' problems and quickly sought the best solutions.

Table 5. Lecturer interview findings regarding E-counseling

No	Source person	Indicator	Key Findings
1.	D1, D2, D3	Lecturers' knowledge of E-counseling.	The lecturer knows that the university has implemented E-counseling.
		The relationship between empathy and lecturer responsiveness.	Lecturers are able to build good empathetic relationships with students, lecturers also respond quickly when students have problems.
		Platform and time of implementation of E-counseling.	E-counseling is conducted using the following platforms: WhatsApp Chat, Zoom, Google Meet, and Siakad. E-counseling sessions typically last around 30-60 minutes.
		The impact of e-counseling on student psychology.	After counseling, students can solve the problems they face, feel calmer, have better motivation and self-confidence.
		Challenges and efforts to increase the effectiveness of E-counseling.	The main challenges are usually network constraints and the lack of dissemination of information about e-counseling within universities. Efforts are being made to raise awareness about e-counseling.

After seeing the interview results and the data presented in the table, it can be concluded that the implementation of E-counseling in higher education has been running functionally and has had a positive impact on students. The interview was conducted by examining several indicators, namely (1) Lecturers' knowledge of E-counseling, (2) Empathetic relationships and responsiveness of lecturers, (3) Platform and time of E-counseling implementation, (4) Impact of E-counseling on student psychology, (5) Challenges and efforts to increase the effectiveness of E-counseling. These findings are supported by student questionnaire data which show emotional changes, increased self-confidence, and the ability to solve academic problems after participating in E-counseling.

Table 6. Findings from the student questionnaire results

No	Source person	Indicator	Key Findings
1.	M1, M3, M5, M6, M7, M8, M9, M10, M11, M12.	The most frequently used platform in online E-counseling	Ten students stated that WhatsApp was the most frequently used platform for

<p>M2, M4, M9, M11, M12, M13, M14, M15.</p>	<p>M11.</p>	<p>e-counseling, due to its ease of access, strong network connection, and reduced data usage. However, eight students stated that Zoom Meetings and Google Meet were the most frequently used platforms because they allow face-to-face interaction, similar to offline counseling. One student also considered the Siakad platform to be very effective due to its greater privacy and security.</p>
<p>2. M1, M3, M5, M9, M12, M13, M14.</p>	<p>Frequency of counseling guidance</p>	<p>E- Seven new students received guidance once, three students received guidance twice, three students received guidance three times, one student received guidance four times, and one student received guidance seven times. The frequency of guidance depends on the challenges faced by each individual.</p>
<p>M2, M6, M7. M8, M11, M15. M10.</p>	<p>M4.</p>	<p>3. M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13, M14, M15</p> <p>Lecturer responsiveness problems faced by students</p> <p>All students who filled out the questionnaire said that the lecturers were very responsive to the problems experienced by students, they also thought that the lecturers responded quickly when they provided guidance, and the lecturers provided the best solutions to the problems they faced.</p>
<p>4. M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13, M14, M15</p>	<p>Things that trigger stress in students</p>	<p>They said that the thing that triggered the stress was the large number of assignments given by the lecturers, and they also complained about the deadlines being very close to the time the assignments were given.</p>

5.	M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13, M14, M15	E-counseling helps students understand themselves	E-counseling helps students to understand themselves, by providing guidance or consultation with lecturers, students feel they can understand themselves and have the courage to take steps for themselves in the future.
6.	M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13, M14, M15	Students are able to overcome problems experienced after participating in E-counseling	After undergoing E-counseling guidance, students were able to overcome the problems they experienced, because they received good and correct solutions and problem-solving steps from the lecturer.
7.	M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13, M14, M15	Increased student learning motivation after conducting E-counseling	The return of enthusiasm and increased motivation to learn among students after participating in E-counseling is because after they undergo E-counseling guidance, they feel calm and free from existing problems.
8.	M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13, M14, M15	Students' expectations regarding E-counseling services	Students hope that the E-counseling service will be maintained and that some platforms that are not well known to students will be improved, perhaps by providing outreach or providing information via social media.
9.	M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13, M14, M15	Students' obstacles and concerns regarding online e-counseling	Some students believe that the biggest challenges they encounter during online e-counseling are network connectivity and internet data. However, others report that their challenge is time, due to their busy schedules of classes and activities, which often involve

spending any free time on
piling up assignments.

The questionnaire was used to strengthen the data findings of lecturer interviews regarding the effectiveness of the use of E-counseling, the questionnaire contained several questions, namely, (1) The most frequently used platform in online E-counseling, (2) Frequency of E-counseling guidance, (3) Lecturer responsiveness to problems faced by students, (4) Things that trigger stress in students, (5) E-counseling helps students understand themselves, (6) Students are able to overcome problems experienced after participating in E-counseling, (7) Increased student learning motivation after doing E-counseling, (8) Student expectations of E-counseling services, and (9) Student obstacles and concerns regarding online E-counseling. Overall, the nine points of the questionnaire results show that E-counseling provides significant benefits for students, although there are still technical obstacles that need attention. The following are some of the platforms used in E-counseling:



Figure 3. E-counseling via WhatsApp chat

Based on Figure 3. E-counseling via WhatsApp chat, it can be seen that communication between lecturers and students is responsive, with relatively quick response times. This conversation pattern reinforces the research findings that e-counseling via instant messaging platforms—specifically WhatsApp—is indeed an effective and accessible medium for students. The interactions seen in the figure indicate that students can contact lecturers anytime they need help, and lecturers respond within a short timeframe. This aligns with the interview results, which confirmed that empathetic relationships and lecturer responsiveness are key factors in e-counseling's ability to provide a sense of security, emotional support, and clarity in addressing academic and psychological issues.



Figure 4. E-counseling using the Zoom meeting platform

Figure 4. E-counseling using the Zoom meeting platform shows that the e-counseling process is also conducted through virtual face-to-face media, allowing students to interact directly with lecturers even though they are not in the same physical space. This visual reinforces the finding that the use of platforms like Zoom is preferred because it provides a space for more in-depth communication, especially for discussing issues that require nonverbal expression or more intense two-way dialogue. The presence of two video panels indicates that the counselor and client can see, speak to, and discuss issues in real time. This supports previous findings that lecturers are able to build empathetic relationships and provide quick responses to student issues.

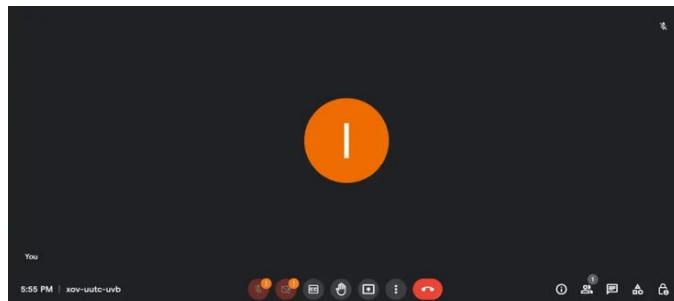


Figure 5. E-counseling using the Google Meet platform

Figure 5. E-counseling using the Google Meet platform, demonstrating that e-counseling services are also implemented through a simple and easily accessible video conferencing platform for students. Although students or lecturers do not always have their cameras turned on, the display of the participants' initials indicates that the counseling process continues synchronously via audio. This situation aligns with interview results that stated flexibility is one of the main advantages of e-counseling—students can consult without always having to appear visually, especially when in an unstable emotional state or with limited network connection. The use of Google Meet also reinforces the finding that universities provide a variety of platform options so that students can choose the channel that is most comfortable for them, through audio-visual sessions like this.

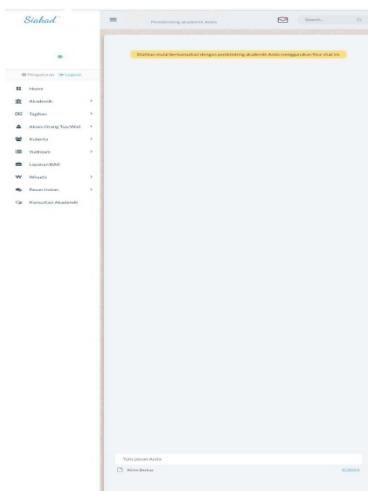


Figure 6. E-counseling using the Siakad platform

Figure 6 shows that e-counseling services are also available within the official campus academic system, providing a more structured and easily accessible consultation space for students. This Academic Consultation feature allows students to directly contact their advisors through the message section and send supporting documents if needed. This feature reinforces the finding that higher education institutions have provided various communication channels to support students' mental health and academic needs during the Arabic language learning process. The use of Siakad is important because this platform is formal, integrated with academic data, and facilitates students who need assistance with their problems.

The findings of this study indicate that the implementation of e-counseling in higher education significantly contributes to improving students' psychological health, particularly in the context of Arabic language learning, which is known to be highly challenging. Students often face pressures such as numerous assignments, academic performance demands, and anxiety when using a foreign language, creating a need for easily accessible mentoring services. The implementation of e-counseling addresses these needs through flexible time, media accessibility, and a safe space to share experiences without having to meet in person. Interviews with lecturers indicate that empathetic relationships can be maintained even through online platforms such as WhatsApp, Zoom, Google Meet, and Siakad. Lecturer responsiveness is a crucial factor in making students feel cared for, allowing them to be more open in expressing their mental distress. Counseling relationships can still be formed effectively in a digital environment as long as there is warm communication and consistent responses from the counselor (Keterampilan et al., 2025).

From a psychological perspective, the success of e-counseling services can be explained through the framework of Cognitive Behavioral Theory (CBT), where the counseling process helps students identify negative thought patterns related to Arabic language study and then reframe their understanding of perceived academic obstacles. Many students in this study reported feeling calmer, more self-aware, and more helped in developing problem-solving strategies after participating in e-counseling. Cognitive-based interventions can reduce anxiety by changing

maladaptive thought patterns (Haikal, 2022). Through digital counseling, students experience emotional and academic support, making them feel more competent and in control of their learning process.

From a technology acceptance perspective, students tend to accept e-counseling because it can be done anytime. WhatsApp is the most widely used medium due to its familiarity, data-saving, and comfort in expressing problems. Meanwhile, platforms like Zoom and Google Meet are preferred when students require face-to-face interaction to discuss more complex issues. The success of e-counseling is greatly influenced by the selection of digital media that suits the user's needs and the counselor's ability to adapt their counseling style (Ruhansih, 2017).

However, the implementation of e-counseling is not without challenges. Some students cited network constraints, time constraints due to busy academic schedules, and minimal outreach regarding counseling services from the university. This demonstrates that the success of digital counseling requires systemic support from universities, including strengthening infrastructure, establishing data privacy policies, and improving digital literacy. The quality of e-mental health services depends heavily on the institution's readiness to provide adequate technical and policy support memadai (Ratih Sekar Wulan & Kurniawan, 2025). Therefore, universities need to position e-counseling as an integral part of academic services, not merely a temporary solution.

Questionnaire data further confirms that e-counseling has a direct impact on students' psychological well-being. Nearly all respondents stated that they felt better able to manage stress, increased self-confidence, and found new motivation after the consultation. Online counseling also helps improve students' comfort in speaking for those who find it difficult to express their emotions face-to-face (Selviani, 2025). Digital interventions can reduce levels of anxiety and depression in the student population (Karyati & Julisawati, 2025). Thus, the results of this study confirm that e-counseling is not merely an alternative to face-to-face services, but rather an effective model of psychological support relevant to the characteristics of the digital generation.

The integration of e-counseling into campus Siakad demonstrates that educational institutions are moving toward a more structured and integrated mental health services system. The inclusion of an academic consultation feature within the official campus system helps ensure the security of student data and facilitates documentation of the counseling process (Alda & Rifdah, 2024). Data privacy literacy is also a crucial aspect, as technology-based counseling services must ensure confidentiality, personal data protection, and strict ethical procedures. The presence of a supportive campus system demonstrates the university's commitment to providing counseling services that are not only easily accessible but also safe and professional.

Overall, this study demonstrates that implementing e-counseling in higher education is a strategic step in supporting student mental health, particularly amidst increasing academic pressure and the complexity of foreign language learning. The results confirm that digital counseling models can provide a sense of security, increase student openness, and help them develop more focused problem-solving strategies. With the support of institutional policies, increased counselor capacity,

and strengthened digital infrastructure, e-counseling has the potential to become an effective, inclusive, and sustainable long-term service in higher education.

Conclusion

The study, entitled "Implementation of E-Counseling in Addressing Students' Psychological Problems in Learning Arabic in Higher Education," shows that E-counseling services via WhatsApp, Zoom, Google Meet, and Siakad can provide significant psychological support for students, marked by increased self-understanding, stress management skills, and increased learning motivation after attending counseling sessions. Lecturers as counselors can build empathetic relationships and provide quick responses so that students feel comfortable disclosing the academic pressures they are experiencing. However, this study has several limitations, such as the limited number of respondents, reliance on subjective data, the lack of an assessment of long-term impacts, and the lack of in-depth studies on technical aspects and data security. Therefore, further research is recommended to involve a wider sample, use longitudinal methods, explore aspects of digital ethics and privacy more comprehensively, and compare the effectiveness of E-counseling with face-to-face counseling to gain a more complete understanding of the potential and limitations of technology-based counseling services in higher education.

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