



Development of Reflection Card-Based Counseling Media for Positive Islamic Body Image

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Abstract

Negative body image among adolescents has increasingly emerged alongside the influence of social media, which promotes diverse standards of beauty and ideal appearance. This condition may lead to low self-confidence, poor self-acceptance, and limited social interaction among students. This study aims to develop counseling media based on reflection cards to foster positive body image within the framework of Islamic values. Employing a Research and Development (R&D) approach with the 4D model limited to three stages Define, Design, and Develop the research involved 30 students in the needs analysis, one material expert, one media expert, one counseling teacher, and nine students in a limited trial. Data were collected through interviews and questionnaires, and analyzed using descriptive quantitative and qualitative techniques. The results show that the reflection card media achieved a feasibility level of 96% from the media expert and 98% from the material expert, categorized as highly feasible. Student responses reached 88.3%, while counseling teacher responses were 98%, both categorized as highly practical. These findings indicate that reflection card-based counseling media is feasible and practical for supporting the development of positive body image among students in accordance with Islamic perspectives.

INTRODUCTION

Body image is an individual's perception of their own beauty and physical attractiveness. Body image is the representation of how one views and forms perceptions of one's own body, shaped in the mind or through the way one perceives the body. According to Hoyt (Izzah, 2024; Tumimba et al., 2025), body image is a person's overall view of their own body including its size, shape, and appearance based on personal assessments and direct experiences with their physical characteristics. Body image is not static but is constantly changing. According to Cash (Tumimba et al., 2025), body image encompasses an individual's perceptions, evaluations, psychological investment, and emotional experiences regarding their physical appearance. Body image is influenced by

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imagination, emotions, perceptions, mood, the environment, and physical experiences. Thus, body image cannot be understood solely through body size or shape but rather through an individual's subjective experience of their own body.

The phenomenon of body image among adolescents has become increasingly complex with the rise of social media. Social media presents various standards of beauty and ideal appearances that are often difficult to realistically achieve. According to a study (Rahmalia & Laili, 2025), the intensity of use of visual-based social media platforms such as TikTok and Instagram can influence how adolescents evaluate their bodies through the process of social comparison. Adolescents who are more frequently exposed to beauty content, digital filters, or idealized figures on social media tend to exhibit higher levels of body dissatisfaction compared to those who use social media more selectively.

Other studies also indicate that body image is closely linked to the development of self-confidence in adolescents. Individuals with a positive body image tend to be more comfortable in social interactions, more open, and have better self-acceptance. Conversely, adolescents with a negative body image are more prone to feelings of inferiority, shyness, and dependence on others' judgments (Basid & Maghfiroh, 2025; Sahin, 2022; Winaca et al., 2025). This indicates that body image issues are not merely about physical appearance but also concern students' psychological and social development.

Individuals with a negative body image tend to constantly dwell on whatever others say about their bodies, which can undermine their self-confidence. This involves not only altering and perfecting the body but also changing one's appearance, pampering oneself, and so on. However, this can also be achieved by trying to accept and feel content with one's current situation. This approach can lead a person to compare themselves to others, which may result in feelings of shame and a lack of confidence in their own abilities (Nasiha, 2017; Resha & Izzaty, 2025).

A positive or healthy body image leads to a positive assessment of one's body size and shape and fosters a sense of comfort with one's own body, which manifests as self-confidence and a healthy self-concept. For example, a teenager with a positive attitude toward themselves is someone who accepts their body as God has given it. They value their own body, take pride in it, and accept it, rejecting unreasonable demands in order to feel comfortable and confident in it. With a negative body image, a teenager will also have a negative view of their own body shape and size or the bodies of those around them and feel inferior and anxious about their own body, leading to self-dissatisfaction (Alfhatir et al., 2025).

From an Islamic perspective, human beings were created by Allah the Almighty in the best of forms, as stated in Surah At-Tin, verse 4:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ

Meaning: *We have certainly created man in the best of stature* (QS. At-Tin 4)

This verse conveys the message that every human being possesses value and dignity that are not determined solely by physical appearance. Islam views the body as a trust that must be safeguarded, valued, and appreciated. Therefore, the development of a positive body image from an Islamic perspective is not only oriented toward physical acceptance but also toward the cultivation of gratitude, self-respect, and spiritual awareness (Al-Qurtubi, 2002; Nabih et al., 2025).

Based on preliminary observations at one school, it was found that some students still exhibit tendencies toward a negative body image. This is evident

in students who lack confidence in their physical appearance, frequently compare themselves to peers or figures on social media, and emphasize their physical shortcomings rather than their strengths. Additionally, the guidance and counseling services currently rely predominantly on lecture-based methods and simple materials, resulting in suboptimal student engagement with these services.

These observational findings were corroborated by interviews with guidance counselors, who noted that some students particularly those in Class IX-5 indicated that using light makeup such as powder and lip tint, adjustments to their clothing style, or certain appearances make them feel more comfortable and confident when interacting with peers; they also feel self-conscious about their physical appearance, are dissatisfied with their body shape or facial features, and experience negative effects on their self-confidence and social interactions. The guidance and counseling teachers also stated that more interactive and reflective guidance and counseling media are needed so that students will participate more actively in the services.

These conditions highlight the need for media innovation in guidance and counseling services. The use of interactive media can help students become more actively involved in the service process and make it easier for them to understand the issues they are facing. Research [Sucipto et al., \(2024\)](#) confirms that interactive media play a crucial role in enhancing the effectiveness of guidance and counseling services and making it easier for students to access these services. These findings suggest that guidance and counseling services require media that are not only informative but also engaging and tailored to students' characteristics.

Previous research findings indicate that the use of visual media, such as animated videos, holds great potential as an intervention tool to help students develop a positive body image ([Alfhatir et al., 2025](#); [Basid & Maghfiroh, 2025](#); [Brichacek et al., 2025](#); [Masitah et al., 2017](#)). However, most previous studies on body image interventions have been limited to one-way nutrition education or conventional counseling focused solely on standards of physical satisfaction. There is a clear gap between the theory of body idealism and the psychological reality of students in school; few studies have integrated religious-spiritual aspects into interactive guidance and counseling media, and there is a lack of conceptual media capable of stimulating students to evaluate themselves independently and actively.

To address this gap, the novelty of this study lies in the development of guidance and counseling media that combines reflective-interactive assessment methods through the use of reflection cards specifically integrated with the values of the Islamic Body Image (the concepts of gratitude, trustworthiness, and *tazkiyatun nafs*). Unlike previous studies, which were predominantly text-based or involved one-way video content delivered in different locations, this study focuses on the development of a physical-psychological product specifically designed to align with the cultural characteristics and needs of female students in junior high school.

The theoretical implications of this study contribute to the expansion of the body of knowledge in Islamic guidance and counseling, particularly in the development of a religiosity-based cognitive counseling model. Practically, this study has a tangible impact on students' psychological and spiritual well-being, helps reduce the phenomenon of insecurity caused by social media, and provides practical, self-administered intervention tools for guidance and counseling teachers to optimize group counseling services in schools. Therefore, this study is important, with a focus on the "Development of

METHODS

This study employs the Research and Development (R&D) method a research approach used to develop a specific product and test its effectiveness using the 4D development model introduced by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. The 4D model consists of four main stages: define, design, develop, and disseminate (Anidar et al., 2026; Efendi et al., 2026; Engkizar et al., 2023; 2026; Fayrus et al., 2022; Kassymova et al., 2025; Saidi et al., 2025; Untung et al., 2022). However, this study was conducted only up to a limited trial at the Develop (3D) stage.

The data sources for this study consisted of students, guidance and counseling teachers at State Junior High School 8 Percut Sei Tuan, a subject matter expert, and a media expert. Students served as the primary data source for the needs analysis; guidance and counseling teachers acted as informants during interviews and as practitioners in the pre-pilot test; while the subject matter expert and media expert served as product validators. The research subjects in the needs analysis phase consisted of 9 ninth-grade female students from Class IX–5. Subsequently, the validation phase involved 1 subject matter expert and 1 media expert, while the practicality phase involved 1 guidance and counseling teacher.

The data collection methods used were interviews and questionnaires. Interviews were used to obtain preliminary information regarding media needs and students’ issues related to body image. Questionnaires were used to analyze students’ body image needs, validate the content with subject matter experts, validate the media with media experts, conduct a pre-test by guidance and counseling teachers, and assess students’ responses to building a positive body image.

There were two types of data analysis techniques used in this study. First, quantitative data analysis was used to process the questionnaire data using descriptive percentage techniques to determine the level of suitability, practicality, and validity of the media developed. Quantitative data were obtained through a questionnaire using a Likert scale with five response options, each assigned a score of 5, 4, 3, 2, and 1. Arikunto, (2006) states that quantitative data in the form of numbers can be analyzed by summing them, then comparing them to the maximum score and expressing the results as percentages. These percentage results are then interpreted qualitatively to determine the level of suitability of the teaching material. Percentage calculations are performed using the following formula:

$$P = \frac{e\sum x}{e\sum y} \times 100$$

Notes:

P = Percentage

$\sum x$ = Total score obtained

$\sum y$ = Maximum possible score

Table 1. Percentage of Average Scores

Average Score	Criteria
81-100%	Highly Feasible / Highly Practical
61-80%	Feasible / Practical
41-60%	Less Feasible / Less Practical
21-40%	Not Feasible / Not Practical

0-20%	Very Not Feasible
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Second, qualitative data analysis was used to assess the feasibility of the product being developed. The qualitative data consisted of suggestions, feedback, and comments on the media evaluation forms provided by the validators. This data was then analyzed using qualitative descriptive methods, through the stages of data collection and drawing conclusions.

RESULT AND DISCUSSION

Define Stage

The Define stage is the initial stage in the 4D development model, which aims to identify issues occurring in the field regarding the body image of students in Class IX-5 at State Junior High School 8 Percut Sei Tuan, Deli Serdang Regency, North Sumatra, Indonesia. This was followed by an analysis of student needs and an analysis of media needs.

First, the student needs analysis. The results of the questionnaire administered to 30 students at State Junior High School 8 Percut Sei Tuan were intended to assess the students' body image, covering the following body image indicators: i) perception of the body (perceptual aspect), ii) attitudes or the cognitive aspect, iii) emotions or the affective aspect, iv) body-related behavior (behavioral aspect), and v) sociocultural influences (sociocultural aspect).

Table 2. Results of the Students' Body Image Analysis

Category	Number of Students	Percentage
Very Low	1	3.33%
Low	8	26.67%
Moderate	11	36.67%
High	8	26.67%
Very High	2	6.66%
Total	30	100%

Based on the results of the initial body image identification questionnaire distributed to 30 students, the data showed that 9 students fell into the low and very low body image categories. This number consisted of 8 students (26.67%) in the low category and 1 student (3.33%) in the very low category. In addition, 11 students (36.67%) fell into the moderate category, 8 students (26.67%) into the high category, and 2 students (6.66%) into the very high category.

These findings indicate that there are still students who have negative perceptions of their physical appearance, lack self-confidence, frequently compare themselves to others, and are easily influenced by appearance standards prevalent in their social environment and on social media. This situation highlights the need for guidance and counseling services that can help students develop a more positive body image.

Second, Results of Interviews and Observations. Based on the results of interviews and observations, it was found that issues related to body image and self-acceptance still exist among students. In addition, the guidance counselor reported that some students particularly those in Class IX-5 indicated that using light makeup such as powder and lip tint, adjusting their clothing style, or adopting certain appearances made them feel more comfortable and confident when interacting with their peers. The guidance counseling services used to date were assessed as not yet fully engaging students actively in the counseling process. The guidance and counseling teachers also responded positively to the development of reflection cards that integrate the concept of body image.

Third, the results of the media needs survey

Table 3. Results of the Reflection Card Media Needs Analysis Survey

Analysis Dimension	Aspect	Indicator	Response Option	%
Media Needs	Guidance and Counseling Media	Reflection cards are needed in counseling services to help understand body image	Strongly Agree	50
			Agree	33
			Disagree	10
			Strongly Disagree	7
Student Characteristics	Learning Style	Visual game media facilitates understanding of body image	Strongly Agree	47
			Agree	37
			Disagree	10
			Strongly Disagree	6
Media Availability	Supporting Facilities	School facilities support the use of reflection card media	Strongly Agree	40
			Agree	40
			Disagree	13
			Strongly Disagree	7
Learning Motivation	Interest	Attractive reflection card media increases interest in participating in counseling services	Strongly Agree	53
			Agree	30
			Disagree	10
			Strongly Disagree	7
Media Effectiveness	Self-Understanding	Reflection card media helps in understanding and accepting oneself more positively	Strongly Agree	57
			Agree	27
			Disagree	10
			Strongly Disagree	6

Based on the results of a needs analysis questionnaire distributed to 30 students, the data revealed that the majority of students expressed a high need for the use of reflection cards in guidance and counseling services. Regarding the need for this medium, 50% of students strongly agreed and 33% agreed that reflection cards are necessary to help them understand body image. These findings indicate that students need tools that can help them better recognize and understand their self-perception.

Regarding student characteristics, 47% of students strongly agreed and 37% agreed that visual aids and games facilitate understanding of body image. This suggests that students are more interested in interactive, engaging media that involves active participation in the counseling process.

Regarding media availability, 40% of students strongly agreed and 40% agreed that school facilities support the use of reflection cards. These data indicate that the available facilities and infrastructure sufficiently support the implementation of the program using the developed media.

Regarding learning motivation, 53% of students strongly agreed and 30% agreed that engaging reflection cards can increase their interest in participating in guidance and counseling services. Additionally, regarding the effectiveness of the medium, 57% of students strongly agreed and 27% agreed that reflection cards can help them understand and accept themselves more positively.

Overall, the results of the needs analysis indicate that students require guidance and counseling materials that are engaging, interactive, and help them reflect on positive body image from an Islamic perspective. Therefore, the development of guidance and counseling materials based on reflection cards is

considered relevant and aligned with students' needs.

Design Stage (Planning)

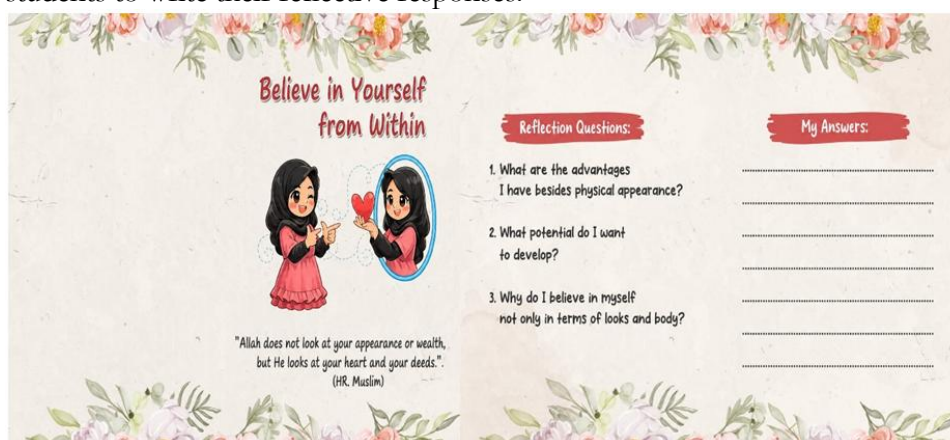
The design phase is the stage of developing the media, which is carried out after the researcher obtains the results of the needs analysis in the define phase. In this phase, the researcher begins to develop a concept for reflection-card-based guidance and counseling media tailored to the characteristics of junior high school students; the design phase aims to produce a preliminary design (prototype) of the reflection-card media. Activities in this stage include: First, the development of content. The media content is developed based on indicators of body image, self-acceptance, and Islamic values regarding self-respect. The content is developed into card text that aligns with the students' needs (Rahmalia & Laili, 2025; Rusfa et al., 2022).

Second is media design. At this stage, reflection cards were designed with a floral and interactive visual concept. The media consists of: Reflection Card: containing reflection and self-awareness questions; Challenge Card: containing simple challenges or activities to build a positive body image; Support Card: containing affirmations, support, and positive reinforcement; and a reflection game board: as a tool to support group dynamics. Student reflection/response sheets: for recording reflection results and experiences during the program. Media user guide: containing objectives, usage instructions, game rules, and program evaluation. Development of Research Instruments: At this stage, research instruments were developed, including a subject matter expert validation questionnaire, a media expert validation questionnaire, a guidance counselor response questionnaire, and a student response questionnaire.

Development Stage

The development stage aims to produce reflection card-based guidance and counseling materials that have been revised based on expert input and to obtain feasibility test results before they are used in guidance and counseling services. First, the initial product development stage (Prototype). In this stage, the researcher developed the materials in the form of simple reflection cards consisting of five main themes. The initial development was based on the concept of reflective materials designed to help students engage in self-exploration through reflective questions.

The five themes developed in the initial stage include inner confidence, self-respect, reduced social comparison, body appreciation, and body acceptance. Each card features an illustration, an Islamic quote, and a space for students to write their reflective responses.



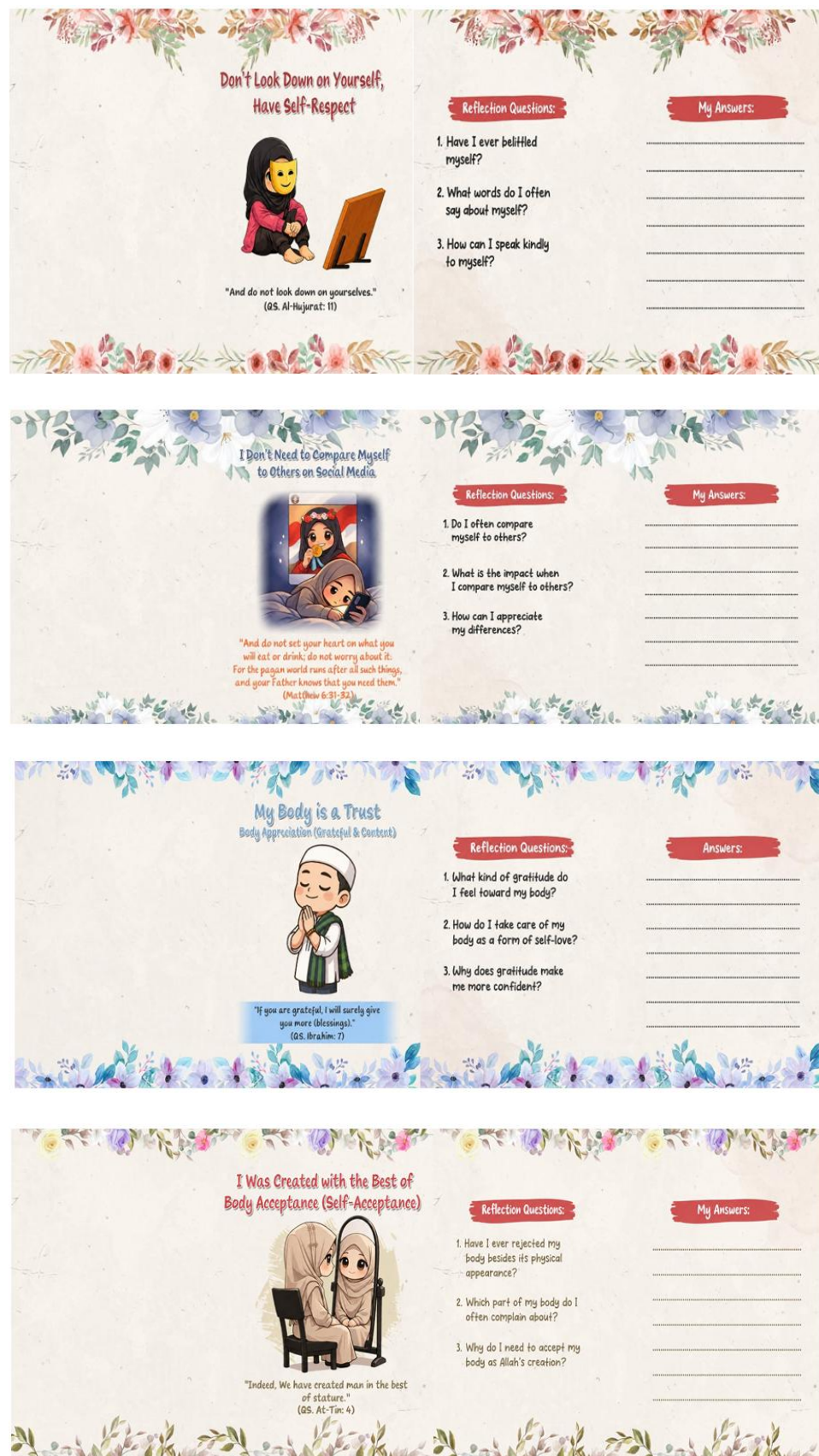


Fig 1. Initial prototype of the reflection card set

At this early stage, the developed material was still a collection of reflection cards without a game flow or structured usage mechanism. The primary focus of development remained on visual design and the formulation of reflection questions. Furthermore, after reviewing the content of the material, it was found that the themes of the cards developed in the initial stage did not fully align with

the indicators of Thomas F. Cash's body image theory, which served as the foundation for this research. The themes developed were still general in nature, focusing on self-confidence and self-esteem, whereas Cash's theory emphasizes more specific aspects. This situation indicates that the initial prototype still requires refinement so that the media is not only visually appealing but also has a theoretical connection to the concept of body image, which is the focus of this research.

First, product revision. The revision phase was conducted to refine the media so that it would better align with the theory and objectives of guidance and counseling services. The revision was carried out in stages, taking into account the alignment of the media's content with the indicators of Thomas F. Cash's theory, as well as the effectiveness of the media's use in service delivery.

First Revision Stage: Adjusting Themes Based on Thomas F. Cash's Body Image Theory. The first revision focused on the substance or content of the media. At this stage, the researcher modified the themes of the cards which were previously general in nature to themes organized according to Thomas F. Cash's body image indicators. The themes were then revised and adjusted into five themes representing these body image indicators. This thematic adjustment was made to ensure that each reflection card has a clear theoretical foundation and can help students understand body image in a more focused manner.

First, Inner Confidence



Fig 2. Inner Confidence Reflection Card

Second, self-respect

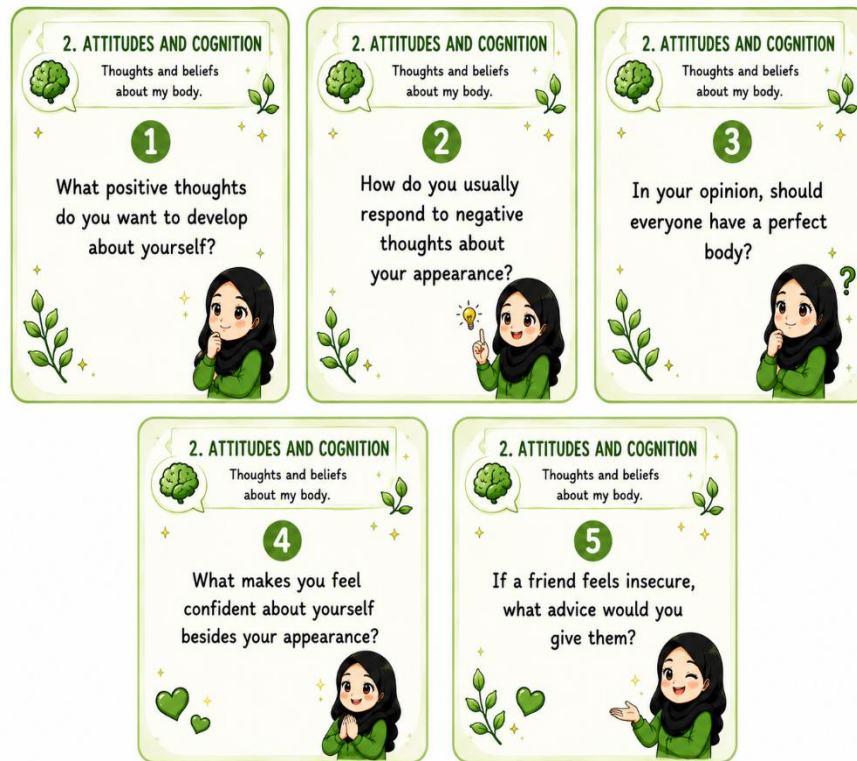


Fig 3. Self-Respect Reflection Card

Third, reduced social comparison

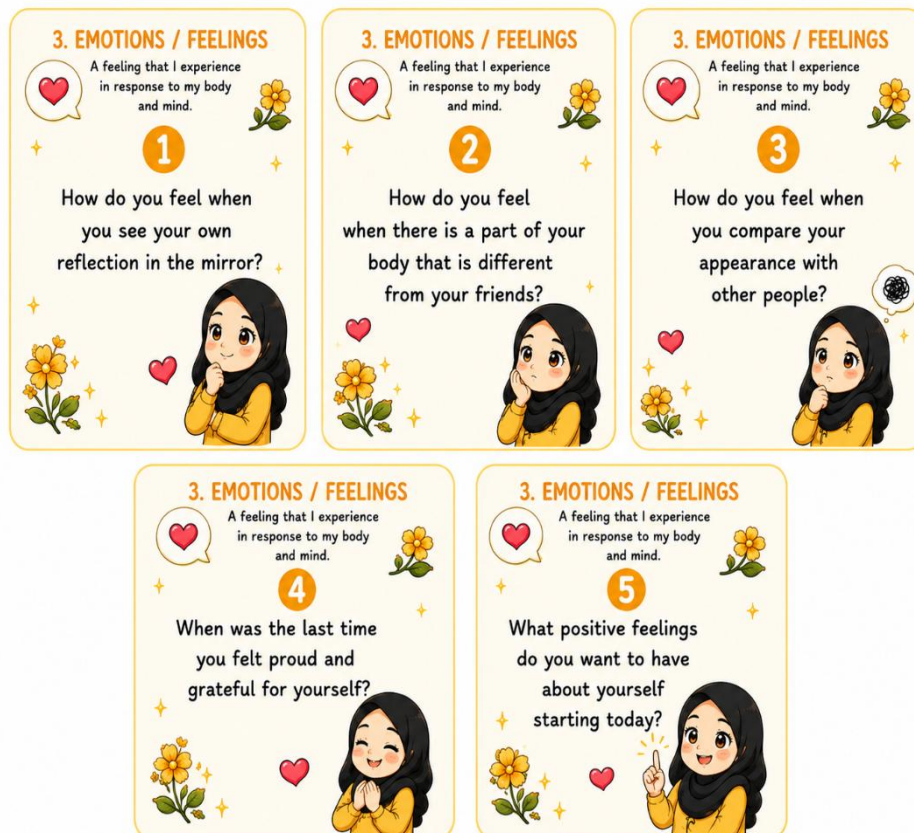


Fig 4. Reduced Social Comparison Reflection Card

Fourth, body appreciation



Fig 5. Body Appreciation Reflection Card

Fifth, body acceptance

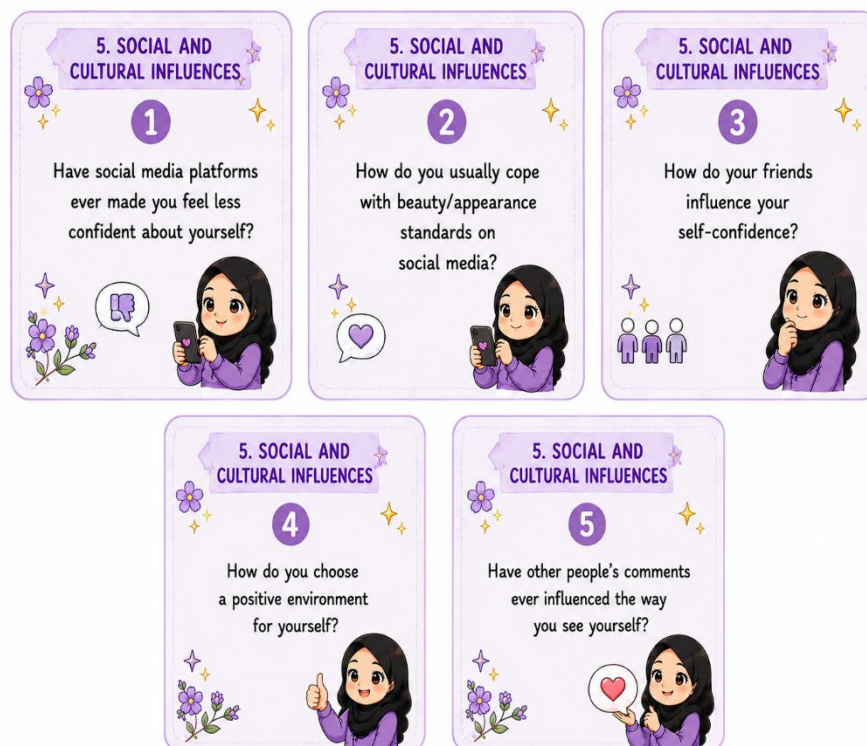


Fig 6. Body Acceptance Reflection Cards

This revision resulted in changes not only to the theme title but also to the content of the reflection questions used in the cards.

The second phase of the revision focused on developing the game flow. After the theme of the media was aligned with Thomas F. Cash's theory, the next revision addressed the mechanics of using the media. In the initial

prototype, the media lacked clear rules or a defined game flow, so its use still depended on explanations from the guidance counselor. Therefore, the researcher designed a game flow to make the media more systematic and interactive when used in guidance and counseling services. The media is played in groups by rolling the dice, moving a token, drawing a card according to the indicator color, and then answering and reflecting on the questions on the reflection answer sheet. Next, students share their thoughts and provide positive support to other group members.

First is the expert appraisal. The expert appraisal was conducted to determine the suitability of the reflection card-based counseling guidance material that had been developed. At this stage, the material was validated by subject matter experts and media experts.

Second, the results of the media expert validation. Media expert validation was conducted to determine the suitability of the reflection card resource in terms of appearance, design, readability, ease of use, appropriateness, and usefulness. The validation was carried out by media experts with expertise in the development of educational media or guidance and counseling media. The results of the media expert validation are presented in the following table.

Table 4. Results of Media Expert Validation

No	Assessment Aspect	Score Obtained	Maximum Score	%	Category
1	Media Design	10	10	100%	Highly Feasible
2	Readability	8	10	80%	Feasible
3	Ease of Use	10	10	100%	Highly Feasible
4	Media Suitability	10	10	100%	Highly Feasible
5	Usefulness	10	10	100%	Highly Feasible
Total		48	50	96%	Highly Feasible

Based on the results of the media expert validation in table 4, the reflection card medium received a feasibility rating of 96%, falling into the “Highly Feasible” category. These results indicate that the developed medium meets the criteria for feasibility and can be used in guidance and counseling services with some revisions in accordance with the validators’ recommendations.

Results of Subject Matter Expert Validation

Subject matter expert validation was conducted to determine the alignment of the media’s content with Thomas F. Cash’s body image theory, the objectives of guidance and counseling services, and the integration of Islamic values contained in the reflection cards. The subject matter expert validation instrument covered the aspects of content alignment, clarity of content, Islamic values, usefulness, and language. The results of the subject matter expert validation are presented in the following table.

Table 5. Results of Subject Matter Expert Validation

No	Assessment Aspect	Score Obtained	Maximum Score	%	Category
1	Content Appropriateness	9	10	90%	Highly Feasible
2	Material Clarity	10	10	100%	Highly Feasible

3	Usefulness	10	10	100%	Highly Feasible
4	Islamic Values	10	10	100%	Highly Feasible
5	Language	10	10	100%	Highly Feasible
Total		49	50	98%	Highly Feasible

Based on the results of the subject-matter expert validation in Table 5, the media achieved a suitability rating of 98% and was categorized as “Highly Suitable.” These results indicate that the content of the media aligns with Thomas F. Cash’s body image theory and the objectives of the media’s development.

Developmental Testing. After undergoing the validation and revision stages, the reflection-card-based guidance and counseling media was then pilot-tested on a limited scale with 9 female students in Class IX-5 at State Junior High School 8 Percut Sei Tuan. The pilot test was conducted to determine the students’ responses and the media’s practicality in guidance and counseling services.

Student Response Results. The media trial with students was conducted to determine the media’s practicality and appeal from the users’ perspective. The student response instrument covered the aspects of understanding, interest, benefits, and experience. The results of the student responses are presented in the following table.

Table 6. Student Response Results

No	Assessment Aspect	Score Obtained	Maximum Score	%	Category
1	Understanding	79	90	87.7%	Highly Practical
2	Interest	82	90	91.1%	Highly Practical
3	Usefulness	77	90	85.5%	Highly Practical
4	Experience	80	90	88.8%	Highly Practical
Total		318	360	88.3%	Highly Practical

Based on the students’ responses, the medium received a rating of 88.3% in the “Very Practical” category. These results indicate that the reflection card medium is highly practical and effective at engaging students throughout the counseling session.

Results of the guidance and counseling teachers’ responses. After undergoing the validation stage, the reflection card medium was then tested to determine the guidance and counseling teachers’ responses to the use of the medium in guidance and counseling services. The results of the guidance and counseling teachers’ responses are presented in the following table.

Table 7. Results of the guidance and counseling teachers’ responses

No	Assessment Aspect	Score Obtained	Maximum Score	%	Category
1	Content Appropriateness	10	10	100%	Highly Practical
2	Material Clarity	10	10	100%	Highly Practical
3	Media Presentation	10	10	100%	Highly Practical
4	Usefulness	9	10	90%	Highly Practical
5	Language	10	10	100%	Highly Practical
Total		49	50	90%	Highly Practical

Based on the responses from guidance and counseling teachers, the medium received a 98% rating in the “Very Practical” category. This indicates

that the reflection cards are considered practical and can be used as a supportive tool for guidance and counseling services.

The body image theory developed by Thomas F. Cash is one of the most widely used theories in psychological studies of body image. Cash views body image as a multidimensional construct that is not only related to physical appearance but also involves how individuals think, feel, and behave toward their own bodies. According to [Cash & Smolak, \(2011\)](#), body image encompasses an individual's perceptions, evaluations, psychological investment, and emotional experiences regarding their physical appearance. Thus, body image cannot be understood solely through body size or shape but rather through an individual's subjective experience of their own body.

[Cash & Smolak, \(2011\)](#), using the Multidimensional Body-Self Relations Questionnaire (MBSRQ) approach, explains that body image consists of dimensions that describe an individual's attitudes and engagement with their body and appearance. In this study, body image indicators were developed by adapting Cash's multidimensional concept to align with the characteristics of the students and the objectives of developing the reflection card media.

The reflection card-based guidance and counseling media developed in this study were designed based on the body image indicators proposed by Cash, namely body perception (perceptual aspect), attitude or cognitive aspect (cognitive aspect), emotions or affective aspect (affective aspect), behavior toward the body (behavioral aspect), and sociocultural influence (sociocultural aspect). Each card contains reflective questions that encourage students to evaluate how they view their bodies, recognize negative thoughts arising from social comparison, and develop self-esteem. Thus, the developed resource serves not only as a tool for conveying information but also as a means to foster students' self-awareness and self-acceptance.

From an Islamic perspective, acceptance of one's physical condition is part of being grateful for the blessings bestowed by Allah SWT. Islam teaches that every human being is created in the best form according to His will. As Allah SWT states in Surah At-Tin, verse 4:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ

Meaning: *We have certainly created man in the best of stature* (QS. At-Tin: 4)

According to the Tafsir Al-Mishbah, Surah At-Tin, verse 4 (*"laqad khalaqnā al-insāna fī aḥsani taqwīm"*) affirms that Allah created human beings in the best of forms. [Shihab, \(2021\)](#) explains that *aḥsani taqwīm* refers not only to physical perfection but also encompasses intellectual perfection and spiritual potential, which distinguish humans from other creatures. This perfection is a gift that grants humans the ability to think, make choices, and cultivate their innate goodness. However, this nobility is potential in nature and can be preserved if a person has faith and performs righteous deeds, or conversely, can deteriorate if they deny divine values. Therefore, students need to understand that their self-worth is not determined solely by physical appearance but also by their character, abilities, and potential.

Furthermore, the concept of gratitude also serves as a crucial foundation for developing a positive body image. Allah the Almighty states in Surah Ibrahim, verse 7:

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِنْ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

Meaning: *And [remember] when your Lord proclaimed, 'If you are grateful, I will surely increase you [in favor]; but if you deny, indeed, My punishment is severe.'* (QS. Ibrahim 7)

Tafsir Al-Mishbah, Surah Ibrahim, verse 7, emphasizes the principle of

gratitude as the key to an increase in Allah's blessings. [Shihab, \(2021\)](#) explains that Allah's statement, "If you are grateful, I will surely increase (My blessings) for you," indicates a definite moral-spiritual law: that gratitude is not merely words, but an attitude of the heart, speech, and actions in utilizing blessings according to His will. Conversely, ingratitude toward blessings is understood as the misuse or denial of Allah's gifts, which results in the loss of blessings. Thus, this verse emphasizes the spiritual causal relationship between gratitude and the increase of blessings, as well as a stern warning against ingratitude. Through the process of reflection presented in the media, students are encouraged to recognize the various blessings Allah SWT has bestowed upon them, including their health and physical condition. It is hoped that this attitude of gratitude will reduce dissatisfaction with one's body and foster positive self-acceptance.

The results of the subject-matter expert validation achieved a score of 98%, falling into the "highly suitable" category. These results indicate that the content of the media aligns with the objectives of guidance and counseling services, the concept of positive body image, and Islamic values, which served as the foundation for its development. The reflective questions included in the cards were assessed as effective in helping students gain a deeper understanding of themselves and develop a positive attitude toward their own bodies.

Furthermore, the media expert validation results achieved a score of 96%, falling into the "highly suitable" category. These results indicate that the media meets the criteria for visual appeal, readability, ease of use, and design suitability for junior high school students. The use of engaging illustrations, colors, and layouts makes the media easier to use in guidance and counseling services.

The practicality of the media was also evident from the students' responses, 88.3% of whom rated it as "very practical," and from the guidance counselors' responses, 98% of whom rated it as "very practical." These results indicate that the medium is easy to use, captures students' attention, and helps them understand the importance of self-acceptance and self-respect. During the counseling sessions, students were actively answering reflective questions, discussing with group members, and sharing experiences related to their body image.

Thus, the reflection-card-based guidance and counseling medium developed is consistent with Thomas F. Cash's body image theory, the concept of reflection in guidance and counseling, and Islamic values regarding self-acceptance and gratitude. The high results of the validation and practicality tests indicate that this medium is suitable for use as an alternative guidance and counseling service medium to help build students' positive body image.

CONCLUSION

This study successfully addressed the need for service innovation by developing a guidance and counseling tool based on reflection cards that is valid, appropriate, and practical for fostering a positive body image among students from an Islamic perspective. Substantively, this tool successfully integrates modern body image indicators according to Thomas F. Cash with Islamic theological doctrines regarding gratitude and acceptance of one's natural state of creation (*absani taqwim*). The research findings confirm that the reliability of this tool lies not only in its fulfillment of technical feasibility criteria as determined by experts but also in its ability to stimulate independent cognitive restructuring and enhance female students' active engagement during the guidance process.

This set of reflection cards is recommended for use by guidance and counseling teachers as a tool in both group and classroom counseling sessions,

particularly when covering topics related to self-development and adolescent mental health. For schools, this product can be integrated into comprehensive, preventive guidance and counseling programs to reduce the phenomenon of body dissatisfaction caused by the impact of social media. For future researchers, it is recommended to conduct experimental studies to measure the effectiveness and significance of this medium's impact on improving positive body image scores by involving a broader and more heterogeneous sample of participants.

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