



Research Uptake among Islamic School Counselors as Preliminary Evidence for Growth Mindset-Oriented Professional Development

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Abstract

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This preliminary study examines how Islamic school counselors use research recommendations produced through university-school partnerships. An exploratory descriptive survey was administered to 40 counselors from 40 purposively selected Islamic partner schools in Banjarmasin, South Kalimantan, Indonesia; all participants had been exposed to at least one school-based research activity. A researcher-developed preliminary questionnaire examined four domains of research uptake: knowledge of recommendations, attitudes toward research use, implementation, and perceived barriers. The findings indicate modest uptake. For the knowledge indicator, 30.0% of counselors reported a clear understanding of the recommendations; for an attitude indicator, 30.0% perceived them as relevant or useful, and 25.0% reported trying to apply them in counseling practice. Reported barriers included limited time, low confidence, reliance on familiar methods, and a tendency to return to previous methods when a new approach did not work as expected. The findings reveal an implementation gap between exposure to research and applying recommendations in Islamic school counseling practice. The study did not measure growth mindset directly; instead, it treats the observed response to unsuccessful implementation as a hypothesis-generating basis for future professional-development research. Given the purposive single-city sample, self-report design, and preliminary

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instrument, the findings should not be interpreted as a generalizable population estimate.

INTRODUCTION

In education, the movement from research findings to everyday professional practice is rarely automatic. Practitioners interpret evidence, compare it with local routines, and decide whether it can realistically fit their work conditions (Maxwell et al., 2022; Rickinson et al., 2022). Knowledge mobilization is therefore strengthened by interaction, trust, shared problem framing, and practical translation rather than by one-way dissemination alone (Caduff et al., 2023; Opstoel et al., 2024). Teachers and other school professionals also need accessible explanations, concrete examples, and opportunities to translate research into action before they are likely to use it consistently (Anwer & Reiss, 2023; Georgiou et al., 2023; Kallitsoglou & Mahmud, 2023). Across education, health, and human-service settings, time pressure, workload, confidence, organizational readiness, and implementation capacity further constrain uptake (Dittman et al., 2024; Gudeta et al., 2024; Halle et al., 2025; Scoresby et al., 2024; Wudu et al., 2024). The research-practice gap is therefore not only a problem of access to knowledge, but also one of interpretation, contextual fit, professional capacity, and implementation support.

The issue becomes more specific in school counseling, where practitioners must respond to students' academic, social, emotional, and developmental needs while working within school priorities and professional expectations (Chan & Westcott, 2025; Maclean & Law, 2022). Evidence-based school counseling likewise requires practitioners to connect research evidence with service planning and professional judgment rather than treating evidence as an external academic product (Zyromski et al., 2018). In Islamic schools, counseling is additionally embedded in moral formation, religious values, preventive guidance, and the broader mission of student development (Casmini & Hasanah, 2024; Setiyowati et al., 2025; Syah & Ali, 2025). From an implementation perspective, this value-based context matters because compatibility involves not only feasibility within workload and school routines, but also congruence with the school's moral-development mission and counseling priorities. Research recommendations may therefore be less likely to be taken up when counselors cannot see how the evidence fits student welfare, religiously informed values, and the institutional purpose of counseling.

This study uses the Knowledge-to-Action framework as its primary organizing lens for research uptake. The framework treats knowledge use as a process of adapting evidence to context, assessing barriers, implementing, monitoring, and sustaining use (Graham et al., 2006). The four practical domains examined in this study - knowledge of research recommendations, attitudes toward research utilization, implementation of recommendations, and perceived barriers - are organized around this movement from exposure to action. Diffusion of Innovations and evidence-informed practice are used as

supporting perspectives, particularly for interpreting perceived relevance, usefulness, feasibility, and compatibility, rather than as equivalent overarching frameworks (Rogers, 2003; Sackett et al., 1996). This hierarchy keeps the conceptual focus on research uptake while allowing the attitude domain to be interpreted in relation to how practitioners judge whether evidence is workable in their own setting.

Implementation science complements the Knowledge-to-Action framework by explaining why recommendations may remain unused even when practitioners know about them. The Consolidated Framework for Implementation Research (CFIR) identifies determinants related to intervention characteristics, inner and outer settings, individual readiness, and the implementation process; its updated formulation retains this emphasis while refining how it organizes determinants (Damschroder et al., 2009, 2022). School-based implementation studies similarly show that contextual fit, organizational support, and implementation processes shape whether new practices become routine (Mullin et al., 2024). In school counseling, these determinants may appear as limited time, unclear recommendations, weak follow-up, low confidence, or reliance on familiar methods. These conditions provide the immediate implementation lens for the present study.

Growth mindset is positioned differently. This preliminary survey does not include it in the measurement model, and it was not assessed as a psychological construct. Instead, growth mindset theory provides a prospective professional-learning lens for a specific behavioral pattern: whether practitioners persist, revise strategies, and continue learning after an initial implementation attempt is unsuccessful (Dweck, 2006; Haimovitz & Dweck, 2017). A preference to return immediately to familiar methods after difficulty may therefore generate a question for later research about how counselors interpret professional challenge and failure. The present study does not treat that pattern as evidence of a growth-mindset effect; it uses it only to motivate future research on direct measurement and intervention.

Although research utilization has been widely discussed in education, health, and social-service professions, empirical attention to research uptake among Islamic school counselors remains limited. Recent Islamic counseling scholarship has examined counselor competencies, prophetic or value-based counseling, self-care, and resilience-related themes (Casmini & Hasanah, 2024; Nuha et al., 2024; Setiyowati et al., 2025), while bibliometric mapping indicates a continuing concentration on conceptual and value-oriented topics rather than implementation outcomes (Ifdil et al., 2023). Partner schools may host data collection, pilot programs, and professional development activities. Yet less is known about what happens after research teams leave and recommendations must be translated into routine counseling work. Recommendations may be available but hard to understand, insufficiently followed through coaching, or perceived as misaligned with immediate service demands and school values. This creates both a practical gap for school-university partnerships and a scholarly gap for Islamic guidance and counseling research.

Given this gap, the present study examines research uptake among Islamic school counselors in partner schools, focusing on knowledge, attitudes, implementation, and barriers. The study is deliberately positioned as a preliminary survey it does not to test a causal model. Instead, it provides an empirical basis for future professional development models that connect evidence-informed counseling, reflective learning, and growth-oriented responses to professional difficulty.

METHOD

Study Design

This study used an exploratory descriptive survey design. The design was chosen because the study sought to document the initial pattern of research uptake among Islamic school counselors, not to test a causal model or evaluate an intervention. The survey focused on four domains that are central to the movement from research exposure to practice: knowledge of recommendations, attitudes toward research utilization, implementation of recommendations, and perceived barriers. The results were intended to serve as a preliminary basis for later studies on professional development, especially programs that strengthen growth-oriented responses to change and failure.

Setting and Participants

The study was carried out in 40 Islamic partner schools in Banjarmasin, South Kalimantan, Indonesia. Researchers purposively selected schools that had collaborated with university researchers through school-based studies, counseling-related activities, program evaluation, or professional development initiatives. The analytic sample comprised 40 Islamic school counselors from these 40 schools. Counselor inclusion required at least one academic year of counseling experience, exposure to at least one research-related activity in the school, and voluntary agreement to participate. The questionnaire was anonymous so that participants could respond more questions about non-implementation, confidence, and preference for existing methods. This preliminary survey did not include demographic subgroup comparisons; eligibility and prior research exposure, rather than demographic quotas, determined inclusion.

Instrument Development and Preliminary Validation

The researchers developed the questionnaire as a preliminary research-uptake instrument for this study; they did not adapt it from a single standardized psychological scale. An integrative review informed item development of knowledge translation, diffusion of innovations, evidence-informed practice, research utilization, and implementation science. Four domains were specified because they represent distinct but connected aspects of uptake: understanding recommendations, judging their relevance and feasibility, attempting to use them, and encountering conditions that support or hinder continued use. The instrument is therefore best described as a researcher-developed, theory-informed questionnaire rather than a standardized measure.

The Knowledge-to-Action framework and research-utilization literature informed the knowledge domain (Graham et al., 2006). The attitude domain drew on Diffusion of Innovations and evidence-informed practice to capture perceived relevance, usefulness,

feasibility, and compatibility (Rogers, 2003). The implementation domain focused on attempts to apply research-based recommendations in guidance and counseling services. The barrier domain drew on implementation science and CFIR (Damschroder et al., 2009, 2022), including structural barriers such as lack of time and psychosocial barriers such as low confidence, satisfaction with familiar methods, and avoidance after unsuccessful attempts. Because one counselor could experience more than one obstacle, barrier items permitted multiple selections; consequently, barrier percentages were not expected to sum to 100%. Using CFIR to organize school-based implementation barriers also aligns with recent implementation research in educational settings (Mullin et al., 2024).

Table 1. Internal Reliability of the Research Uptake Questionnaire

Domain	Number of items	Cronbach's alpha	Interpretation
Knowledge of research recommendations	5	.82	Good
Attitudes toward research utilization	6	.78	Acceptable
Implementation of research recommendations	7	.85	Very good
Perceived barriers to research uptake	6	.75	Acceptable

Table 2. Theoretical Basis and Operationalization of the Four Research Uptake Domains

Domain	Theoretical basis	Operational meaning	Number of items
Knowledge of research recommendations	Knowledge-to-Action and research utilization	Counselors' understanding of research recommendations generated in or disseminated to their school context	5
Attitudes toward research utilization	Diffusion of innovations and evidence-informed practice	Counselors' perceived relevance, usefulness, feasibility, and compatibility of research recommendations	6
Implementation of research recommendations	Research utilization and innovation adoption	Counselors' attempts to apply research-based recommendations in guidance and counseling services	7
Perceived barriers to research uptake	Implementation science and CFIR	Structural and psychosocial obstacles that hinder the use of research recommendations	6

Note. Tables 1 and 2 refer to the same four-domain questionnaire structure. Self-confidence and preference for existing methods were treated as barrier-related findings, not as separate constructs.

Most questionnaire items used a five-point Likert-type response format ranging from 1 (strongly disagree) to 5 (strongly agree). A smaller number of categorical items captured concrete behaviors, such as whether a counselor had tried to apply a recommendation and the specific barriers experienced during implementation. The original 1-5 response coding was retained for the multi-item reliability analysis. For frequency presentation of the selected knowledge and attitude indicators, ratings of 4 and 5 were grouped as Agree, a rating of 3 as Neutral, and ratings of 1 and 2 as Disagree. This grouping was used only to make the descriptive frequency tables easier to interpret; it did not change the original response format of the questionnaire.

At this preliminary stage, evidence for instrument adequacy was limited to theory-based domain specification, explicit item-to-domain alignment, and internal consistency. The four domains were mapped to the Knowledge-to-Action framework, Diffusion of Innovations, evidence-informed practice, research utilization, and implementation science, as summarized in Table 2. Cronbach's alpha coefficients ranged from .75 to .85 across the four domain sets, indicating acceptable to very good internal consistency (Table 1). No standalone psychometric validation study or formal content-validity coefficient (e.g., CVI or CVR) is claimed in this article. The available evidence should therefore be interpreted as preliminary content coherence and internal reliability, not as full validation of a standardized psychological scale.

Data Collection Procedure

Data were collected over four weeks. The questionnaire was distributed in printed and online formats, depending on school access and participant preference. School coordinators helped distribute the invitation, but they did not collect responses. Participants were informed about the study's purpose, voluntary participation, anonymity, and their right to withdraw. They were asked to answer based on their experience with research activities and recommendations encountered during the previous academic year.

Data Analysis

The data were analyzed descriptively. We calculated frequencies and percentages from the total sample ($N = 40$) and did not conduct hypothesis testing because the study was a preliminary descriptive survey; Table 3 reports selected, directly interpretable indicators from the four research-uptake domains rather than composite domain scores. For the selected knowledge and attitude indicators, the original five-point responses were collapsed only for frequency presentation into Disagree (1-2), Neutral (3), and Agree (4-5). Table 4 provides supplementary means (M), sample standard deviations (SD), and coding ranges for these collapsed presentation codes (1 = Disagree, 2 = Neutral, 3 = Agree) and for binary behavioral or barrier indicators (0 = No/not reported, 1 = Yes/reported). These supplementary statistics describe the reported presentation codes only and must not be interpreted as means of the original 1-5 items or as composite domain-scale means. Cronbach's alpha values in Table 1 refer to the original multi-item domain sets. We interpreted the descriptive patterns through the research-uptake, implementation, and professional-learning literature.

Ethical Considerations

The study followed participant-protection principles of voluntary participation, anonymity, confidentiality, and the right to withdraw. Before completing the questionnaire, participants received information about the study's purpose, the voluntary nature of participation, and their right to discontinue without consequence. We collected no directly identifying information, and reported findings only in aggregate form.

RESULTS AND DISCUSSION

Results

We obtained responses from 40 Islamic school counselors across 40 partner schools. The results are organized by the four domains used in the questionnaire. To avoid implying that a single reported item represents an entire multi-item domain, Table 3 explicitly presents selected descriptive indicators rather than composite domain scores. Table 4 provides supplementary descriptive indices for the collapsed presentation codes used for those indicators. Tabel 1 reports reliability estimates for the complete multi-item domain sets separately.

Table 3. Selected Descriptive Indicators of Research Uptake among Islamic School Counselors (N = 40)

Domain	Selected descriptive indicator(s)	Interpretive meaning
Knowledge of research recommendations	Selected knowledge indicator - clear understanding of recommendations: Agree 12 (30.0%); Neutral 16 (40.0%); Disagree 12 (30.0%).	The selected indicator shows uneven clarity of understanding; it is not a composite score for all five knowledge items.
Attitudes toward research utilization	Selected attitude indicator - perceived relevance/usefulness: Agree 12 (30.0%); Neutral 16 (40.0%); Disagree 12 (30.0%).	The selected indicator shows uncertainty about practical fit; it is not a composite score for all six attitude items.
Implementation of research recommendations	Behavioral implementation indicator - tried to apply recommendations: Yes 10 (25.0%); No 30 (75.0%).	Only one quarter reported an implementation attempt, indicating a gap between research exposure and action.
Perceived barriers to research uptake	Multiple-response barriers: lack of time 12 (30.0%); low confidence 11 (27.5%); existing methods considered sufficient 7 (17.5%); return to previous methods if a new method fails 24 (60.0%).	Structural and psychosocial barriers co-occurred; percentages are independent because respondents could select multiple options.

Table 4. Supplementary Mean, Standard Deviation, and Coding Range of Selected Reported Indicators (N = 40)

Selected reported indicator	Presentation coding (possible range)	Mean	Standard Deviation
Clear understanding of recommendations	1 = Disagree; 2 = Neutral; 3 = Agree (1-3)	2.00	0.78
Perceived relevance/usefulness	1 = Disagree; 2 = Neutral; 3 = Agree (1-3)	2.00	0.78
Tried to apply recommendations	0 = No; 1 = Yes (0-1)	0.25	0.44
Lack of time	0 = Not reported; 1 = Reported (0-1)	0.30	0.46
Low confidence	0 = Not reported; 1 = Reported (0-1)	0.28	0.45
Existing methods considered sufficient	0 = Not reported; 1 = Reported (0-1)	0.18	0.38
Return to previous methods if a new method fails	0 = No; 1 = Yes (0-1)	0.60	0.50

Note. All percentages are calculated from the total sample (N = 40). Knowledge and attitude frequencies refer to selected indicators from their respective multi-item domains. The barrier entries permitted multiple selections, so their percentages are interpreted independently and are not expected to sum to 100%.

For the selected knowledge indicator, 12 counselors (30.0%) agreed that they clearly understood the research recommendations produced or disseminated through school-based research activities. Sixteen counselors (40.0%) selected the neutral category, and 12 (30.0%) disagreed. This distribution indicates that, for this indicator, research exposure did not produce a consistently clear understanding across the sample. Do not interpret this as a composite score for all five knowledge items.

The selected attitude indicator showed the same frequency pattern. Twelve counselors (30.0%) regarded the recommendations as relevant or useful for daily counseling practice, 16 (40.0%) were neutral, and 12 (30.0%) disagreed. The large neutral group suggests uncertainty about practical fit rather than straightforward rejection of research. As with the knowledge result, this frequency summarizes a selected reported indicator, not the complete six-item attitude domain.

For the behavioral implementation indicator, only 10 counselors (25.0%) reported trying to apply research recommendations, whereas 30 (75.0%) had not. This is the clearest descriptive indication of an implementation gap in the present survey: exposure to research activity did not routinely progress to an attempt to use recommendations in counseling practice.

Barrier responses showed a mixture of structural and psychosocial obstacles. Twelve counselors (30.0%), reported a lack of time, 11 (27.5%) reported low confidence, and 7 (17.5%) felt existing methods were sufficient. In addition, 24 counselors (60.0%) indicated that they would prefer to return to previous methods if a new method failed. Because respondents could report more than one barrier, these percentages represent independent selections and should not be summed to 100%. The last indicator is treated as a hypothesis-generating observation about responses to professional difficulty, not as evidence that growth mindset itself was measured.

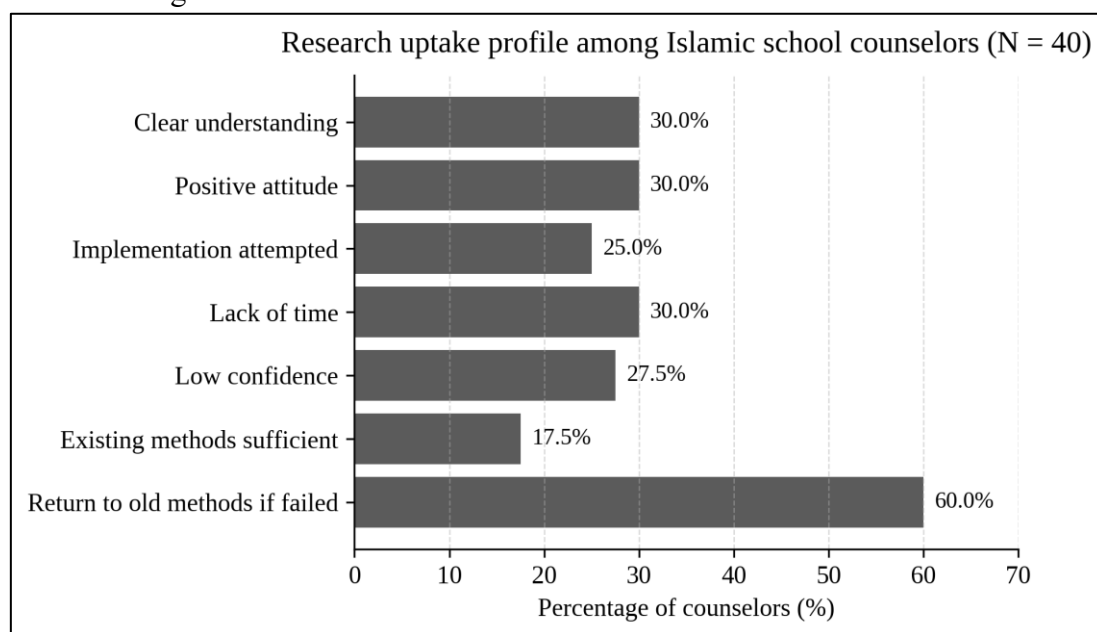


Figure 1. Selected Descriptive Indicators of Research Uptake Among Islamic School Counselors (N = 40)

Discussion

The findings reveal a clear implementation gap between exposure to university-based research and the use of recommendations in Islamic school counseling practice. This pattern aligns with education research showing that evidence becomes useful only when it is mobilized, discussed, adapted, and supported in practice (Maxwell et al., 2022; Opstoel et al., 2024; Rickinson et al., 2022). The present study adds a counseling-specific mechanism to that general observation: uptake appears to depend on a translation-and-compatibility process in which recommendations must become understandable, practically feasible, and congruent with the professional and value-based purposes of counseling before they are likely to move into routine action. The Knowledge-to-Action framework helps explain the need for contextual adaptation, while CFIR highlights inner-setting and individual determinants that can enable or obstruct implementation (Damschroder et al., 2009, 2022).

This knowledge indicator deserves attention because only 30.0% of counselors reported a clear understanding of the recommendations. This does not establish that the entire knowledge domain was low; rather, it indicates that at least one directly interpretable aspect of knowledge transfer remained uncertain for many participants. Knowledge-mobilization studies emphasize concise summaries, examples of practice, dialogue with users, and locally meaningful translation of findings (Caduff et al., 2023). Similar problems are reported in education when practitioners value research but struggle to act on it because practical implications are unclear (Anwer & Reiss, 2023; Georgiou et al., 2023). For Islamic school counseling, translation has an additional layer: recommendations must be expressed not only as technically actionable guidance, but also in ways that counselors can connect with student welfare, moral development, and the school's service mission.

The selected attitude indicator strengthens this interpretation. Only a minority of counselors regarded the recommendations as clearly relevant or useful, while many remained neutral. Evidence-informed practice and diffusion perspectives suggest that adoption depends partly on perceived relevance, feasibility, and compatibility with professional routines (Georgiou et al., 2023; Kallitsoglou & Mahmud, 2023; Rogers, 2003). In Islamic schools, compatibility is plausibly broader than operational convenience because counseling is embedded in ethical, developmental, and religiously informed expectations (Casmini & Hasanah, 2024; Setiyowati et al., 2025). The key implication is that university recommendations may fail to gain traction, even when empirically sound if counselors cannot readily see how they fit both daily service procedures and the institution's values-based purposes.

The implementation indicator is the strongest signal in the study. Only one quarter of counselors reported having tried to apply research recommendations. Implementation literature consistently shows that dissemination alone rarely produces adoption when practitioners lack coaching, time, feedback, opportunities to rehearse new practices, and support for adapting them to local routines (Dittman et al., 2024; Halle et al., 2025; Massar et al., 2023; Poulou et al., 2023; Scoresby et al., 2024). Research-practice

partnership studies similarly show that sustained interaction after a project can be more consequential than the initial dissemination event (Opstoel et al., 2024; Rickinson et al., 2022). For partner schools, this means that a seminar, report, or recommendation sheet is unlikely to be sufficient on its own; counselors need structured opportunities to try a recommendation, receive feedback, reflect on the outcome, and adjust implementation.

The barrier findings show why non-implementation should not be reduced to a single cause. Lack of time reflects structural pressure, whereas low confidence and reliance on familiar methods point to individual readiness and perceived risk. These patterns aligns with evidence-use research identifying workload, competing duties, perceived competence, and organizational support as determinants of implementation (Chan & Westcott, 2025; Dittman et al., 2024; Halle et al., 2025). The view that existing methods are sufficient may also protect familiar professional routines when new recommendations appear abstract, demanding, or insufficiently adapted to context (Kallitsoglou & Mahmud, 2023; Opstoel et al., 2024). Because barrier items allowed multiple responses, these influences should be understood as potentially co-occurring rather than mutually exclusive explanations.

These structural and psychosocial barriers are theoretically connected. Capacity-development research shows that practitioners use evidence more productively when they have collegial support, institutional encouragement, opportunities for guided practice, and mechanisms for knowledge mobilization, not information alone (Caduff et al., 2023; Georgiou et al., 2023; Golhasany & Harvey, 2023). A counselor who receives support for a small trial can interpret difficulty as feedback about how to adapt a practice; a counselor working without such support may interpret the same difficulty as evidence that the recommendation is impractical. This interaction between contextual support and individual interpretation offers a more plausible mechanism than attributing non-use solely to attitudes or solely to workload.

The tendency to return to previous methods after failure is especially relevant to the next research agenda. Although 60.0% of respondents endorsed this behavioral preference, the study did not measure growth mindset as a psychological construct. The finding should therefore be treated only as a potential professional-learning mechanism requiring direct empirical examination, rather than as evidence of a growth-mindset effect. Growth-oriented beliefs have been associated in other contexts with professional-development motivation, resilience, adaptive problem solving, and willingness to improve after setbacks (Laine & Tirri, 2023; Lin et al., 2025; Shen & Guo, 2025). Future studies should directly measure growth mindset alongside reflective practice and implementation support to determine whether these constructs actually explain persistence or strategy revision after unsuccessful attempts.

This mechanism is particularly relevant to Islamic school counseling because counselors operate at the intersection of evidence use, student development, ethical responsibility, and institutional values. Recommendations are more likely to become actionable when they translate into service procedures that support student welfare, moral development, religious values, and the school mission (Setiyowati et al., 2025; Syah &

Ali, 2025). The present study therefore differs from generic accounts of research use by showing that contextual compatibility in Islamic school counseling is not merely logistical; it also concerns whether externally produced knowledge can be reconciled with the counseling service's normative purposes. Research uptake should consequently be framed as contextualized professional judgment rather than compliance with university outputs.

The findings also suggest that school-university partnerships need to move beyond dissemination. Recent education research emphasizes that useful knowledge mobilization involves co-construction, ongoing collaboration, and attention to the conditions under which practitioners can actually use research (Caduff et al., 2023; MacGregor et al., 2022; Rickinson et al., 2022; Opstoel et al., 2024). For universities, this means that a research project should not end with data collection or publication. Implementation briefs, practice guides, mentoring sessions, and reflective meetings with counselors should follow it.. These follow-up mechanisms may help counselors move from awareness to action and reduce the tendency to abandon research-informed practices when implementation becomes difficult (Georgiou et al., 2023; Halle et al., 2025).

Overall, the study contributes preliminary evidence that research uptake in Islamic school counseling is not secured by exposure alone. Knowledge, perceived relevance, implementation opportunity, and structural or psychosocial barriers form connected points in the pathway from research dissemination to professional action (Maxwell et al., 2022; Georgiou et al., 2023; Kallitsoglou & Mahmud, 2023). The study's specific contribution is to identify an implementation gap within school-university partnerships and to show why translation, value-context compatibility, guided experimentation, and follow-up support deserve attention in future counseling research. It also establishes a carefully delimited empirical starting point for later studies of growth mindset-oriented professional development, without claiming that the present survey measured growth mindset.

Several limitations should be considered. The sample comprised only 40 counselors from 40 purposively selected schools in one city, so the findings cannot be generalized to Islamic school counselors more broadly. The data were self-reported and may be affected by recall, interpretation, or social-desirability bias. The questionnaire was researcher-developed and preliminary; evidence of adequacy was limited to theory-based item-domain alignment and internal consistency, not full psychometric validation. The present report also emphasizes selected interpretable indicators rather than composite domain scores and does not characterize demographic subgroups, which limits assessment of sample heterogeneity. Finally, the study did not directly measure growth mindset. Larger multisite studies should incorporate demographic description, validated or more fully validated measures, item- or domain-level scoring, interviews or observations, and longitudinal follow-up to examine how research recommendations are interpreted, adapted, and sustained over time.

CONCLUSION

This study shows that research uptake among Islamic school counselors in partner schools remains limited, as reflected in the reported indicators. Although participants had been exposed to university-based research activities, only a minority reported a clear understanding of recommendations, perceived them as relevant or useful, or attempted to apply them in counseling practice. The study's central contribution is identifying an implementation gap between exposure to research and applying recommendations in Islamic school counseling practice. Research exposure alone is therefore insufficient to demonstrate evidence-informed counseling use.

The pattern involves both structural and psychosocial barriers. Limited time can constrain implementation opportunities, while low confidence, reliance on familiar methods, and reluctance to continue after difficulty may further reduce the likelihood that recommendations become routine. These findings support practical follow-up through clearer implementation guidance, opportunities for small-scale trials, protected time where feasible, feedback, and professional-learning spaces in which counselors can discuss and revise unsuccessful attempts.

The study provides a preliminary, hypothesis-generating basis for future research on growth mindset-oriented professional development. Still, it did not measure growth mindset directly, and the present data do not support any causal or psychological explanation. The tendency to return to previous methods after an unsuccessful attempt is treated only as a behavioral observation that may justify direct investigation of growth mindset, reflective practice, and implementation support in subsequent studies. Future research should test whether these factors help counselors persist, revise strategies, and transform research recommendations into sustainable, contextually appropriate Islamic school counseling practices.

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the authors used Claude (Anthropic) and ChatGPT (OpenAI) for language refinement and editorial assistance. These tools were not used to generate or alter the study data, conduct the statistical analysis, or determine the substantive interpretation of the findings. The authors reviewed, verified, and revised all AI-assisted outputs and take full responsibility for the manuscript's intellectual content and final version.

AUTHOR CONTRIBUTION STATEMENT

The first author led the conceptualization, methodology, investigation, formal analysis, and preparation of the original manuscript draft. The co-authors contributed to methodological refinement, supervision, validation of the interpretation, and critical review and editing of the manuscript. All authors reviewed and approved the final version of the manuscript and agree to be accountable for the integrity of the work.

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DATA AVAILABILITY STATEMENT

The data supporting this study's findings are not publicly posted because the dataset contains participant responses collected under conditions of anonymity and confidentiality. The corresponding author may make de-identified data available upon reasonable request when sharing can be done without compromising participant confidentiality.

DECLARATION OF INTERESTS

The authors declare no competing interests.

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