



Muslim Students' Verbal Creativity and Learning Skills for Counseling Program Planning

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ABSTRACT

This study examined Muslim postgraduate students' verbal creativity and learning skills as an empirical basis for designing data-based guidance and counseling programs in Islamic higher education. A quantitative descriptive design was employed, involving 18 postgraduate students selected through saturated sampling. Data were collected using the Verbal Creativity Test and a 63-item Learning Skills Questionnaire in Higher Education, which demonstrated excellent reliability (Cronbach's alpha = .951). The verbal creativity test showed that 66.7% of students were classified in the average category, 27.8% were below average, and 5.5% were borderline. These findings indicate that most students had adequate verbal creativity, although some still showed limitations in fluency, flexibility, originality, and elaboration. The learning skills profile showed varied achievement across six dimensions: selecting and completing study loads, participating effectively in lectures, memory and concentration, completing assignments and written work, test-taking skills, and learning from and with others. The lowest areas of concern were assignment completion, academic writing, learning resilience, reference use, and collaborative learning. These results suggest that students require structured support in academic writing, learning regulation, reference searching, test preparation, self-concept development, and collaborative learning. The findings provide a basis for designing guidance and counseling services through information services, content mastery, individual counseling, group guidance, and group counseling. The proposed program integrates psychological support with relevant Qur'anic and hadith-

based values to strengthen students' self-regulation, academic responsibility, and verbal creativity. This study contributes to the development of data-based counseling services for Muslim students in higher education.

Keywords: Verbal Creativity; Learning Skills; Guidance and Counseling; Muslim Students; Higher Education

ABSTRAK

Penelitian ini bertujuan mengkaji kreativitas verbal dan keterampilan belajar mahasiswa pascasarjana Muslim sebagai dasar empiris pengembangan program bimbingan dan konseling berbasis data di perguruan tinggi Islam. Penelitian menggunakan desain kuantitatif deskriptif dengan melibatkan 18 mahasiswa pascasarjana yang dipilih melalui teknik sampling jenuh. Data dikumpulkan menggunakan Tes Kreativitas Verbal dan Kuesioner Keterampilan Belajar di Perguruan Tinggi yang terdiri atas 63 butir pernyataan. Instrumen keterampilan belajar menunjukkan reliabilitas sangat baik dengan nilai Cronbach's alpha sebesar 0,951. Hasil penelitian menunjukkan bahwa kreativitas verbal mahasiswa berada pada kategori rata-rata sebesar 66,7%, di bawah rata-rata sebesar 27,8%, dan borderline sebesar 5,5%. Temuan ini mengindikasikan bahwa sebagian besar mahasiswa memiliki kreativitas verbal yang memadai, meskipun masih terdapat keterbatasan pada aspek kelancaran, keluwesan, orisinalitas, dan elaborasi. Profil keterampilan belajar menunjukkan capaian yang beragam pada enam dimensi, yaitu pengelolaan beban studi, partisipasi perkuliahan, daya ingat dan konsentrasi, penyelesaian tugas dan karya tulis, keterampilan menghadapi tes, serta kemampuan belajar bersama orang lain. Area yang paling memerlukan penguatan meliputi penyelesaian tugas, penulisan akademik, ketahanan belajar, penggunaan referensi, dan pembelajaran kolaboratif. Temuan penelitian menegaskan perlunya layanan bimbingan dan konseling yang terstruktur melalui layanan informasi, penguasaan konten, konseling individual, bimbingan kelompok, dan konseling kelompok. Program yang diusulkan mengintegrasikan dukungan psikologis dengan nilai-nilai Al-Qur'an dan hadis untuk memperkuat regulasi diri, tanggung jawab akademik, serta kreativitas verbal mahasiswa. Penelitian ini berkontribusi pada pengembangan layanan konseling berbasis data bagi mahasiswa Muslim di perguruan tinggi yang lebih kontekstual, terukur, adaptif, dan relevan dengan kebutuhan akademik mahasiswa pascasarjana Muslim masa kini.

Kata kunci: Kreativitas Verbal; Keterampilan Belajar; Bimbingan dan Konseling; Mahasiswa Muslim; Pendidikan Tinggi

INTRODUCTION

Verbal creativity and learning skills are essential competencies for university students because they support academic communication, problem solving, independent learning, and the completion of complex academic tasks (Ilma & Sam, 2024; Putri et al., 2024). In Islamic higher education, these competencies are also closely related to students' capacity to integrate intellectual development with religious values, self-regulation, and responsibility in learning (Sari et al., 2024). Verbal creativity enables students to generate, organize, and elaborate ideas through spoken and written language, while learning skills help them manage lectures, assignments, examinations, academic resources, and collaboration with others (Tanjung et al., 2018). For Muslim students, the development of these competencies is particularly important because academic achievement is not only associated with cognitive performance, but also with ethical awareness, perseverance, and the ability to use knowledge responsibly.

Verbal creativity refers to the ability to produce varied, original, and elaborated ideas through language. It is commonly reflected in fluency, flexibility, originality, and elaboration in oral and written expression (Jalil et al., 2023). At the university level, verbal creativity is needed when students formulate research problems, develop arguments, write papers, prepare presentations, and communicate academic ideas (Chacón-López, 2021; Urban et al., 2021). Previous studies have shown that creativity can be strengthened through learning approaches that stimulate open and divergent thinking, including project-based learning, brainstorming, problem-solving activities, role playing, and guidance and counseling services (Hasanah et al., 2018; Huang et al., 2021; Nelisma et al., 2021; Putri et al., 2024; Rulistiani et al., 2023; Tsai & Hsu, 2024). Creativity has also been associated with cognitive learning outcomes, collaboration, problem solving, and academic communication skills (Ilma & Sam, 2024; Putri et al., 2024). These findings suggest that verbal creativity is not an isolated talent, but a learnable academic capacity that can support students' success in higher education.

Learning skills are equally important because they determine how students plan, regulate, and sustain their academic engagement (Aziz & Nurachadijat, 2023; Hayati & Sujadi, 2018; Permana, 2020; Tanjung et al., 2018). In higher education, learning skills include the ability to understand study programs and academic loads, participate effectively in lectures, remember and concentrate on learning materials, complete assignments and written papers, take examinations, and learn from and with others (Tanjung et al., 2018). Students who lack these skills may experience difficulty managing coursework, organizing academic resources, completing written tasks, and maintaining motivation (Permana, 2020). Previous research has examined learning skills in relation to classroom learning, student motivation, and guidance and counseling services (Aziz & Nurachadijat, 2023; Hayati & Sujadi, 2018; Permana, 2020; Tanjung et al., 2018). However, the use of learning skills data as a basis for designing guidance and counseling programs in Islamic higher education remains underdeveloped.

Although creativity and learning skills have been widely discussed, several limitations remain in the existing literature. First, previous studies on creativity have mostly focused on general creativity, learning creativity, or creative thinking, while verbal creativity has received less attention, especially among Muslim students in higher education (Andesma & Hadiwinarto, 2020; Lestari, 2020; Nonia et al., 2025; Ridha, 2020; Sari et al., 2024; Shofiyulloh & Wirastania, 2020; Wulandari et al., 2021). Second, many studies have examined creativity among students in elementary and secondary education, whereas research at the Islamic higher education level remains limited (Fransiska et al., 2024; Hasanah et al., 2018; Nelisma et al., 2021; Mayar et al., 2022; Sari et al., 2024). Third, studies on learning skills have largely addressed school students or learning processes, while fewer studies have used learning skills profiles to design data-based guidance and counseling service programs for university students (Hayati & Sujadi, 2018; Ndruru, 2024; Permana, 2020; Tanjung et al., 2018). This gap indicates the need for empirical studies that connect verbal creativity, learning skills, and guidance and counseling program planning in Islamic higher education.

Guidance and counseling services in higher education need to be planned on the basis of empirical needs assessment rather than general assumptions (Permana, 2020; Sari et al., 2024; Tanjung et al., 2018). Data on students' verbal creativity and learning skills can help

counselors identify academic strengths, learning barriers, and areas requiring intervention (Sari et al., 2024; Tanjung et al., 2018). Such data can also guide the design of information services, individual counseling, group guidance and counseling, and content mastery services that are responsive to students' academic and psychological needs (Ndruru, 2024; Permana, 2020; Sari et al., 2024). In Islamic universities, guidance and counseling programs may also integrate relevant Islamic values to strengthen students' self-regulation, motivation, ethical awareness, and responsibility in completing academic tasks (Febriani et al., 2024; Monalisa et al., 2024; Mufidah et al., 2025). This integration is important because Muslim students' learning development is shaped not only by academic demands, but also by religious meaning, moral commitment, and personal responsibility.

Based on these considerations, this study aims to describe the level of verbal creativity and the profile of learning skills among Muslim postgraduate students and to use the findings as a basis for planning data-based guidance and counseling programs in Islamic higher education. Specifically, the study examines students' verbal creativity in terms of fluency, flexibility, originality, and elaboration, and analyzes their learning skills in relation to study program management, effective lecture participation, memory and concentration, assignment completion, test-taking, and collaborative learning. This study contributes to the literature by linking verbal creativity and learning skills with the practical design of guidance and counseling services for Muslim students. It also offers an empirical basis for developing guidance and counseling programs that are structured, contextual, and responsive to the academic needs of students in Islamic higher education.

METHODS

This study employed a quantitative descriptive design to examine Muslim postgraduate students' verbal creativity and learning skills using numerical data and statistical analysis (Creswell & Creswell, 2018). The design identified students' creativity levels and learning skills profiles as a basis for planning data-based guidance and counseling programs in higher education. This design was appropriate because the study focused on describing existing conditions and mapping students' academic support needs rather than testing causal relationships.

The population comprised all postgraduate students enrolled in the 2023/2024 academic year, totaling 18 students. Because the population was relatively small, this study used saturated sampling, in which all population members were included as participants (Creswell & Creswell, 2018). Thus, the final sample consisted of 18 Muslim postgraduate students. This approach was appropriate because the study served as a needs assessment for students experiencing academic challenges, rather than a study intended for broad statistical generalization. The demographic characteristics of the participants are presented in Table 1.

The study used two instruments: a verbal creativity test and a learning skills questionnaire. The verbal creativity test was developed by Munandar (2009) and administered as a licensed test obtained from Universitas Negeri Malang. Test administration and scoring were conducted by the campus counseling laboratory team, which was authorized to implement the test according to licensing procedures. The test consisted of six subtests measuring word initiation, word formation, three-word sentence construction, similarity identification, unusual uses, and consequences. These subtests assessed fluency, flexibility, originality, and elaboration in verbal idea production.

The non-test instrument was a learning skills questionnaire developed from the Higher Education Learning Skills Training materials of the Higher Education Management Improvement Project, Directorate General of Higher Education, Ministry of National Education. The questionnaire consisted of 63 items using a Likert-type response format, as presented in Table 2. It measured six learning skill aspects: selecting and completing study loads, participating effectively in lectures, remembering and concentrating during learning, completing assignments and written work, taking examinations, and learning from and with others. Before data collection, validity and reliability tests were conducted. All item-total correlation values exceeded the *r*-table value of .219, indicating item validity. Cronbach's alpha was .951, indicating excellent internal consistency.

Data were collected through the administration of the verbal creativity test and the learning skills questionnaire to all participants. The verbal creativity test was administered and scored by the authorized counseling laboratory team, while the learning skills questionnaire was distributed to capture students' academic learning behaviors and difficulties. The collected data were then processed quantitatively to describe students'

verbal creativity levels and learning skills profiles. The overall research procedure is illustrated in Figure 1.

Table 1.
Demographic Characteristics of Participants (n = 18)

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	3	16.7
	Female	15	83.3
Religion	Muslim	18	100

Note. All participants were Muslim postgraduate students enrolled in the 2023/2024 academic year

Table 2.
Learning Skills Questionnaire Structure

No.	Learning Skill Dimension	Number of Items
1	Selecting and completing study loads in the study program	5
2	Participating effectively in lectures	13
3	Memory, concentration, and learning resilience	11
4	Completing assignments and written work	10
5	Test-taking skills	12
6	Learning from and with others	12
Total		63

Note. Items were rated on a five-point Likert scale: always, often, sometimes, rarely, and never. Positive items were scored from 5 to 1, whereas negative items were scored reversely from 1 to 5.

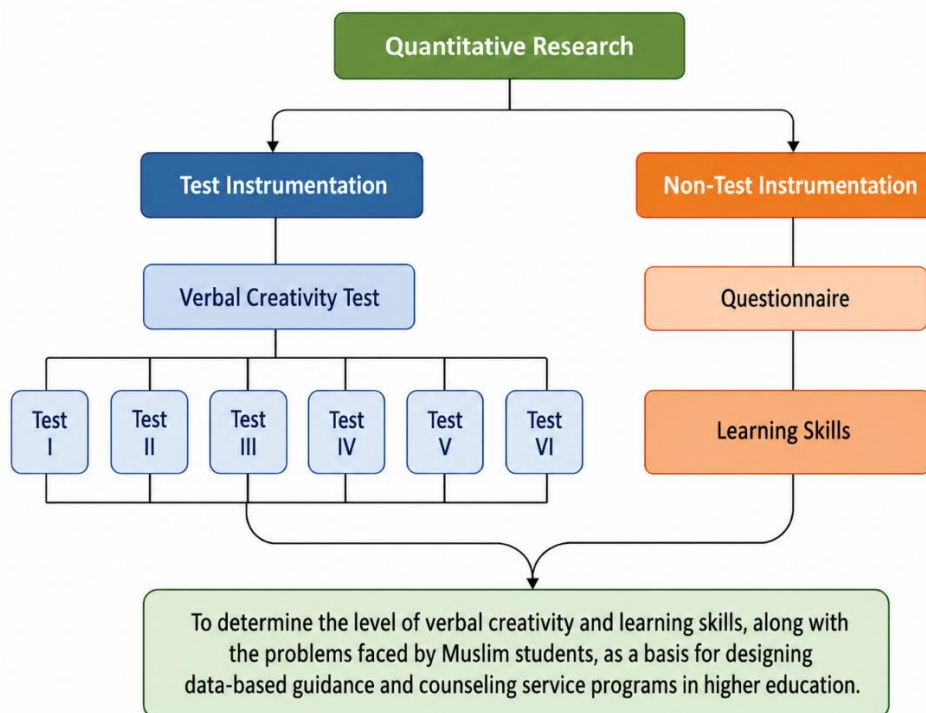


Figure 1. Flowchart of the Quantitative Research Process Applied in This Study

The data were analyzed using descriptive statistics, particularly frequency distribution and percentage analysis. The verbal creativity test results were classified according to the scoring standards of the test manual, while the learning skills questionnaire results were summarized based on score distributions across the six measured aspects. Frequency and percentage techniques were used to present each variable as the number and proportion of cases in the sample (Creswell & Creswell, 2018). The results of the analysis were then used as the empirical basis for designing data-based guidance and counseling service programs for Muslim students in higher education.

RESULTS AND DISCUSSION

The analysis began with the verbal creativity test because verbal idea production is closely related to students' ability to complete academic tasks, particularly written assignments, presentations, and scholarly communication. As shown in Table 3, most students were classified in the average category ($n = 12$; 66.7%), followed by below average ($n = 5$; 27.8%) and borderline ($n = 1$; 5.5%). These findings indicate that most participants demonstrated adequate verbal creativity, although a substantial proportion still showed limitations in fluency, flexibility, originality, and elaboration. Students in the average category tended to produce conventional responses with simple idea development, while those in the below-average and borderline categories showed more restricted verbal fluency, limited category variation, and minimal originality.

Learning skills were then analyzed to identify students' academic strengths and difficulties in higher education. As presented in Table 4, the highest observed scores appeared in selecting and completing study loads, with a maximum score of 24 out of 25, and in test-taking skills, with a maximum score of 57 out of 60. By contrast, lower achievement was found in learning from and with others, which had the lowest observed score of 28 out of 60, and in completing assignments and written work, which had the lowest observed score of 26 out of 50. These patterns suggest that students' learning difficulties were more evident in collaborative learning, reference use, assignment completion, and academic writing than in general study-load management or test preparation.

Table 3.

Classification of Verbal Creativity Test Results (n = 18)

Classification	Frequency (n)	Percentage (%)
Average	12	66.7
Below average	5	27.8
Borderline	1	5.5
Total	18	100

Note. Classification was based on the verbal creativity test manual. CQ = Creativity Quotient.

Table 4.

Descriptive Statistics of Learning Skills in Higher Education (n = 18)

Learning Skill Dimension	Ideal Score	Min	Max	Mean	SD
Selecting and completing study loads	25	11	24	18.42	3.96
Participating effectively in lectures	65	35	59	46.74	6.75
Memory, concentration, and learning resilience	55	27	48	37.47	6.88
Completing assignments and written work	50	26	44	36.10	4.99
Test-taking skills	60	33	57	47.00	7.16
Learning from and with others	60	28	52	39.95	7.09

Note. Higher scores indicate stronger learning skills

The questionnaire results further showed that several students reported inconsistent learning practices across the measured learning skill dimensions. As summarized in Table 5, the most prominent problem appeared in completing assignments and written work (34%), followed by memory, concentration, and learning resilience (33%), test-taking skills (28%), learning from and with others (23%), selecting and completing study loads (22%), and participating effectively in lectures (22%). These findings indicate that students' academic challenges were not limited to cognitive ability, but also involved learning regulation, persistence, academic writing, reference management, examination anxiety, and collaborative learning.

Taken together, the verbal creativity and learning skills data provide an empirical basis for designing data-based guidance and counseling service programs in higher education. The findings suggest that students need not only information services and individual or group counseling, but also content mastery services that directly address academic writing, study regulation, stress management, reference searching, and collaborative learning. Such services are expected to support students' academic adaptation while also strengthening the verbal creativity required for completing lecture assignments and other scholarly tasks.

Table 5. Main Learning Skill Problems and Recommended Guidance and Counseling Services

Learning Skill Dimension	Students With Problems (%)	Main Problem	Recommended Service
Selecting and completing study loads	22	Limited understanding of study program planning and academic load management	Individual counseling; group guidance
Participating effectively in lectures	22	Difficulty attending lectures, completing assignments, writing papers, and preparing physically or psychologically for lectures	Content mastery; information services
Memory, concentration, and learning resilience	33	Difficulty remembering concepts, maintaining concentration, starting learning activities, and persisting after low achievement	Information services; individual counseling
Completing assignments and written work	34	Difficulty completing assignments, writing papers, maintaining motivation, and using written work as learning resources	Individual counseling; content mastery; information services
Test-taking skills	28	Anxiety, fear, nervousness, and difficulty providing clear and complete answers during examinations	Content mastery; individual counseling; group counseling
Learning from and with others	23	Limited access to references, difficulty understanding academic books, and low motivation to study collaboratively	Information services; content mastery

Note. Recommended services were developed based on the identified learning skill problems and students' academic needs

The findings indicate that Muslim postgraduate students experienced several interconnected academic difficulties. The most prominent problem was completing assignments and written work, reported by 34% of students. They rarely or never completed assignments when absent, had difficulty preparing papers using appropriate academic language and writing conventions, became easily bored with written tasks, and did not consistently use completed assignments as learning resources. This suggests that assignment completion is not only a technical writing problem but also reflects academic discipline, motivation, self-regulation, and learning responsibility. Other substantial difficulties appeared in memory, concentration, and learning resilience, reported by 33% of students. These students struggled to remember concepts, understand terms, laws, and formulas, initiate learning activities, and persist when learning outcomes were unsatisfactory.

The findings also show that 28% of students experienced exam-related difficulties, including anxiety, fear, nervousness, discomfort during examinations, and difficulty giving clear, accurate, and complete answers. A further 23% reported difficulties in learning from and with others, including insufficient academic references, limited access to required books, difficulty understanding lecture materials, and low motivation for collaborative learning. Study-load management and effective lecture participation were also problematic, each reported by 22% of students. These findings indicate that students' academic challenges are multidimensional, involving cognitive, motivational, behavioral, emotional, and social aspects of learning.

The verbal creativity results further clarify students' academic needs. Most students were classified in the average category, indicating that their fluency, flexibility, originality, and elaboration were adequate but still limited. Students in this category tended to produce conventional verbal responses with simple idea development. Students in the below-average category showed weaker fluency, limited category variation, and more conventional responses, while students in the borderline category showed very limited verbal output. This profile suggests that verbal creativity should be treated as an important component of academic development, especially because postgraduate students are expected to produce papers, reports, presentations, arguments, and research outputs.

These findings are consistent with previous studies showing that students' academic problems are shaped by discipline, motivation, self-regulation, and access to learning

resources. Attendance is important because class participation affects access to lecture content, examination eligibility, and academic assessment. Strengthening moral awareness, improving attendance monitoring, and applying educational sanctions may require collaboration between lecturers and counselors (Salsabila et al., 2025). Since procrastination is often associated with low intrinsic motivation, guidance and counseling services in higher education should address both academic behavior and the motivational roots of delayed task completion (Hasanaturro'i et al., 2024).

The problems of memory, concentration, and learning resilience also align with previous findings on self-efficacy and academic resilience. Students who are easily discouraged often lack confidence in their ability to overcome academic obstacles, which may reduce persistence when facing complex tasks or unsatisfactory achievement (Wijaya, 2024). Academic ability and mental health conditions may also weaken students' mastery of learning skills. If these problems are not addressed, students may become more vulnerable to academic failure or even discontinuation of study (Umendu et al., 2026).

Difficulties in accessing and using academic references are also supported by earlier studies. Low use of reference collections is often caused by limited digital access, weak promotion of reference services, and insufficient information literacy (Suherdiansyah et al., 2025). Difficulties in accessing e-books may be influenced by limited awareness of library collections, limited access to devices and internet networks, insufficient skills in downloading e-books, and students' tendency to rely on familiar search tools such as Google and Google Scholar rather than library-based academic sources (van der Westhuizen et al., 2024). These findings support the need for academic guidance through offline and online information services supported by digital media, so that students can search, select, evaluate, and use academic references more effectively (Hartini, 2018).

The findings on study-load management and lecture participation also reinforce previous research. Students who do not understand the structure of their study program may experience confusion, weak academic adaptation, low achievement, and delayed completion. This may occur when students fail to recognize their responsibility as learners, making them feel isolated and less motivated to complete their studies (Qomarudin, 2021). Academic writing difficulties may also be caused by low reading interest, unclear writing instructions, low curiosity, and weak writing motivation (Widodo et al., 2020). Lack of discipline in using

study time and limited participation in study discussion groups may further contribute to failure in following the lecture process (Emberley et al., 2024; Mataheru et al., 2021). Even high-achieving students may experience physical, psychological, and behavioral reactions that affect adjustment and performance (Juniasi & Huwae, 2023). These conditions show that students need academic flow, namely a balance between academic challenges and the learning skills they possess (Hartini et al., 2020).

The exam-related findings are consistent with studies on academic anxiety. Academic anxiety is a common problem among higher education students (Kachaturoff et al., 2020). Competitive learning environments and outcome-oriented evaluation systems may intensify students' stress and anxiety about their academic ability (Romo-Barrientos et al., 2020). Anxiety is negatively associated with academic achievement, meaning that higher anxiety may correspond with lower grade point averages (Nabila et al., 2025). Stress management services are therefore important because academic stress may harm students' mental health, while appropriate coping strategies can reduce the pressure experienced by students (Maulidina & Fatimah, 2024).

The verbal creativity findings also correspond with studies emphasizing the role of verbal ability in academic performance. Elaboration ability is important because it can affect general reasoning performance in academic potential tests (Widhiarso & Khairunisa, 2024). Difficulties in verbal fluency may hinder spontaneous communication, originality in interaction, social adaptation, group collaboration, and learning motivation (Lumintang & Aminin, 2024). These findings show that verbal creativity is not merely a linguistic ability but also a foundation for academic writing, argument development, discussion, presentation, and scientific communication.

In Islamic higher education, academic support should not only address learning skills but also connect academic development with moral and spiritual meaning. Qur'anic and hadith-based values can be integrated into guidance and counseling services to strengthen students' responsibility, perseverance, self-reflection, and ethical use of knowledge. The values reflected in QS. Al-Baqarah, QS. Al-Hijr, QS. Al-Qashash, QS. Al-Ghasiyah, and QS. Hud may be used to encourage students to optimize intellect, develop creativity, and view academic responsibility as part of moral and religious commitment (Kementerian Agama Republik Indonesia, 2019).

Students who struggle with assignments, academic writing, and study-load management may also be guided through Islamic values related to self-change and self-reflection. QS. Ar-Ra'd: 11 can be used to encourage students to change self-defeating academic behaviors, QS. Adz-Dzariyat: 20–21 can support reflective awareness of personal potential, and QS. Al-Baqarah: 195 can be used to discourage harmful patterns such as academic neglect, despair, and avoidance (Kementerian Agama Republik Indonesia, 2019). For students with weaknesses in memory, concentration, and learning resilience, QS. Al-'Alaq: 1–5 provides a normative and inspirational foundation for continuous learning, critical awareness, and ethical knowledge development (Kementerian Agama Republik Indonesia, 2019; Afifah & Yahya, 2020). QS. Al-Isra: 36 may also be used to emphasize responsible knowledge because hearing, sight, and conscience are understood as accountable faculties (Kementerian Agama Republik Indonesia, 2019).

For students experiencing examination anxiety, QS. Ar-Ra'd: 28 may be used to emphasize tranquility through remembrance of Allah, while QS. Al-Insyirah: 5–6 can help students understand that ease accompanies difficulty (Kementerian Agama Republik Indonesia, 2019). Islamic spiritual reflection may also support students' emotional regulation during examinations. In this sense, managing academic anxiety is not only a psychological skill but also part of spiritual self-discipline.

The integration of Islamic values is also supported by the perspective that the Qur'an can serve as a foundation for guidance and counseling because humans need direction from Allah SWT (Saputra, 2019). The Qur'an and Sunnah provide guidance for developing human potential and overcoming life problems. The psychological foundation of Qur'an-based guidance can be linked to QS. Ash-Shams: 7–8, which describes the human soul and its tendency toward wrongdoing and piety (Kementerian Agama Republik Indonesia, 2019). The socio-cultural foundation can be connected to QS. Al-Hujurat: 13, which emphasizes human diversity and mutual recognition (Kementerian Agama Republik Indonesia, 2019). The religious foundation may be linked to QS. Shaad: 71–72, which emphasizes that human development should remain aligned with religious values and worship (Kementerian Agama Republik Indonesia, 2019). These foundations show that Islamic guidance and counseling can connect academic support with moral, spiritual, and social development.

Theoretically, these findings support Guilford's view that creativity can be assessed through fluency, flexibility, and originality, together with non-aptitude factors such as temperament, motivation, and task commitment (Syifa' & Rohman, 2023). Fluency reflects the ability to generate many ideas, originality refers to the uniqueness of ideas, and flexibility indicates the diversity of categories used in thinking. These components are central to divergent thinking and are highly relevant to academic writing, argument development, problem solving, and scientific communication.

The findings extend this theoretical perspective by showing that verbal creativity is closely connected to learning skills. Students who can generate diverse ideas are more likely to develop richer arguments, organize academic content effectively, and produce more original academic work. Conversely, students with limited verbal creativity may experience difficulties in academic writing, presentations, discussion, and research communication. Verbal creativity can therefore be strengthened through creative writing, mind mapping, divergent thinking, and convergent thinking activities. Divergent thinking enables students to generate multiple possible ideas, while convergent thinking helps them evaluate and select the most appropriate ideas. These strategies can train students to produce varied, categorized, and meaningful academic ideas.

The findings provide a basis for designing data-based guidance and counseling services in higher education. Students can gain knowledge and understanding through information services on creativity and its development (Hartini et al., 2023). Services may be delivered individually, in groups, or classically through information services, individual counseling, group guidance, group counseling, and content mastery services. The service content may include creativity development, self-concept formation, academic writing, reference searching, stress management, and academic flow.

For students who struggle with assignments, academic writing, and study-load management, individual and group counseling can support adjustment, self-development, and self-concept formation. Previous research has shown that individual counseling can improve student adjustment and contribute to self-esteem and self-concept development (Lubis et al., 2022). Students who experience difficulty writing papers also need content mastery services focused on academic writing structure, paper organization, citation practices, and scholarly argumentation. Content mastery services in scientific writing have

been shown to improve students' understanding and ability to write and publish scientific articles (Oktasari & Syahputra, 2021).

For students who lack access to academic references or have difficulty using scholarly sources, information services may focus on digital literacy and literature searching. Google Scholar can help students locate relevant articles, theses, books, abstracts, and other scholarly works (Helmina et al., 2025). Publish or Perish can support literature management and citation-based searching for academic writing (Megawanti et al., 2024). ResearchGate can also be used as a practical platform for finding and disseminating scientific works (Aravik et al., 2023). Training students to use these platforms can strengthen their ability to identify, select, and critically evaluate sources. Information services should therefore not only introduce digital platforms but also train students to evaluate source credibility, compare findings, synthesize literature, and avoid plagiarism.

For students with weaknesses in memory, concentration, and learning resilience, group guidance may be used to strengthen academic flow. Flow helps individuals focus attention, sustain motivation, and remain engaged during learning activities. Guidance and counseling services may also provide practical strategies such as study scheduling, concept mapping, retrieval practice, self-monitoring, and reflective learning journals. For students with examination anxiety, services may include stress management, relaxation techniques, emotional regulation, cognitive restructuring, and examination preparation strategies. These services can help students regulate emotions, prepare for examinations more effectively, and maintain hope when academic outcomes are not as expected.

Overall, the proposed program may assist campus counselors and study programs in developing structured, integrated, and needs-based services to prevent and address students' academic problems. The integration of Qur'anic and hadith-based values can help students understand that academic responsibility is connected with psychological maturity, religious awareness, and self-development. Thus, the program has practical relevance not only for improving learning skills but also for strengthening students' academic identity as Muslim learners in higher education.

This study has several limitations. The sample was limited to a small number of postgraduate students, which restricts the generalizability of the findings. The analysis also focused on quantitative description, test classification, and learning skill profiles without

examining causal relationships or testing the effectiveness of the proposed service program. Future research should involve larger and more diverse samples, examine the relationship and influence between verbal creativity and learning skills, and test the effectiveness of guidance and counseling services designed from the present needs assessment. Such studies would provide stronger evidence for developing data-based guidance and counseling programs that improve students' verbal creativity, learning skills, academic adjustment, and educational success.

CONCLUSION

This study described Muslim postgraduate students' verbal creativity and learning skills and used the findings as an empirical basis for designing data-based guidance and counseling programs in higher education. The results indicate that students require structured support in academic writing, learning regulation, reference use, test preparation, self-concept development, and collaborative learning. Guidance and counseling services can be delivered through information services, content mastery, individual counseling, group guidance, and group counseling, with materials that integrate psychological support and relevant Qur'anic and hadith-based values. This study contributes to guidance and counseling practice by proposing a needs-based framework for supporting Muslim students' academic adjustment and creative development. However, the findings should be interpreted cautiously because the sample was small and the proposed program has not yet been implemented. Future studies should involve larger and more diverse samples and examine the effectiveness of the proposed guidance and counseling program in improving students' verbal creativity, learning skills, and academic success.

Ethics Statement

Ethical approval was not required for this study because the research involved a minimal-risk educational survey using anonymous self-report questionnaires and was conducted after obtaining institutional permission from the institution. The author(s) confirm that the study was conducted in accordance with ethical research principles, including informed consent, voluntary participation, confidentiality protection, and the right of participants to withdraw from the study at any time without any consequences.

Declaration of Generative AI Use

The author(s) declare that no Generative Artificial Intelligence (GenAI) tool was used in the preparation of this manuscript.

Conflict of Interest Statement

The author(s) declare that there is no conflict of interest regarding the publication of this article.

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