

FOSTERING ADOLESCENTS' SELF-DISCLOSURE THROUGH JOHARI WINDOW-BASED COUNSELLING: TOWARD A PEDAGOGICAL FRAMEWORK FOR ISLAMIC EDUCATION

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Received: April 2026. Accepted: June 2026. Online First: August 2026. Published: December 2026.

ABSTRACT

Adolescent self-disclosure plays an important role in students' social-emotional development, psychological well-being, and participation in educational environments. Although the Johari Window has been widely applied to enhance interpersonal awareness and communication, limited empirical research has examined its pedagogical value for fostering adolescents' self-disclosure within Islamic educational settings or its contribution to Islamic educational scholarship. This study investigated the effectiveness of Johari Window-based individual counselling in fostering adolescents' self-disclosure. Five purposively selected eighth-grade students with low self-disclosure participated in three Johari Window-based individual counselling sessions. Self-disclosure and changes in participants' Johari Window profiles were assessed using the Adolescent Self-Disclosure Questionnaire (KKDR) and the Adolescent Johari Window Questionnaire (KJWR), with outcomes analyzed using paired-samples t-tests and normalized gain scores. The findings revealed a statistically significant improvement in students' self-disclosure ($p < .05$), accompanied by a moderate normalized gain ($N\text{-gain} = 0.59$) and a progressive expansion of participants' Open Areas, indicating enhanced reciprocal communication, interpersonal trust, and self-awareness. These findings demonstrate that Johari Window-based counselling effectively enhances adolescents' self-disclosure while contributing to Islamic educational scholarship by positioning the Johari Window as a pedagogical framework that integrates reciprocal communication, interpersonal trust, self-awareness, and character development to support students' social-emotional learning within Islamic educational contexts.

Keywords: Adolescent Self-Disclosure, Individual Counselling, Islamic Education, Johari Window, School Counselling, Social-Emotional Development

INTRODUCTION

Adolescents' ability to disclose personal thoughts, emotions, and experiences plays a fundamental role in their psychological well-being, social adjustment, and educational engagement. Self-disclosure facilitates identity formation, interpersonal trust, collaborative learning, and emotional regulation, making it an essential component of adolescents' social-emotional development (Trenchard et al., 2026; Vangölü, 2026; Obaid et al., 2025; Wheelless & Grotz, 1976; Hoare, 2002). Conversely, limited self-disclosure has been associated with low self-confidence, social isolation, maladaptive behavior, and increased vulnerability to psychological distress, including depression and suicidal ideation (Abbouyi et al., 2026; Willborg et al., 2026; Simone et al., 2011; Shreve et al., 1991; Tang, 2024). Across diverse educational contexts, challenges related to adolescents' willingness to express themselves have been reported among students exposed to school violence (Sarfo, 2026; Outland, 2022), ethnic minority students navigating educational transitions (Martinez Jr. & Baker, 2022), and refugee adolescents requiring culturally responsive mental health support (Chi et al., 2026; Bemak & Greenberg,

1994). These findings demonstrate that fostering healthy self-disclosure has become an increasingly important concern for educators and school counsellors seeking to promote students' academic participation, psychological resilience, and positive interpersonal relationships (Barredo-Ibáñez et al., 2026).

Within educational settings, self-disclosure extends beyond interpersonal communication and functions as an essential prerequisite for meaningful learning and counselling processes (Hua & Cui, 2026; Vijayakumar et al., 2020). Students who feel psychologically safe are more willing to express opinions, seek assistance, provide feedback, and actively participate in collaborative learning, whereas limited trust often inhibits communication and reduces classroom engagement. From a developmental perspective, adolescence represents a critical period during which interpersonal trust and identity are negotiated through reciprocal communication with peers and significant adults (Wang, 2026; Hoare, 2002). Consequently, educational environments that encourage open communication not only strengthen students' social competence but also facilitate character development and learning participation (Assariotaki et al., 2026; Sears et al., 1985). These perspectives suggest that interventions designed to strengthen self-disclosure should be understood as educational processes that support both psychosocial development and learning outcomes (Zalmita et al., 2026).

Previous studies have consistently demonstrated the educational importance of adolescent self-disclosure while employing diverse intervention strategies. Research has shown that self-disclosure contributes to identity development, self-esteem, peer relationships, and psychological well-being throughout adolescence (Vijayakumar & Pfeifer, 2019). Other studies have reported positive outcomes from psychoeducational interventions that encourage emotional expression and post-traumatic growth (Efthemiou, 2025), as well as school-based activities such as associative cards that enhance peer communication (Zheng, 2023). Indonesian studies similarly indicate that bullying, social anxiety, and peer rejection frequently inhibit students' willingness to disclose personal experiences, thereby limiting their social adjustment and educational participation (Arda & Rina, 2022; Zanabazar et al., 2023). Nevertheless, existing scholarship has primarily examined self-disclosure as an intervention outcome rather than explaining the counselling mechanisms through which adolescents become more open in educational settings. Moreover, empirical evidence regarding the application of the Johari Window as a theoretically grounded counselling framework remains limited, particularly within Islamic educational institutions where interpersonal openness is closely connected with character formation, mutual trust, and ethical development (Chadha, 2026; Lumbanraja et al., 2024).

To address these gaps, this study adopts the Johari Window as its primary conceptual framework for understanding the reciprocal relationship among self-awareness, interpersonal feedback, hidden identity, and open communication in adolescents' self-disclosure. Rather than conceptualizing the Johari Window solely as a counselling technique, this study advances its application as a pedagogical framework through which reciprocal communication, constructive feedback, and self-awareness operate as interconnected processes that foster students' social-emotional and interpersonal development. This perspective is particularly relevant to Islamic education, where the cultivation of *ṣidq* (truthfulness), *amanah* (trustworthiness), and *adab* (ethical conduct) forms an integral part of holistic educational development (Aminudin & Hasan, 2025; Muslikah et al., 2026; Samrin et al., 2026). Accordingly, this study contributes to counselling and Islamic educational scholarship by extending the Johari Window beyond its traditional therapeutic application and positioning it as a theoretically grounded pedagogical framework that integrates reciprocal communication, interpersonal trust, self-awareness, and character formation to support adolescents' self-disclosure within Islamic educational contexts.

METHOD

This study employed a pre-experimental one-group pre-test – post-test design to evaluate the effectiveness of Johari Window-based individual counselling in fostering adolescents' self-disclosure. The study was conducted at a state Madrasah Tsanawiyah (MTsN) in Banda Aceh, Indonesia. Participants were selected through purposive sampling following an initial screening of 52 eighth-grade students using the Adolescent Self-Disclosure Questionnaire (KKDR), supported by classroom observations, semi-structured interviews, and recommendations from school guidance and counselling teachers. Five students who consistently demonstrated low levels of self-disclosure participated in three individual counselling sessions conducted using the Johari Window approach, which emphasized guided reflection, reciprocal feedback, and exploration of the open, hidden, blind, and unknown dimensions.

In addition, the data were collected using two complementary instruments. The KKDR was used to identify students with low self-disclosure. In contrast, the adolescent Johari Window Questionnaire (KJWR), adapted from the Johari Window framework (Luft & Ingham, 1955, as cited in Ackerman & Bodegraven, 2007), was administered after each counselling session to assess changes in participants' self-disclosure. Instrument content validity was established through expert review, and internal consistency was examined using Cronbach's alpha. Data were analyzed using IBM SPSS through descriptive statistics, normality testing, paired-samples *t*-tests, and normalized gain (*N*-gain) analysis to determine the significance and magnitude of changes in self-disclosure.

RESULTS AND DISCUSSION

Development of Students' Self-Disclosure During Johari Window-Based Counselling

To examine how students' self-disclosure developed throughout the counselling intervention, participants completed the Johari Window Questionnaire for Adolescents (KJWR) following the first and second counselling sessions. The questionnaire assessed students' willingness to seek feedback from others and their willingness to express personal thoughts and feelings, both of which represent key dimensions of the Johari Window framework. The results of the first counselling session are presented in Table 1, while their visual representation is shown in Figure 1.

Table 1. Results of the First Treatment Test with the Johari Window Technique

No.	Respondent	Trying to get/seek feedback	Desire to express oneself or provide feedback
1.	CKSAH	20	25
2.	FAY	14	19
3.	FAB	16	19
4.	KA	17	18
5.	MR	11	21

Table 1 presents the results of the first counselling session measured using the Johari Window Questionnaire for Adolescents (KJWR). During this initial intervention, participants demonstrated varying levels of willingness to seek feedback from others and to express personal thoughts and feelings. Overall, the scores indicate that students' interpersonal openness remained relatively limited, suggesting that reciprocal communication and self-disclosure had not yet been fully developed. Among the participants, CKSAH obtained the highest combined

scores for seeking feedback and self-expression, whereas MR demonstrated the lowest level of feedback-seeking despite showing a moderate willingness to express personal experiences. These findings suggest that, at the early stage of the intervention, students were still in the process of developing greater confidence in both receiving interpersonal feedback and communicating openly with others, reflecting relatively narrow open areas within the Johari Window framework.

To facilitate interpretation of the quantitative results, the KJWR scores obtained after the first counselling session were visualized using the Johari Window framework. The visualization illustrates each participant's relative position in terms of seeking interpersonal feedback and willingness to express personal thoughts and feelings, thereby providing an overview of students' initial levels of interpersonal openness following the first intervention, as portrayed in Figure 1.

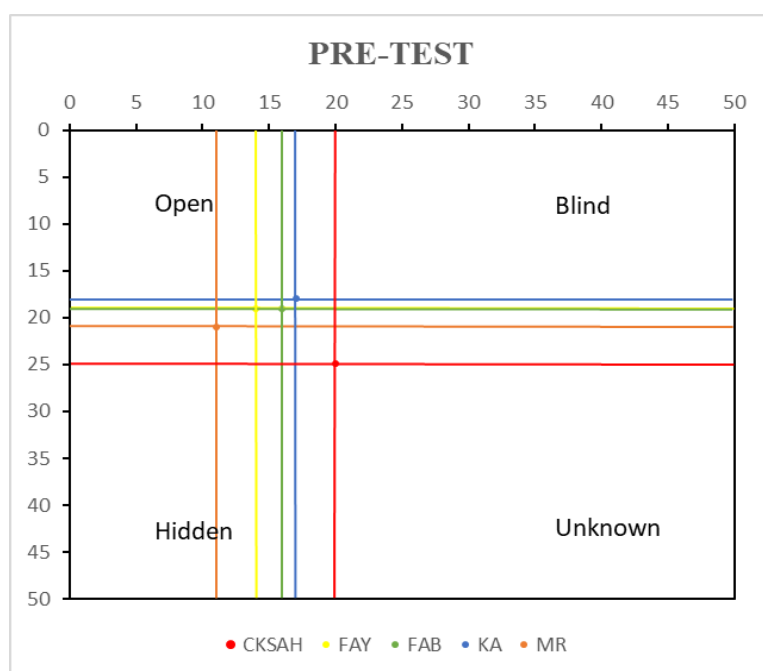


Figure 1. Results of the First Treatment of Student Self-Disclosure with the Johari-window technique

As illustrated in Figure 1, participants generally exhibited relatively narrow Open Areas following the first counselling session, indicating limited reciprocal communication and self-disclosure. Although individual differences were evident, with MR demonstrating the smallest Open Area and CKSAH the largest, all participants' Open Areas remained proportionally smaller than the other Johari Window dimensions. These findings suggest that the initial counselling session had begun to promote self-awareness and interpersonal openness, but further counselling was necessary to strengthen reciprocal communication and expand students' willingness to disclose personal experiences.

To examine the progression of adolescents' self-disclosure following continued counselling, the Johari Window Questionnaire for Adolescents (KJWR) was administered after the second counselling session. This assessment evaluated changes in participants' willingness to seek and receive interpersonal feedback while openly expressing personal thoughts and feelings. By comparing the distribution of the Johari Window dimensions across counselling sessions, the second assessment provides evidence of participants' evolving self-awareness and

interpersonal openness during the intervention. The results are presented in Table 2, which summarizes participants' Johari Window profiles after the second counselling session.

Table 2. Results of the second treatment test using the Johari-window technique

No	Respondent	Trying to get/seek feedback	Desire to express oneself or provide feedback
1	CKSAH	29	22
2	FAY	19	16
3	FAB	21	18
4	KA	24	18
5	MR	27	24

The data in Table 2 indicate that all participants demonstrated higher levels of interpersonal openness than those observed during the first counselling session. In particular, improvements were evident in students' willingness to seek feedback, with substantial increases observed among MR, KA, and CKSAH. These findings suggest that continued participation in Johari Window-based counselling facilitated greater confidence in engaging with others and sharing personal experiences.

To further illustrate these changes, the post-intervention KJWR scores were visualized using the Johari Window framework, as presented in Figure 2.

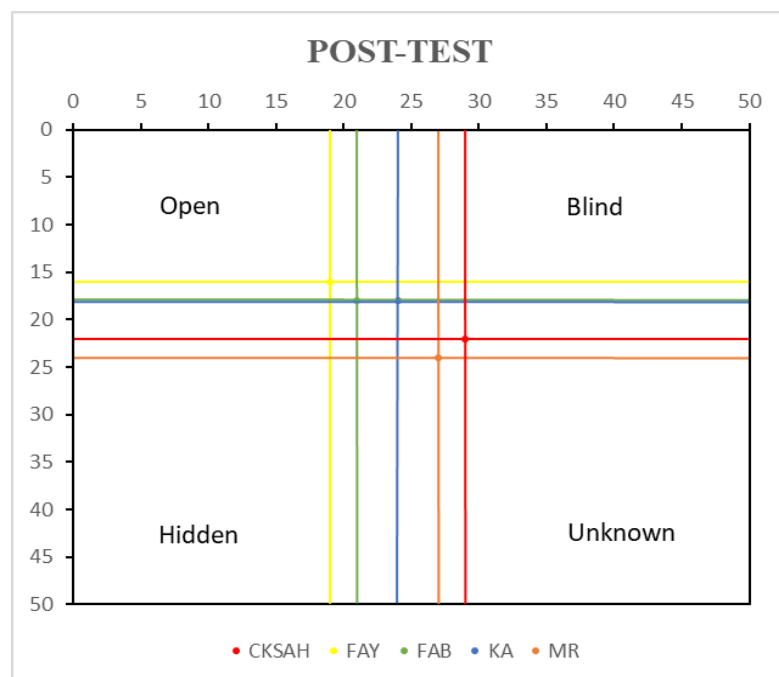


Figure 2. Results of the second treatment of student self-disclosure using the Johari-window technique

Figure 2 demonstrates a noticeable expansion of participants' open areas following the second counselling session, indicating greater reciprocity in interpersonal communication and increased self-disclosure. Compared with the first intervention, students generally showed stronger tendencies to seek feedback while becoming more willing to communicate personal thoughts and feelings. Although FAY, FAB, and KA continued to exhibit relatively smaller open

areas than the other participants, their openness increased compared with the first treatment. Meanwhile, CKSAH and MR displayed comparatively larger blind areas, suggesting that opportunities for enhancing self-awareness through feedback from others remained. Overall, comparison between Figures 1 and 2 indicates that the second counselling session contributed to a meaningful expansion of students' open areas, reflecting progressive improvement in self-disclosure throughout the intervention.

Effectiveness of Johari Window-Based Counselling in Improving Students' Self-Disclosure

Students' overall self-disclosure was further examined using the Adolescent Self-Disclosure Questionnaire (KKDR) administered before and after the counselling intervention. The questionnaire consisted of 33 items designed to assess students' openness in communicating personal thoughts, feelings, and experiences. A comparison of participants' pre-test and post-test scores is presented in Table 3.

Table 3. Comparison of Initial and Final Self-KKDR Mean Values

No.	Value Data	Pre-test	Post-test
1	The highest values	62	83
2	Lowest value	42	81
3	Mean values	54	81

As shown in Table 3, students demonstrated substantial improvements in self-disclosure following the counselling intervention. The highest score increased from 62 at the pretest to 83 at the post-test, while the lowest score improved from 42 to 81. Likewise, the mean self-disclosure score increased markedly from 54 before the intervention to 81 after the intervention, indicating a notable enhancement in students' interpersonal openness following Johari Window-based counselling.

Effectiveness of Johari Window-Based Counselling

Before evaluating the effectiveness of the Johari Window-based counselling intervention, the distribution of students' pre-test and post-test self-disclosure scores was examined to verify the assumptions required for parametric analysis. Because the study involved a small sample ($n = 5$), the Shapiro–Wilk test was used as the primary indicator of normality. Establishing data normality was necessary to determine the appropriateness of applying a paired-samples t -test to compare students' self-disclosure before and after.

Table 4. Normality Test of Student Self-Disclosure Data

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	<i>Statistic</i>	<i>Df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>Df</i>	<i>Sig.</i>
<i>Pre-test</i>	,194	5	200*	,930	5	,594
<i>Post-test</i>	,201	5	200*	,881	5	,314

The Shapiro–Wilk results, as shown in Table 4, indicated that both the pre-test ($p = .594$) and post-test ($p = .314$) scores exceeded the significance threshold of .05, indicating that the data were normally distributed. Although the Kolmogorov–Smirnov test also suggested normality, the Shapiro–Wilk statistic is considered more appropriate for small samples and was therefore used as the primary basis for interpretation. The normality assumption was thus satisfied, supporting the application of the paired-samples t -test to examine whether students'

self-disclosure improved significantly following the Johari Window-based counselling intervention.

In addition, a paired-samples *t*-test was conducted to assess whether the counselling intervention led to statistically significant improvements in adolescents' self-disclosure. By comparing pre-test and post-test scores, this analysis evaluated the measurable impact of the intervention, supplementing the descriptive data from the Johari Window profiles. The findings are summarized in Table 5.

Table 5. Paired Samples Test Pre-test and Post-test Self-Disclosure

Paired Differences								
Pair 1	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		<i>t</i>	Df	Sig. (2-tailed)
				Lower	Upper			
Pre-Post	45,6000	12,89574	5,76715	29,58783	61,61217	7,907	4	,001

The paired-samples *t*-test revealed a statistically significant improvement in students' self-disclosure following Johari Window-based counselling, $t(4) = 7.907, p = .001$. The mean difference between pre-test and post-test scores was 45.60 (95% CI [29.59, 61.61]), indicating a substantial increase in students' willingness to communicate personal thoughts and experiences after the intervention. These findings provide quantitative evidence that the counselling program effectively enhanced adolescents' self-disclosure within the study context.

Improvement in Self-Disclosure Across Questionnaire Indicators

To further elucidate the extent of improvement resulting from the counselling intervention, normalized gain (N-gain) scores were calculated for each self-disclosure indicator. This detailed analysis offers a deeper understanding of how individual components of self-disclosure shifted from pre-test to post-test, highlighting the specific areas of change and growth. Such insights help to contextualize the overall effectiveness of the intervention, providing a clearer picture of its impact on specific self-disclosure behaviors. The comprehensive results of this analysis are presented in Table 6.

Table 6. Average N-Gain Score on Student Self-Disclosure Questionnaire Indicators

No.	Indicators	Average Score				Category
		Pre-test	Post-test	Gain	N-gain (%)	
1	Group size	50	80	30	0,60	Medium
2	Feeling of liking	71	85	14	0,48	Medium
3	Dyadic effect	57	87	30	0,70	Medium
4	Competence	60	74	14	0,35	Medium
5	Personality	50	77	27	0,54	Medium
6	Topics of discussion	50	92	42	0,84	Highest
7	Gender	51	80	29	0,59	Medium
	Average	56	82	26,57	0,59	Medium

As shown in Table 6, all seven self-disclosure indicators demonstrated positive improvements following the Johari Window-based counselling intervention, indicating that the program contributed to students' interpersonal openness across multiple dimensions. The

greatest improvement was observed in Topics of Discussion (N -gain = 0.84), suggesting that students became considerably more willing to discuss a wider range of personal issues after participating in the counselling sessions. Moreover, substantial improvements were also found for Dyadic Effect (N -gain = 0.70), Group Size (N -gain = 0.60), Gender (N -gain = 0.59), and Personality (N -gain = 0.54), while Feeling of Liking (N -gain = 0.48) and Competence (N -gain = 0.35) showed moderate gains. Overall, the average N -gain score of 0.59 indicates that the intervention produced a moderate level of improvement across all dimensions of students' self-disclosure.

To summarize the overall magnitude of improvement, the average normalized gain score across all questionnaire indicators was calculated, providing a comprehensive measure of progress. This score reflects the general effectiveness of the intervention in enhancing participants' understanding and skills. The results, which offer insights into the effectiveness of the intervention, are presented in Table 7.

Table 7. Percentage of N -gain Total Average of Students' Self-Disclosure

Variable	Gain	N-gain (%)	Category
Self-Disclosure	26,57	0,59	Medium

Table 7 indicates an overall gain score of 26.57 and an average normalized gain (N -gain) of 0.59, which falls within the moderate improvement category. These findings suggest that Johari Window-based individual counselling produced meaningful improvements in students' self-disclosure, with positive changes occurring consistently across the assessed dimensions rather than being confined to a single aspect of interpersonal communication.

Subsequently, the findings indicate that Johari Window-based counselling fostered adolescents' self-disclosure by creating a supportive interpersonal environment characterized by reciprocal communication, trust, and constructive feedback. Rather than simply increasing students' willingness to express personal thoughts and feelings, the counselling process expanded the Open Area, enabling participants to communicate more openly while developing greater self-awareness through interpersonal interaction (Luft & Ingham, 1955). This finding supports recent interpretations of the Johari Window as a dynamic framework for reflective learning and interpersonal development rather than merely a communication technique (Chadha, 2026; Lumbanraja et al., 2024). It also aligns with contemporary research demonstrating that supportive interpersonal relationships strengthen adolescents' psychological well-being, resilience, social connectedness, and positive self-perception, all of which facilitate more authentic self-disclosure (Franzoi & Davis, 1985; Chi et al., 2026; Hua & Cui, 2026; Vangölü, 2026).

These findings are consistent with interpersonal communication theories that conceptualize self-disclosure as a reciprocal process grounded in trust, empathy, and constructive feedback rather than as an isolated act of personal expression (DeVito, 2016; Wheelless & Grotz, 1976; Hargie, 2021). Within this perspective, reciprocal communication enables individuals to gradually reduce uncertainty, strengthen interpersonal trust, and develop greater confidence in sharing personal experiences. The counselling process observed in this study reflected these mechanisms by providing repeated opportunities for reflective dialogue, active listening, and supportive feedback, thereby fostering an environment in which students perceived self-disclosure as a meaningful and psychologically safe interpersonal exchange. Recent empirical evidence further reinforces this interpretation. Vijayakumar et al. (2020) demonstrate that intimate self-disclosure during adolescence strengthens interpersonal connectedness by engaging cognitive and affective processes associated with relationship

formation, while Barredo-Ibáñez et al. (2026) show that positive pedagogical communication enhances emotional safety and students' willingness to participate authentically in educational settings. Similarly, Trenchard et al. (2026) argue that compassionate relational environments promote trust, reflective dialogue, and collaborative engagement, all of which support adolescents' social-emotional development. Collectively, these theoretical and empirical perspectives extend previous applications of the Johari Window by demonstrating that its educational value lies not merely in encouraging verbal openness but in integrating reciprocal communication, interpersonal trust, self-awareness, and reflective feedback into a coherent developmental process. Accordingly, the Johari Window should be understood as a relational pedagogical framework that supports authentic interpersonal relationships, social-emotional learning, and character development within educational contexts.

The findings further suggest that adolescents' self-disclosure developed through reciprocal interpersonal relationships established during the counselling process. Improvements across the dimensions of group size, feeling of liking, and dyadic effect indicate that students became increasingly willing to disclose personal experiences within supportive, trusting, and responsive social environments. Rather than representing independent determinants of self-disclosure, these dimensions collectively reflect the interpersonal conditions that foster psychological safety, mutual acceptance, and authentic communication. Through repeated opportunities to exchange personal experiences, receive constructive feedback, and experience acceptance from others, students gradually perceived self-disclosure as a positive interpersonal interaction rather than a socially risky behavior. This interpretation aligns with recent findings indicating that strong social ties, family bonds, and social support enhance adolescents' resilience, coping skills, and mental health, thereby fostering more open interpersonal interactions (Ismah et al., 2022; Abubakar et al., 2023; Hisan et al., 2024; Chi et al., 2026; Vangölü, 2026). Likewise, Hua and Cui (2026) demonstrate that self-disclosure contributes to adolescents' psychological well-being by fostering positive self-perceptions, further highlighting the importance of supportive interpersonal environments in promoting authentic communication.

Writing in a similar vein, interpersonal communication theories that conceptualize self-disclosure as a reciprocal process grounded in trust, empathy, and constructive feedback rather than an isolated act of personal expression. DeVito (2016) argues that meaningful self-disclosure develops through mutual exchanges in which individuals reveal personal information while receiving empathetic responses and constructive feedback. In particular, Wheelless and Grotz (1976) identify interpersonal trust as a prerequisite for openness, whereas Beebe and Beebe (2008) explain that reciprocal disclosure encourages others to respond with comparable openness, creating a reinforcing cycle of interpersonal communication. Hargie (2021) further argues that repeated positive interactions gradually cultivate trust, empathy, and relational confidence, enabling individuals to communicate more openly over time. The counselling process observed in this study reflected these mechanisms by providing a psychologically safe environment in which students could engage in reflective dialogue, active listening, and reciprocal feedback, thereby strengthening both interpersonal trust and confidence in communicating personal experiences.

Recent empirical evidence further reinforces this interpretation by demonstrating that intimate self-disclosure strengthens interpersonal connectedness during adolescence through cognitive and affective processes that support relationship development (Vijayakumar et al., 2020). Equally important, positive pedagogical communication has been shown to promote emotional safety, classroom engagement, and authentic participation among young people (Barredo-Ibáñez et al., 2026; Samad et al., 2023), while compassionate relational environments encourage reflective dialogue, trust, and collaborative learning (Trenchard et al., 2026).

Collectively, these theoretical and empirical perspectives suggest that the educational value of Johari Window-based counselling lies not merely in encouraging students to speak more openly but in cultivating reciprocal relationships characterized by trust, supportive communication, and shared understanding that sustain authentic self-disclosure. Therefore, the Johari Window should be understood as a relational pedagogical framework that integrates reciprocal communication, interpersonal trust, and reflective feedback to support adolescents' social-emotional development and authentic interpersonal relationships within educational contexts.

The study indicates that counselling utilizing the Johari Window technique enhanced adolescents' willingness to share personal thoughts by increasing self-awareness and supporting their individual development. Improvements across the dimensions of competence, personality, and gender indicate that students became more confident in expressing personal experiences, more accepting of themselves, and increasingly aware of their strengths and limitations. Rather than representing independent dimensions of self-disclosure, these findings reflect adolescents' growing capacity for self-reflection, emotional regulation, and authentic interpersonal communication. Through repeated opportunities for reflective dialogue and constructive feedback, students gradually developed greater confidence in communicating while responding more positively to others' perspectives. This interpretation is consistent with recent evidence demonstrating that positive self-perception and self-disclosure reinforce adolescents' psychological well-being (Hua & Cui, 2026), while reflective and strengths-based educational experiences promote self-awareness, personal growth, and social competence (Assariotaki et al., 2026; Wang, 2026). Thus, these findings suggest that self-awareness functions as the psychological foundation through which adolescents become more capable of communicating authentically and engaging in healthy interpersonal relationships.

These findings are reinforced by theories that connect self-awareness to communication skills and the development of adolescents. McCroskey and Wheeless (1976) state that individuals who perceive themselves as competent communicators are generally more confident in expressing personal thoughts, whereas Pearson (2012) contends that self-disclosure is shaped more by communication experiences than by biological gender. Likewise, recent neuroscience research demonstrates that intimate self-disclosure strengthens self-understanding and interpersonal connectedness during adolescence by activating cognitive and affective processes associated with relationship formation (Vijayakumar et al., 2020). Likewise, compassionate interpersonal environments encourage reflection, trust, and emotional growth, enabling adolescents to participate more confidently in reciprocal communication (Trenchard et al., 2026). Together, these theoretical and empirical perspectives indicate that the educational value of Johari Window-based counselling extends beyond improving communication skills by cultivating self-awareness as the mechanism through which adolescents develop confidence, emotional regulation, and healthier interpersonal relationships. Accordingly, the Johari Window should be understood as a developmental pedagogical framework that integrates self-reflection, reciprocal feedback, and interpersonal trust to support both effective communication and holistic adolescent development.

The findings also have important implications for madrasahs, Islamic schools, and pesantren, where counselling is expected to promote students' social-emotional development alongside moral and character formation. The observed improvement in adolescents' self-disclosure suggests that Johari Window-based counselling cultivates interpersonal qualities consistent with the Islamic educational values of *ṣidq* (truthfulness), *amānah* (trustworthiness), and *adab* (ethical conduct). By encouraging honest communication, constructive feedback, and trusting relationships, the counselling process enabled students to develop empathy, mutual respect, and social responsibility while strengthening collaboration and positive interpersonal

relationships. These findings emphasize the view that self-disclosure is not merely a communication skill but an educational process through which learners internalize ethical values within supportive learning communities. This perspective aligns with current educational research, which shows that caring and supportive learning environments enhance adolescents' mental health, resilience, social skills, and overall positive development (Chi et al., 2026; Trenchard et al., 2026; Assariotaki et al., 2026). As such, the Johari Window offers a valuable pedagogical framework through which Islamic educational institutions can integrate social-emotional learning with character education to promote holistic adolescent development.

From a theoretical perspective, this study extends the application of the Johari Window beyond its conventional role as an individual counselling technique by positioning it as a pedagogical framework for Islamic education. The findings demonstrate that the educational value of the Johari Window lies not simply in promoting greater openness but in integrating reciprocal communication, interpersonal trust, self-awareness, reflective feedback, and ethical character formation into a coherent developmental process. This interpretation aligns with recent scholarship that conceptualizes the Johari Window as a reflective framework for learning and professional development rather than merely a communication model (Chadha, 2026; Lumbanraja et al., 2024). By linking interpersonal communication theory with the holistic aims of Islamic education, this study contributes to Islamic educational scholarship by proposing the Johari Window as a conceptual framework through which social-emotional learning and character education can be developed simultaneously within contemporary Islamic educational contexts.

CONCLUSION

This study demonstrates that Johari Window-based counselling effectively fosters adolescents' self-disclosure by strengthening reciprocal communication, interpersonal trust, and self-awareness. Rather than merely increasing students' willingness to express personal thoughts and feelings, the counselling process facilitated the progressive expansion of the Open Area, enabling students to communicate more openly while accepting constructive feedback from others. The findings indicate that self-disclosure develops through supportive interpersonal relationships characterized by trust, mutual responsiveness, and psychological safety, which in turn promote greater communicative confidence, emotional maturity, and personal growth. Within Islamic educational contexts, these outcomes support the development of ethical values such as *ṣidq* (truthfulness), *amānah* (trustworthiness), and *adab* (ethical conduct), highlighting the role of counselling in fostering both students' social-emotional competencies and character formation. The study further contributes to Islamic educational scholarship by positioning the Johari Window not merely as a counselling technique but as a pedagogical framework that integrates reciprocal communication, interpersonal trust, self-awareness, and character education within holistic educational practice. Nevertheless, the findings should be interpreted in light of the study's limited sample size and pre-experimental design. Future research employing larger samples, comparative or longitudinal designs, and diverse Islamic educational settings is needed to examine the long-term effectiveness and broader applicability of Johari Window-based counselling in supporting students' interpersonal and character development.

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