

Academic Resilience Skills: A Systematic Literature Review

Moch. Syihabudin Nuha^{1*}, Muslihati², Zamroni³

^{1,2,3}Universitas Negeri Malang

¹moch.syihabudin.2301118@students.um.ac.id, ²muslihati.fip@um.ac.id,

³zamroni.fip@um.ac.id

*Correspondence

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Abstract

Academic resilience is defined as the ability of an individual to maintain his or her academic ability successfully and through various activities, difficulties, challenges, or obstacles in an academic context. Research on resilience has been widely found in other fields, so it has become commonplace, but in academic contexts, especially in Indonesia, it has become a hot topic related to academic success and student well-being. In the context of academic resilience, students must have some abilities that make them individually resilient. This is secondary research using a method of systematic literature review that goes through five main steps, ranging from literature search, research questions, data processing, filtering or selection of data, and conclusion of selected articles. The results show that students need to be trained in improving their resilience through both curative and preventive strategies, including peer-counseling programs, group guidance and counseling, mindfulness approaches, and cognitive restructuring. The results of the research can be used as a source of reading for further research to investigate the extent to which the negative impact of this reduction of ability, any factors, and appropriate interventions can create a guide for class teachers as a strategy for improving student academic resilience. Because this ability also affects his academic achievement and success.

Abstrak

Kata Kunci:

Kemampuan Resiliensi;

Resiliensi Akademik;

Kesejahteraan Psikologis

Mahasiswa

Resiliensi akademik didefinisikan sebagai kemampuan individu untuk mempertahankan kemampuan akademiknya dengan sukses dan melalui berbagai aktivitas, kesulitan, tantangan, atau hambatan dalam konteks akademik. Penelitian mengenai resiliensi sudah banyak ditemukan di bidang lain, sehingga sudah menjadi hal yang lumrah, namun dalam konteks akademik, khususnya di Indonesia, hal ini menjadi topik yang hangat dibicarakan terkait dengan kesuksesan akademik dan kesejahteraan mahasiswa. Dalam konteks resiliensi akademik, mahasiswa harus memiliki beberapa kemampuan yang membuat mereka menjadi tangguh secara individu. Penelitian ini merupakan penelitian sekunder dengan menggunakan metode tinjauan literatur sistematis yang melalui lima langkah utama, mulai dari pencarian literatur, pertanyaan penelitian, pengolahan

data, penyaringan atau pemilihan data, dan kesimpulan dari artikel yang dipilih. Hasil penelitian menunjukkan bahwa siswa perlu dilatih untuk meningkatkan resiliensi mereka melalui strategi kuratif dan preventif, termasuk program konseling teman sebaya, bimbingan dan konseling kelompok, pendekatan kesadaran, dan restrukturisasi kognitif. Hasil penelitian ini dapat dijadikan sumber bacaan bagi penelitian selanjutnya untuk menyelidiki sejauh mana dampak negatif dari penurunan kemampuan ini, faktor apa saja, dan intervensi yang tepat untuk dijadikan panduan bagi guru kelas sebagai strategi meningkatkan resiliensi akademik siswa. Karena kemampuan ini juga berpengaruh terhadap prestasi dan keberhasilan akademiknya.

INTRODUCTION

Students who have weathered the challenges of changing times have become outstanding models of constantly evolving and adapting abilities. The transition from high school to college necessitates the development of new skills and the ability to adapt to a new environment¹. According to Gizir in Mubayyinah and Dasalinda,² individuals should possess the strength to confront obstacles or barriers during their education, which is referred to as academic resilience. Academic resilience becomes a critical skill for students to possess, as it allows individuals who are experiencing obstacles or barriers to bounce back independently.

Resilience, as defined by Kim and Kim³ is an individual's capacity to recover, persevere in the face of adversity, and find solutions to problems. It is the ability to bounce back from hardship and even thrive in the face of difficult times. Reivich and Shatté in⁴ propose seven key skills for becoming a resilient person: regulation, emotions, impulse control, causal analysis, empathy, realistic optimism, self-efficacy, and reaching out.

The research conducted by Ononye et al⁵ arrived at three conclusions: (1) academic resilience and emotional intelligence impact academic performance; (2) academic resilience is positively correlated with emotional intelligence, indicating that individuals with higher levels of academic resilience also possess higher emotional intelligence; (3) emotional intelligence has a positive relationship between academic resilience and academic achievement, which are considered to be complementary. Consequently, academic resilience skills should be taught to all students to enable them to overcome any obstacles they may encounter during their studies.

¹ Moch. Syihabudin Nuha, "Pengembangan Media Kartu 'ADA BAKAD' Dalam Meningkatkan Adaptasi Budaya Akademik Pada Mahasiswa Baru," *Khatulistiwa: Jurnal Ilmu Pendidikan* 4, no. 1 (2023).

² Muftahia Mubayyinah and Dwi Dasalinda, "Hubungan Antara Dukungan Sosial Teman Sebaya Dengan Resiliensi Remaja Tunanetra Di Surakarta," *Jiip.Stkipyapisdmpu.Ac.Id* 6, no. 12 (2023).

³ Tae Young Kim and Yoon Kyoung Kim, "The Impact of Resilience on L2 Learners' Motivated Behaviour and Proficiency in L2 Learning," *Educational Studies* 43, no. 1 (January 1, 2017): 1–15, <https://doi.org/10.1080/03055698.2016.1237866>.

⁴ Kim and Kim.

⁵ Uzoma Ononye et al., "Academic Resilience, Emotional Intelligence, and Academic Performance among Undergraduate Students," *Knowledge and Performance Management* 6, no. 1 (2022): 1–10, [https://doi.org/10.21511/kpm.06\(1\).2022.01](https://doi.org/10.21511/kpm.06(1).2022.01).

The research of ⁶ demonstrates that emotion regulation and family social support are important factors in students' academic resilience. Emotion regulation refers to the ability to identify and manage one's emotions, while family social support refers to the emotional and practical support that students receive from their families. The study found that students who are able to regulate their emotions effectively and who have strong family social support are more likely to be resilient in the face of academic challenges.

This research provides guidance on how individuals can develop the ability to maintain academic performance in the face of adversity. It also demonstrates that students' self-esteem influences their academic resilience. Aza, Atmoko, and Hitipeuw⁷ showed that creating an emotional atmosphere is necessary to help students avoid academic stress at school. Therefore, school counselors can consider how to improve students' academic resilience so that they can succeed in their academic journey, achieve student well-being, and determine their future careers.

Among the many literature reviews on students' academic resilience, the researcher is interested in taking up the following topics: (1) how is the picture of the problem of students' academic resilience, (2) what preventive efforts can be made by BK teachers or counselors to improve students' academic resilience, and (3) what are the curative or remedial efforts to improve students' academic resilience. The results of the secondary research can be beneficial for further research in finding gaps or novelties related to the topic of students' academic resilience.

RESEARCH METHOD

The research method used is a systematic literature review (SLR). This method is a research model that is conducted by collecting and evaluating research related to a specific topic focus. In this case, the focus topic is on the topic of peer-counseling training models for students. The subtopics related to this topic are training models, urgency and objectives of training, and skills learned in peer-counseling training in a certain year range⁸. According to Creswell, as cited in ⁹ a literature review is conducted by collecting scientific articles, books, or documents that explain the research topic using various theories.

The systematic literature review (SLR) method is very useful in helping researchers to provide initial research contributions or preliminary reviews as an

⁶ Ananda Putri, Nefi Darmayanti, and Asih Menanti, "Pengaruh Regulasi Emosi Dan Dukungan Sosial Keluarga Terhadap Resiliensi Akademik Siswa," *JIVA: Journal of Behavior and Mental Health* 4, no. 1 (2023): 21–31.

⁷ Ihdan Nizar Aza, Adi Atmoko, and Imanuel Hitipeuw, "Kontribusi Dukungan Sosial, Self-Esteem, Dan Resiliensi Terhadap Stres Akademik Siswa SMA," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 4, no. 4 (April 16, 2019): 491, <https://doi.org/10.17977/jptpp.v4i4.12285>.

⁸ Moch. Syihabudin Nuha, Henny Indreswari, and Khairul Bariyyah, "Psycho-Educational Group Leaders through the Homeroom Approach: A Systematic Literature Review," *ProGCouns: Journal of Professionals in Guidance and Counseling* 5, no. 1 (May 30, 2024): 21–32, <https://doi.org/10.21831/PROGCOUNS.V5I1.72261>.

⁹ Muslihati Muslihati et al., "How to Prevent Student Mental Health Problems in Metaverse Era?," *Jurnal Kajian Bimbingan Dan Konseling* 8, no. 1 (2023): 33–46, <https://doi.org/10.17977/um001v8i12023p33-46>.

understanding and deepening of research on the topic being discussed for further research. The SLR method consists of the following stages: determining the research question, search process, inclusion and exclusion criteria, quality assessment, and data collection¹⁰. Literature collection was conducted using search engines that provide quality articles, such as SpringerLink, SAGE Journals, ProQuest, Google Scholar, and Science Direct.

FINDINGS AND DISCUSSION

Result

After the literature search process was completed, 85 relevant articles were identified. A preliminary screening was then conducted, resulting in the identification of 5 duplicate documents, 4 articles that did not meet the initial criteria, and 6 articles that were excluded for other reasons. This left 70 articles for title and abstract screening.

¹⁰ Ahmad Fitra Rasyadi, Muslihati Muslihati, and Diniy Hidayatur Rahman, "Model Layanan Informasi Karir," *International Virtual Conference on Islamic Guidance and Counseling* 2, no. 1 (2022): 135–50, <https://doi.org/10.18326/iciegc.v2i1.366>; Moch. Syihabudin Nuha, Nur Hidayah, and Fitri Wahyuni, "Model Pelatihan Peer-Counseling Pada Mahasiswa: Tinjauan Literatur Sistematis," *G-COUNS: Jurnal Bimbingan Dan Konseling* 8, no. 2 (2024), <https://doi.org/10.31316/gcouns.v8i2.5695>.

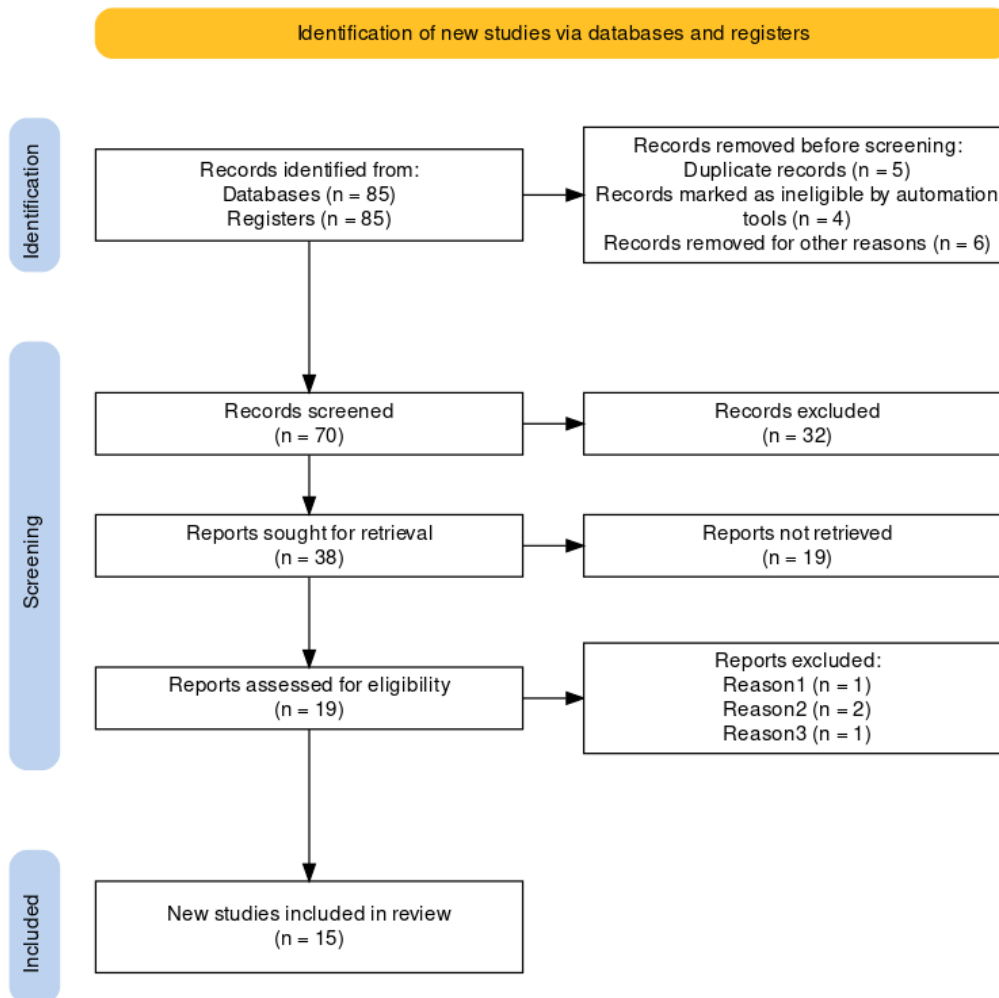


Figure 1. Preferred Reporting Items for Systematic and Meta-Analyses (PRISMA)

The next step was to analyze the results of each article that passed the screening process according to the Preferred Reporting Items for Systematic and Meta-Analysis (PRISMA) standards. The analysis of the results was also conducted to allow the researchers to understand the content of the articles and to formulate the discussion.

Table 1. Article Analysis Result Table

No	Title	Author	Analysis Result
1.	Academic resilience, emotional intelligence, and academic performance among undergraduate students	Ononye et al ¹¹	The research findings indicate that: (1) academic resilience and emotional intelligence are antecedent factors of academic performance; (2) there is a positive correlation between academic resilience and emotional intelligence; (3) emotional intelligence has a

¹¹ Ononye et al., “Academic Resilience, Emotional Intelligence, and Academic Performance among Undergraduate Students.”

			positive relationship between academic resilience and academic achievement, which are considered to be mutually reinforcing.
2.	The impact of resilience on L2 learners' motivated behaviour and proficiency in L2 learning	Kim and Kim ¹²	The study identified five factors of resilience: perceived happiness, empathy, sociability, perseverance, and self-regulation. Resilience was found to be a significant factor in L2 learning, particularly in relation to motivated behavior.
3.	Hubungan Antara Dukungan Sosial Teman Sebaya dengan Resiliensi Akademik	Mubayyinah and Dasalinda ¹³	The results of this study showed that peer social support was not associated with academic resilience and was categorized as weak.
4.	Academic risk and resilience for children and young people in Asia	Li, Martin, and Yeung ¹⁴	Several factors can buffer the negative effects of risk and stress and contribute to academic success. These factors include personal factors, environmental factors, and the interaction between these two. Academic success is influenced by factors such as educational attainment, student perseverance, discipline, and parental values towards education.
5.	Psychological Resilience: A Review and Critique of Definitions, Concept, and Theory	Fletcher and Sarkar ¹⁵	The first section of the paper demonstrates the necessity of resilience in the face of adversity. The second section conceptualizes resilience as both a trait and a process, and explores its distinctions from related terms. Resilience is defined as the interactive influence of psychological characteristics within

¹² Kim and Kim, "The Impact of Resilience on L2 Learners' Motivated Behaviour and Proficiency in L2 Learning."

¹³ Mubayyinah and Dasalinda, "Hubungan Antara Dukungan Sosial Teman Sebaya Dengan Resiliensi Remaja Tunanetra Di Surakarta."

¹⁴ Haibin Li, Andrew J. Martin, and Wei Jun Jean Yeung, "Academic Risk and Resilience for Children and Young People in Asia," *Educational Psychology* 37, no. 8 (September 14, 2017): 921–29, <https://doi.org/10.1080/01443410.2017.1331973>.

¹⁵ David Fletcher and Mustafa Sarkar, "Psychological Resilience: A Review and Critique of Definitions, Concepts, and Theory," *European Psychologist* 18, no. 1 (April 8, 2013): 12–23, <https://doi.org/10.1027/1016-9040/a000124>.

			the context of stress. The third section reviews resilience theories and critically examines one specific theory that is frequently cited in the literature.
6.	Relationships between risk factors, protective factors and achievement outcomes in academic resilience research: A meta-analytic review	Hunsu et al ¹⁶	This research investigated the interrelationships between risk factors, protective factors, and academic achievement. The results indicated that the cumulative correlation of these factors is modest but statistically significant.
7.	Kesehatan Mental Siswa SMP-SMA Indonesia Selama Masa Pandemi dan Faktor Penyebabnya	Addini et al ¹⁷	The research results showed that 46% of students experience symptoms of anxiety and 58% of students show symptoms of depression. Factors that need to be considered in this condition are related to academics and social interaction, especially with friends.
8.	Dampak Konseling Kelompok Teknik Cognitive Restructuring Terhadap Resiliensi Akademik	Masdelina, Budiono, and Mutakin ¹⁸	The research results showed a t-table value of 5.702 > 3.182 at a significance level of 5%, which proves that group counseling services based on cognitive restructuring improve students' academic resilience.
9.	Hubungan Resiliensi Akademik dengan Stres, Kecemasan dan Depresi Remaja SMA di Masa Pandemi Covid-19	Afifah and Wardani ¹⁹	The research results showed that the majority of students fall into the moderate category of academic resilience, with normal stress and depression levels and severe anxiety levels. There was a significant correlation between academic resilience and stress, anxiety, and

¹⁶ Nathaniel J. Hunsu et al., "Relationships between Risk Factors, Protective Factors and Achievement Outcomes in Academic Resilience Research: A Meta-Analytic Review," *Educational Research Review* 41 (November 1, 2023): 100548, <https://doi.org/10.1016/j.edurev.2023.100548>.

¹⁷ Sendi Etika Addini et al., "Kesehatan Mental Siswa SMP-SMA Indonesia Selama Masa Pandemi Dan Faktor Penyebabnya," *Psychopolytan: Jurnal Psikologi* 5, no. 2 (2022): 107–16, <https://doi.org/10.36341/psi.v5i2.2134>.

¹⁸ Amelia Masdelina, Arifin Nur Budiono, and Fakhruddin Mutakin, "Dampak Konseling Kelompok Teknik Cognitive Restructuring Terhadap Resiliensi Akademik," *Jurnal Consulenza: Jurnal Bimbingan Konseling Dan Psikologi* 6, no. 1 (2023): 27–36, <https://doi.org/10.56013/jcbkp.v6i1.1678>.

¹⁹ Nabila Putri Afiffah and Ice Yulia Wardani, "Resiliensi Akademik Dengan Stres, Kecemasan Dan Depresi Remaja SMA Dimasa Pandemi Covid-19," *Jurnal Persatuan Perawat Nasional Indonesia (JPPNI)* 8, no. 1 (2023): 41, <https://doi.org/10.32419/jppni.v8i1.366>.

			depression, indicating that lower academic resilience is associated with higher levels of mental health problems.
10.	Efektivitas Pendekatan Mindfulness untuk Meningkatkan Resiliensi Akademik Siswa Sekolah Menengah Atas: Literature Review	Cahyani and Wahyuni ²⁰	Research on adolescents has demonstrated the efficacy of school-based mindfulness programs in enhancing attention, resilience, and aiding teachers and students in stress management.
11.	Pengaruh Regulasi Emosi dan Dukungan Sosial Keluarga Terhadap Resiliensi Akademik Siswa	Damayanti and Menanti ²¹	The research results suggest that emotion regulation and family social support play important roles in promoting academic resilience.
12.	Resiliensi Akademik dan Keterlibatan Mahasiswa Calon Guru: Studi Transisi Pembelajaran Era Post-Pandemic	Sartika and Nirbita ²²	The research results showed that academic resilience has a significant effect on student engagement, with a contribution of 57.2%. Therefore, the learning process can be maximized through a high level of student engagement, which will be further strengthened by high academic resilience.
13.	Hubungan antara Keterampilan Koping dan Dukungan Sosial terhadap Resiliensi Akademik Mahasiswa Tingkat Awal Sekolah Tinggi Teologi	Wiyono, Indreswari and Muslihati ²³	The research results showed a positive relationship between coping skills and academic resilience, as well as social support and academic resilience. Therefore, STT Satyabhakti Malang needs to improve its guidance and counseling services through teaching

²⁰ Lani Cahyani and Eka Wahyuni, "Eektivitas Pendekatan Mindfulness Untuk Meningkatkan Resiliensi Akademik Siswa Sekolah Menengah Atas: Literarure Review," *Jurnal Mahasiswa BK An-Nur : Berbeda, Bermakna, Mulia* 9 (2023): 82–91.

²¹ Putri, Darmayanti, and Menanti, "Pengaruh Regulasi Emosi Dan Dukungan Sosial Keluarga Terhadap Resiliensi Akademik Siswa."

²² Sri Hardianti Sartika and Betanika Nila Nirbita, "Resiliensi Akademik Dan Keterlibatan Mahasiswa Calon Guru : Studi Transisi Pembelajaran Era Post-Pandemic," *Jurnal Paedagogy* 10, no. 1 (2023): 157, <https://doi.org/10.33394/jp.v10i1.6318>.

²³ Untung Wiyono, Henny Indreswari, and Muslihati, "Hubungan Antara Keterampilan Koping Dan Dukungan Sosial Terhadap Resiliensi Akademik Mahasiswa Tingkat Awal Sekolah Tinggi Teologi Satyabhakti Malang Dan Rekomendasi Bagi Layanan Bimbingan Dan Konseling," *G-COUNS: Jurnal Bimbingan Dan Konseling* 8, no. 1 (2023): 209–31, <https://doi.org/10.31316/gcouns.v8i01.5101>.

	Satyabhakti Malang dan Rekomendasi Bagi Layanan Bimbingan dan Konseling		for both independent variables by utilizing technology for individual and group counseling sessions to enhance students' academic resilience.
14	Pengembangan Model Resiliensi Akademik Berbantuan Konseling Kelompok	Astuti, Haryati, and Atika ²⁴	The research results showed that the 4D model is effective in improving students' academic resilience with the assistance of group counseling, as evidenced by the increased level of academic resilience after participating in group counseling.
15.	Kontribusi Dukungan Sosial, Self-Esteem, dan Resiliensi terhadap Stres Akademik Siswa SMA	Aza, Atmoko, and Hitipeuw ²⁵	Based on the results of the analysis of cognitive appraisal theory and resilience theory against descriptive data, the contribution of each variable and the proposed model, it can be concluded that the theoretical model of student academic stress in school can consider resilience in its management.

Discussion

A General Overview of Academic Resilience in Students

The general overview of resilience has been studied extensively in other fields, such as business, the military, sports, and medicine. According to Epstein and Krasner in Husnu et al²⁶ academic resilience is defined as the possibility of success in school and other life achievements despite obstacles or challenges caused by nature, conditions, and early experience. In her research, she analyzed the common causes of the problem of reduced academic resilience, including anxiety and depression, maladaptive behavior, language choices, individual stress, self-release, and conflict in the family as more prominent predictors.

They continued that individuals who were more emotional and showed negative behavior could be better predictors of academic endurance and performance than stressors and other maladaptive behaviors. It was also found that the negative school climate affects students' academic endurance. According to Cassidy in Ononye et al²⁷ academic

²⁴ Indri Astuti, Emmy Haryati, and Amalia Atika, "Pengembangan Model Resiliensi Akademik Berbantuan Konseling Kelompok," *Jurnal Teknologi Pendidikan (JTP)* 15, no. 2 (October 13, 2022): 116, <https://doi.org/10.24114/jtp.v15i2.39122>.

²⁵ Aza, Atmoko, and Hitipeuw, "Kontribusi Dukungan Sosial, Self-Esteem, Dan Resiliensi Terhadap Stres Akademik Siswa SMA."

²⁶ Hunsu et al., "Relationships between Risk Factors, Protective Factors and Achievement Outcomes in Academic Resilience Research: A Meta-Analytic Review."

²⁷ Ononye et al., "Academic Resilience, Emotional Intelligence, and Academic Performance among Undergraduate Students."

resilience is defined as the ability to solve problems effectively when faced with educational challenges, reducing the effects of inhibitory factors while strengthening supportive factors that can enhance the capacity to face such challenges.

Other studies also mention that academic resilience is also influenced by cultural factors in the local environment or area. A variety of cultural considerations can enhance academic success, ranging from appreciation of education, student perseverance, discipline, and the values shown by parents towards education²⁸. The word resilience is taken from the Latin "resilire," which means jumping back or could be meant as the ability to survive or recover quickly from a difficult condition. One of the pioneers of the theory of resilience is Richardson et al. in Fletcher and Sarkar²⁹ who argue that the resiliency process begins with the presence of homeostasis, or an individual's tendency to maintain self-stability at a time when the surrounding environment changes.

This disorder is caused by the fact that the individual does not have or exhibit protective factors to protect himself from stress, difficulties, or life events. This full-fledged self-protection process will yield one of four outcomes: the first is tough reintegration, where disruption leads to the achievement of protective factors and higher levels of homeostasis; the second is homeostatic reintegrations, where disorder leads the person who remains in his safe zone in an attempt to cope with the disorder; the third is to reintegrate with loss, where the disruptions lead to the disappearance of the protective factor and a low level of homeostasis; and the fourth is dysfunctional reintegration, where disturbance leads people to switch to destructive behavior³⁰.

The COVID-19 pandemic is one of the most significant recent occurrences, as it has led to innovative classroom instruction that fully utilizes technology. According to Addini et al³¹ shows that the students experienced anxiety and depression in categories ranging from mild to severe. There are factors that can increase anxiety and depression in students, one of which is social interaction with friends and interrupted academic problems. Social interaction becomes important because it is an important aspect of developmental tasks in adolescence.

Academic resilience itself is a problem that students must face, and teachers must be able to implement their learning strategies to address and prevent this decline in academic capacity. Academic resilience is crucial for adolescents because it will teach them how to deal with and understand the problem, they face so that they can be more independent in solving problems, fears, or failures in themselves. Academic resilience itself can be formed with the presence of social support from the family and emotional management³².

²⁸ Li, Martin, and Yeung, "Academic Risk and Resilience for Children and Young People in Asia."

²⁹ Fletcher and Sarkar, "Psychological Resilience: A Review and Critique of Definitions, Concepts, and Theory."

³⁰ Fletcher and Sarkar.

³¹ Addini et al., "Kesehatan Mental Siswa SMP-SMA Indonesia Selama Masa Pandemi Dan Faktor Penyebabnya."

³² Putri, Darmayanti, and Menanti, "Pengaruh Regulasi Emosi Dan Dukungan Sosial Keluarga Terhadap Resiliensi Akademik Siswa."

In the assessment process of academic resilience, there are factors that influence it, such as perceived happiness, empathy, social abilities, perseverance, and self-regulation. The first is self-happiness, which will ask how much satisfaction and happiness they feel; the second is compassion and social ability of the community, which is done by understanding one's attitude deeply about other people's thoughts and feelings; the third is exhaustion, which is associated with exhaustion in making progress in facing challenging problems; and the last is self-regulation, which is a well-developed skill that helps in emotional control, counseling, and behavior³³.

Strategies for Promoting Academic Resilience in Students: A Preventive Approach

Every individual is born with different resilience abilities; resilience will exist because it is the ability to survive. In a resilience study carried out by Cutuli and Masten in Irawan, Renata, and Dachmiati³⁴ focused on three conditions: the first is an individual in a significant accident or stress resistance; the second is rising from irritation after going through an obstacle or experience that is highly traumatic or bouncing back; and the third is successfully returning to a normal state or normalization. Whereas academic resilience is an individual capable of effectively addressing four circumstances in an academic context.

The first is the fall, which is meant to be the acceptance of a problem or a problem that is being faced; the second is a challenge, a social challenge in the academic environment as well as an academic challenge anyway; the third is a difficulty, a condition in which an individual feels incapable of going through it; and the fourth is the pressure caused by his academic community. So if they're able to go through one of these four conditions, then the individual can be said to have good resilience³⁵.

One form of prevention that can be done by a class teacher or guidance and counseling teacher is to provide information services that may be provided through information boards or while learning to teach in class. Peers have an important role to play in improving students' academic resilience, for example, by providing support and making them feel loved and appreciated so as to enable them to survive their conditions related to their academic demands³⁶.

According to research carried out by Siregar, Nurhayani, and Baroroh³⁷ information services can be provided through information boards or through video learning on academic resilience. The information services provided are expected to be

³³ Kim and Kim, "The Impact of Resilience on L2 Learners' Motivated Behaviour and Proficiency in L2 Learning."

³⁴ Rizka Irawan, Dian Renata, and Sabrina Dachmiati, "Resiliensi Akademik Siswa," *Orien: Cakrawala Ilmiah Mahasiswa* 2, no. 2 (November 3, 2022): 135–40, <https://doi.org/10.30998/ocim.v2i2.8130>.

³⁵ Irawan, Renata, and Dachmiati.

³⁶ Irawan, Renata, and Dachmiati; Alfin Siregar, Nurhayani Nurhayani, and Niswatul Baroroh, "Upaya Meningkatkan Resiliensi Akademik Mahasiswa Prodi Bkpi Melalui Layanan Informasi," *Biblio Couns : Jurnal Kajian Konseling Dan Pendidikan* 6, no. 1 (March 28, 2023): 24–37, <https://doi.org/10.30596/bibliocouns.v6i1.12312>.

³⁷ Siregar, Nurhayani, and Baroroh, "Upaya Meningkatkan Resiliensi Akademik Mahasiswa Prodi Bkpi Melalui Layanan Informasi."

used as material for consideration and decision-making by students so that their mastery of the information to be received can be used for problem solving, problem prevention, and the development and maintenance of potential and possibilities to update them.

Another strategy that can be used is to provide group guidance using peer-counseling techniques. Group counseling is the help given to students so that they can prevent problems, while peer counseling is the assistance given by students to other students, where a counselor is a student who has been given training or training by a counselor³⁸. A peer is a friend or friend, while a mate is another person who is equal to him and has been appointed by a friend of his age to be a place of dependence³⁹.

Peer counselors for students will gain training, knowledge depth, and experience that students have never had in connection with counseling practice in person. Characteristic potential peer counselors must have an interest in helping, be able to accept and accept others, tolerate differences, voluntarily help friends, have stable emotions, and be willing to keep secrets. A peer counselor's job is to help peers find solutions based on both academic and non-academic issues⁴⁰.

According to a study conducted by Kushendar and Maba⁴¹ peer counseling is conducted in order to reduce academic stress and burnout in students. The research conducted by Njeru⁴² suggests that peer counseling services have the potential to influence student behavior positively. Students who get peer counseling programs have good discipline, an impact on performance and tests, and more concentration. So, it can be concluded that the existence of a peer counseling program can help individuals with the help of peer friends who are expected to be directed to see a professional counselor.

Strategies for Promoting Academic Resilience in Students: A Curative Approach

Continuing from the explanation of the preventive strategy above, the same research has been conducted by⁴³ to test the effectiveness of using group counseling services with peer-counseling techniques in improving academic resilience. The results showed an improvement in the coercion of group counseling with peer-counseling techniques, so that these strategies can be used as curative as well as preventive measures

³⁸ Farah Nur Sabila, Ririanti Rachmayanie, and Rizky Ildiyanita, "Upaya Meningkatkan Resiliensi Akademik Melalui Bimbingan Kelompok Dengan Teknik Peer Counseling Pada Siswa Kelas Vii Smp Gibs Barito Kuala," *Jurnal Pelayanan Bimbingan Dan Konseling Program Studi Bimbingan Dan Konseling Fkip Universitas Lambung Mangkurat* 4, no. 4 (November 3, 2021): 1–9.

³⁹ Jaziela Huwaida and Hanif Amrullah, "The Effectiveness of Peer Counseling in Solving Problems Adapting as a Manager of Dormitory in the Pesantren," *Educan : Jurnal Pendidikan Islam* 6, no. 2 (2022): 268, <https://doi.org/10.21111/educan.v6i2.8255>.

⁴⁰ Resti Rahmadika Akbar, Rahma Triyana, and Prima Adelin, "Pelatihan Peer Counselor Dan Pengenalan Media Promotif Untuk Peer Counselor," *Jurnal Abdimas ADPI Sains Dan Teknologi* 2, no. 3 (2021): 31–35, <https://doi.org/10.47841/saintek.v2i3.28>.

⁴¹ Kushendar Kushendar and Aprezo Pardodi Maba, "Peer Counseling as A Coping Strategy for Academic Stress and Burnout in Final-Year Students," *COUNS-EDU: The International Journal of Counseling and Education* 7, no. 4 (November 25, 2022), <https://doi.org/10.23916/0020220740540>.

⁴² K J Njeru, "Impact Of Peer Counseling Services on Discipline and Academic Achievement of Secondary School Students In Tharaka South Sub-County, Kenya" (repository.chuka.ac.ke, 2020).

⁴³ Sabila, Rachmayanie, and Ildiyanita, "Upaya Meningkatkan Resiliensi Akademik Melalui Bimbingan Kelompok Dengan Teknik Peer Counseling Pada Siswa Kelas Vii Smp Gibs Barito Kuala."

in improving academic resilience in students. A variety of skills will be taught so that their academic resilience can increase and grow independently.

Other research also supports the existence of group counseling services, such as in the study conducted by ⁴⁴ that developed a 4D learning model for improving academic resilience with group counseling. The findings indicate that students have a strong belief that the personal problems of social career and learning can be solved by the personal tenacity and motivational strength of each member of the group in group counseling arrangements.

Another curative strategy is to use group counseling as well, but with additional cognitive restructuring techniques and mindfulness approaches. Counseling services to improve academic resilience can use mindfulness approaches. Research conducted by Hashemzadeh et al. in Cahyani and Wahyuni⁴⁵ shows that students who undertake mindfulness training are better able to respond to difficult situations without engaging in maladaptive behavior; they tend to be open to new perceptions; and they are more likely to be creative and able to cope with difficult situations, thoughts, and feelings without weakness or discomfort.

A curative strategy widely used in some research is cognitive restructuring techniques. Individuals with low academic resilience are heavily influenced by factors such as confidence in their abilities, the ability to do things well, managing anxiety, and the ability to solve any demands. Individuals with low academic resilience need to be given professional assistance through counseling services so that they become responsible individuals in an academic context⁴⁶. The findings show that group counseling services based on cognitive restructuring improve students' academic endurance.

CONCLUSION

Based on a systematic study of the above literature, it can be concluded that students' academic endurance is largely influenced by self-esteem, peer support, family social support, emotional regulation. It can be a reference to further research to be able to raise complex issues on student academic endurance. Preventive strategies can be carried out through peer-counseling programmes applied to peers and curative strategies may be through group counselling guidance based on mindfulness approaches, cognitive

⁴⁴ Astuti, Haryati, and Atika, "Pengembangan Model Resiliensi Akademik Berbantuan Konseling Kelompok."

⁴⁵ Cahyani and Wahyuni, "Ektivitas Pendekatan Mindfulness Untuk Meningkatkan Resiliensi Akademik Siswa Sekolah Menengah Atas: Literarure Review."

⁴⁶ Masdelina, Budiono, and Mutakin, "Dampak Konseling Kelompok Teknik Cognitive Restructuring Terhadap Resiliensi Akademik"; Nelly Herawati Jasuma, Sugiyo Sugiyo, and Mulawarman Mulawarman, "The Effectiveness of Cognitive Behavior Therapy Group Counseling with Assertive Training and Cognitive Restructuring Techniques to Reduce Social Media Addiction," *Jurnal Bimbingan Konseling* 12, no. 1 (2023): 52–59; Serafina Elasa Budiono, Kadek Suranata, and Dewi Arum Widhayanti Metra Putri, "Pengembangan Buku Panduan Konseling Kognitif Behavioral Teknik Cognitive Restructuring Untuk Meningkatkan Resiliensi Akademik Siswa SMA," *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 9, no. 1 (2023): 438, <https://doi.org/10.29210/1202323004>.

restructuring and peer counseling as well, so that students can conduct their academic life well and can independently raise as well as enhance academic resilience.

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