

Descriptive Study: The Prevalence of Academic Resilience of Junior High School Students and Its Implications in Guidance and Counseling

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Abstract. Academic resilience refers to the ability of students to remain resilient in overcoming learning obstacles, thus becoming a strong foundation to deal with changes and pressures in the learning process. Therefore, this study aims to explore the prevalence of academic resilience among junior high school students and analyze the implications for guidance and counseling in educational settings. The research method used is descriptive quantitative research. This study involved 356 students aged 12-16 years at SMP Negeri 15 Yogyakarta who were selected using random sampling techniques. Data collection techniques and instruments use academic resilience scales that have been tested for validity and reliability. Then the data is analyzed using descriptive statistical analysis techniques. The results of data analysis showed that the average level of academic resilience of students was in the medium category of 245 (68.8%), while the remaining 66 (18.5%) were in the high category, and 45 students (12.6%) had a low level of academic resilience. The findings in this study highlight variations in students' levels of academic resilience, thus providing a foundation for the development of educational strategies, especially guidance and counseling programs that are more holistic and comprehensive toward the development of students' academic resilience.

Keywords: Students, Academic Resilience, Guidance and Counseling.

Abstrak. Ketahanan akademik mengacu pada kemampuan peserta didik untuk tetap tangguh dalam mengatasi hambatan belajar, sehingga menjadi landasan yang kuat untuk menghadapi perubahan dan tekanan dalam proses pembelajaran. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi prevalensi ketahanan akademik di kalangan siswa sekolah menengah pertama dan menganalisis implikasi bimbingan dan konseling dalam lingkungan pendidikan. Metode penelitian yang digunakan adalah penelitian deskriptif kuantitatif. Penelitian ini melibatkan 356 siswa usia 12-16 tahun di SMP Negeri 15 Yogyakarta yang dipilih dengan menggunakan teknik random sampling. Teknik pengumpulan data dan instrumen menggunakan skala resiliensi akademik yang telah teruji validitas dan reliabilitasnya. Kemudian data dianalisis dengan menggunakan teknik analisis statistik deskriptif. Hasil analisis data menunjukkan bahwa rata-rata tingkat resiliensi akademik siswa berada pada kategori sedang sebanyak 245 (68,8%), sedangkan sisanya sebanyak 66 (18,5%) berada pada kategori tinggi, dan terdapat 45 siswa (12,6%) yang memiliki resiliensi akademik. rendahnya tingkat ketahanan akademik. Temuan penelitian ini menyoroti variasi tingkat ketahanan akademik siswa, sehingga memberikan landasan bagi pengembangan strategi pendidikan khususnya program bimbingan dan konseling yang lebih holistik dan komprehensif menuju pengembangan ketahanan akademik siswa.

Kata Kunci: Siswa, Ketahanan Akademik, Bimbingan dan Konseling.

INTRODUCTION

The transition from elementary to junior high school can be a challenging phase for students, as it brings new challenges and higher academic demands. Students' overall growth and development during this phase will depend on their ability to adapt to these demands, grow from setbacks, and excel academically. A key component of this process is the idea of academic resilience, which represents an individual's mental toughness as well as their capacity to overcome challenges and recover from failure (Munawaroh and Mashudi 2018). Developing academic resilience is critical to future success, as it helps individuals cope with stress, stay motivated, and persevere through difficult times. Therefore, students need to develop academic resilience as part of their overall growth and development during the transition from primary to junior high school.

Junior High School (SMP) students are at a critical stage of development where the foundations of their education are being built, and they face the first challenges in the face of academic pressures. Education in schools can often cause stress on students due to several factors such as piling up tasks, denser lessons, and pressure to achieve high achievement (Barseli, Ifdil, and Nikmarijal 2017). In addition, curriculum changes can also have an impact on decreasing student achievement (Setiawati 2022), and students often complain about the many demands placed on them, such as assignments, understanding lessons they are not interested in, and hectic study schedules (Joseph, 2017; Balqis, Menanti, and Hasanuddin 2022). In the face of the complex dynamics of the world of education, academic resilience can be a key element that plays a role in the success of student adaptation and growth. Developing academic resilience can help students cope with stress, overcome challenges, and stay motivated in the face of adversity, ultimately helping them to succeed in their academic activities.

Martin and Marsh (2006) Explain that students who have academic resilience skills are better equipped to handle setbacks, challenges, difficulties, and pressures effectively. This is in line with the definition of Cassidy (2016) regarding academic resilience as an individual's ability to increase success in education even in difficult situations. As individuals progress to higher academic levels, the need for adaptation and competence in task completion and problem-solving becomes greater. Therefore, academic resilience is a term that is based on an individual's ability to adapt and recover from negative emotional stresses and experiences in the academic process, ultimately enabling them to achieve better-than-expected academic results. However, developing academic resilience requires effort and dedication from students to develop their potential for the better.

In addition, according to Setyawan (2021), today's students are faced with increasingly difficult daily challenges, especially in life in a school environment where sometimes students do not get good social-emotional support, such as in-bully By peers, choosing to change schools if they cannot keep up with lessons or experiencing serious problems at school, with undirected instant vents such as drug consumption, crime, suicide, stress, and promiscuity, become the color of students in dealing with academic problems. Of course, academic resilience is not just a response to learning pressure, but also a form of mental and emotional toughness in facing various life problems (Munawaroh and Mashudi 2018). Academic resilience is like a psychological protector for students, providing a strong foundation for maintaining mental health and undergoing the learning process more effectively.

Academic resilience is a key factor related to students' ability to adapt to the school environment, as it helps students reduce the risk of stress. According to Wang and Gordon (in Utami 2020), students who have academic resilience can turn a challenging environment into a source of motivation while maintaining high hopes and ideals. They are usually goal-oriented, have strong problem-solving skills, and demonstrate social competence, enabling them to navigate the academic process more effectively and achieve academic success despite adversity. By staying optimistic and focused on goals, students who have academic resilience will be better prepared to

overcome obstacles and ultimately succeed in achieving their academic achievements (Roellyana and Listiyandini 2016). Connor & Davidson (in Triningtyas and Saputra 2021) Note that resilient individuals typically demonstrate personal competence, high standards, and perseverance. They can use stress as a source of strength, have positive acceptance, show self-control, and be influenced by spirituality. Therefore, research on the level of academic resilience of junior high school students and the potential role of guidance and counseling in cultivating students' academic resilience skills is very important to support student growth and development holistically.

The study is based on the understanding that today's students face increasingly complex daily challenges, including a lack of adequate social-emotional support. Consequently, students can experience serious problems such as bullying, desire to change schools, drug consumption, criminality, suicide, stress, and casual sexual behavior. Through a descriptive study approach, this study aims to uncover the prevalence of academic resilience among junior high school students and analyze its implications for the field of guidance and counseling.

LITERATURE REVIEW

It is interesting to note that resilience has a broad definition, particularly in the field of human development. This includes a person's ability to bounce back from challenging experiences, cope with failure, and manage stress effectively in a variety of contexts that arise throughout life's vulnerabilities. This ability gives individuals the power to develop and run their daily lives effectively. The concept of resilience first appeared in the academic world, known as academic resilience. According to Martin and Marsh (2006), academic resilience refers to a student's ability to effectively deal with setbacks, challenges, difficulties, and pressures in an academic context. Morales (2008) Defines academic resilience as the process and success of individuals in achieving academic success despite obstacles, which most individuals with similar backgrounds will fail. This is in line with the definition of Cassidy (2016) which describes academic resilience as a person's ability to increase his success in education even in difficult situations. In conclusion, academic resilience is a term that describes an individual's ability to adapt and recover from negative emotional stresses and experiences in the academic process. This ability enables individuals to achieve academic success beyond what is expected, even after facing challenging events or situations. It also helps individuals to develop their potential and become better versions of themselves.

Research Cassidy (2016) Academic resilience identifies three main aspects that characterize individuals who possess this trait: Perseverance, Reflecting and Adaptive help-seeking, and Negative Affect and Emotional Response. Perseverance refers to the seriousness of students in facing challenges, which reflects their ability to work hard and not give up easily (Faturrohmah and Sagita 2022). Individuals with perseverance view adversity as an opportunity to develop themselves creatively and imaginatively (Prawitasari and Antika 2022). They are willing to try, work hard, stick to the plan, and don't give up easily. Students who have perseverance Are students who are persistent in the learning process, earnest in achieving goals, confident in handling academic difficulties, utilizing feedback to improve their learning and have creativity in problem-solving (Zulaikah and Ismanto 2023). They are also able to turn difficulties into opportunities by completing challenging schoolwork. These indicators show that persistence is an important aspect of academic resilience as it enables individuals to overcome obstacles and achieve academic success beyond what is expected.

The second aspect of academic resilience is Reflecting and Adaptive Helpseeking which refers to students' cognitive responses in the face of academic difficulties. This aspect is characterized by the individual's ability to reflect on his strengths and weaknesses, seek appropriate help and support when needed, and monitor his efforts and achievements (Faturrohmah and Sagita 2022; Prawitasari and Antika 2022). Students who have reflective and adaptive self-efficacy

seek help more actively learn their weaknesses, have a variety of learning strategies, seek teacher help when faced with difficulties, motivate themselves in learning by supporting and encouraging each other, track results, and reward themselves when they achieve their goals (Zulaikah and Ismanto 2023). Reflective and adaptive help-seeking is essential in academic regimens because it allows individuals to identify their strengths and weaknesses, seek support when needed, and adapt their learning strategies to achieve their goals.

The third aspect of academic resilience is Negative Affect and Emotional Response, namely the emotional response of students in the face of academic difficulties by avoiding negative emotional responses. Individuals who have this aspect can respond to negative situations by evoking positive emotions that improve their psychological state (Faturrohmah and Sagita 2022). Negative affectation and emotional responses include anxiety, optimism-pessimism, and negative acceptance that individuals experience throughout their lives. Indicators of this aspect include the ability to overcome anxiety (believe in getting a job opportunity), avoid disasters (think of worst-case scenarios), feel positive in learning, and avoid negative emotional responses (stay calm when completing urgent tasks) (Zulaikah and Ismanto 2023). Negative influences and emotional responses are critical in academic resilience because they allow individuals to maintain a positive attitude, stay focused on goals, and overcome challenges.

Based on Cassidy's research, it can be concluded that students' academic resilience is manifested in three main aspects, namely Perseverance, Reflecting and Adaptive Help-Seeking, and Negative Affect and Emotional Response. These three aspects are the foundation of students' mental resilience in facing educational challenges. Perseverance reflects students' willingness to keep trying and finding creative solutions to overcome difficulties. Students who have perseverance do not give up easily and see difficulties as opportunities for growth. Indicators such as perseverance in learning, perseverance in achieving goals, and creativity in problem-solving indicate perseverance ability. Reflecting and Adaptive Help-Seeking describes students' cognitive responses to academic difficulties. Students who reflect on their strengths and weaknesses, seek appropriate help and support, and monitor their achievements demonstrate the ability to adapt and find effective solutions. Negative Influence and Emotional Response include the way students respond emotionally to academic difficulties. The ability to manage negative emotions, overcome anxiety, and avoid disastrous thoughts characterizes students who have positive emotional responses to challenges. Overall, this study shows that the development of students' academic resilience can be achieved by focusing on the development of Perseverance, Adaptive Reflection, and Help-Seeking, and the management of Negative Influences and Emotional Responses.

METHODOLOGY

The research method used in this study is quantitative descriptive. The population in the study was all students of SMP Negeri 15 Yogyakarta and the sample in this study was 356 students aged 12-16 years with 191 women and 165 men. The number of samples in this study was determined using the Slovin formula and selected using the Simple Random Sampling technique. The research instruments used in the study used an academic resilience scale developed by researchers based on Cassidy's theory (2016) and presented in Table 1.

Table 1. Aspects and Indicators of Academic Resilience

No	Aspects	Indicators
1	Perseverance	Working hard (persevering in the learning process) Pursuing goals seriously Feeling confident in facing academic difficulties Utilizing feedback (i.e., receiving input from teachers to enhance the quality of learning)

No	Aspects	Indicators
2	Reflecting and Adaptive Help-Seeking	Having creativity in problem-solving
		Turning challenges into opportunities (able to complete difficult school tasks)
3	Negative Affect and Emotional Response	Reflecting on strengths and weaknesses
		Having study strategies
		Seeking assistance (students ask teachers for help when having difficulty understanding the material)
		Supporting and encouraging each other
		Tracking outcomes (individuals are motivated by success)
3	Negative Affect and Emotional Response	Providing rewards (rewarding oneself upon achieving goals)
		Coping with anxiety (students believe they have the opportunity to complete their academics)
		Avoiding catastrophizing (avoiding thinking about bad things, catastrophes, disasters)
		Avoiding negative emotional responses (striving to remain calm when completing urgent tasks)

The validity of the scale is tested using analysis of Product Moment and obtained 47 valid statement items. The reliability of the scale was tested using Cronbach alpha which obtained a score of 0.943 thus placing the academic resilience scale in the excellent category. Then the data generated based on the scale are analyzed using descriptive statistics which are then analyzed using guidelines for categorizing students' academic resilience using a standard deviation formula adapted from Azwar (2022). The results obtained are certainly the basis for determining the level of academic resilience of junior high school students.

FINDINGS

Based on the results of data analysis of the academic resilience scale that has been distributed to 356 junior high school students at SMP Negeri 15 Yogyakarta obtained the following description:

Table 2. Categorization of Academic Resilience

Category	Category Formula	Category Results	Frequency	Percentage %
Low	$X < M - 1SD$	$X < 126$	45	12.6%
Keep	$M - 1SD < X < M + 1SD$	$126 < X < 154$	245	68.8%
Tall	$M + 1SD > X$	$154 > X$	66	18.5%
Total			356	100%

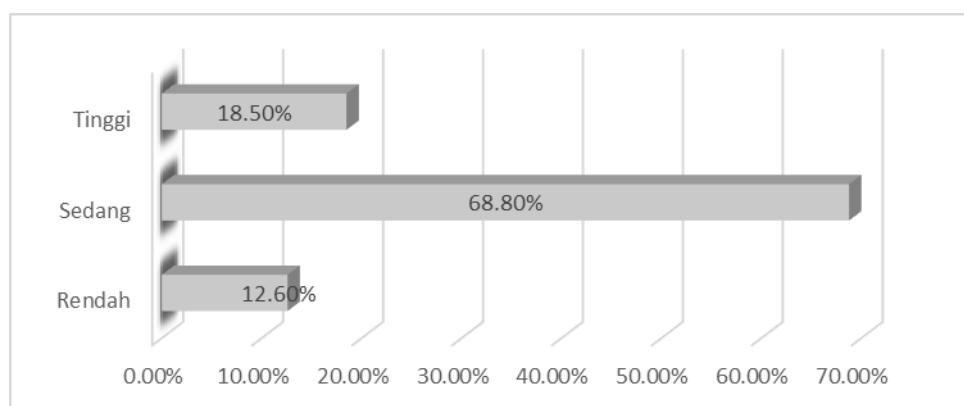


Figure 1. Academic Resilience Prevalence Graph

Based on data analysis conducted by researchers from 356 students who were respondents, data analysis results were obtained for a picture of low academic resilience there were 45 students (12.6%), students had a moderate level of academic resilience of 245 (68.8%) and 66 students had a high level of academic resilience of 66 (18.5%). So the average level of academic resilience of students is in the moderate category

DISCUSSION

The results showed a variation in the level of academic resilience of junior high school students with the average being in the medium category. Students who have a moderate level of academic resilience can bounce back from difficult and stressful situations in their academic process. Students with a moderate level of academic resilience describe a group that can respond to and overcome academic challenges with an adequate level of effectiveness (Munawaroh and Mashudi 2018). What's more, students with moderate levels of academic resilience generally demonstrate a balanced ability to deal with pressures and difficulties in an educational environment (Khairunnisa, Triwahyuni, and Djunaidi 2022). They can cope with academic challenges with an adequate level of alertness and the ability to manage stress. This shows a balance between mental toughness and academic pressure they experience. However, it is important to understand that students with moderate levels of academic resilience may still experience certain challenges and difficulties, requiring additional attention and support to ensure they continue to excel and develop their potential optimally. Although the level of academic resilience indicates relatively stable ability, there is still potential for development, and students can benefit from guidance and counseling programs that aim to develop their academic resilience skills further.

Students who have a high level of academic resilience can overcome difficult situations, adapt well to pressures in the learning process, and bounce back from setbacks. Finn and Rock (1997) Describe such students as those who prefer to work hard, rarely leave the classroom, and rarely have problems in class. Moreover, Wolin and Wolin (2010) Add other traits of academic resilience, such as having insight, being independent, being creative, having a sense of humor, and having initiative. A high level of academic resilience reflects excellent adaptability, high self-confidence, and the ability to take advantage of every difficulty as an opportunity for growth. Students with high levels of academic resilience are valuable assets in the context of secondary education, as they not only overcome challenges but also benefit positively from the experience. They can be role models for their peers, motivate them to develop academic resilience skills and make a positive contribution to the overall learning environment.

Students who have low academic resilience are more prone to stress and tend to have low learning achievement (Ramadanti and Sofah 2022). These students may view academic difficulties

as a burden on their lives, resulting in frustration and discouragement in resolving the academic challenges they face (Triningtyas and Saputra 2021). It is important to realize that low levels of academic endurance do not indicate intellectual weakness or disability. Instead, it is more likely to be related to an inability to manage stress and develop effective coping strategies. Academic resilience reflects students' strengths in dealing with learning difficulties through positive cognitive, emotional, and affective responses. By developing academic resilience skills, students can optimize their potential and achieve satisfactory results despite facing academic challenges. Therefore, it is important to support and guide students with low academic resilience to help them develop effective coping strategies and build their resilience skills.

The findings of this study are in line with previous studies, such as research conducted by Poerwanto and Prihastiwati (2017) which found that the quality of adolescent resilience was in the medium category, with 82.24% of participants falling into that category, 15.89% being in the high category, and only 1.87% being in the low category. Research Lianawati (2021) 540 adolescents during the COVID-19 pandemic found that 65.6% of adolescents had low resilience, 34% were in the high category, and only 1.3% were in the medium category. Other research conducted by Wati et al. (2023) aims to determine the level of academic resilience of adolescents after the COVID-19 pandemic and found that 69.23% of adolescents are in the low academic resilience category, while 30.76% are in the high category. The findings of the study showed that the average level of resilience of adolescents tended to be in the low to moderate category. This shows that adolescents cannot still adapt and recover from the setbacks, challenges, difficulties, and pressures they face, especially in the learning or education process. Therefore, it is necessary to focus on developing academic resilience skills among students, especially in times of significant change and difficulty.

As previously explained, as students progress in their academic journey, they face various challenges that have the potential to cause academic stress. Research shows that having good academic resilience can help prevent this stress. Studies conducted by Rahayu and Djabbar (2019) and Septiani and Fitria (2016) found that resilience plays an important role in lowering academic stress levels. The higher the level of resilience a student has, the lower the level of stress he experiences. However, with the increasing demands for cognitive competence, teachers often assign a lot of in-class assignments and homework to their students (Poerwanto and Prihastiwati 2017). When assignments from several teachers are given at the same time, this can overwhelm students and cause stress. This is especially important to note for junior high school students who are undergoing significant physical and psychological changes during their teenage years. Therefore, building academic resilience is an important skill that can help students overcome academic challenges and prevent stress.

The results of the study show that the average academic resilience of junior high school students is in the medium category. Therefore, it is very important to develop and increase their academic resilience. One way to achieve this is through guidance and counseling services provided by Guidance and Counseling Teachers or School Counselors. Guidance and counseling teachers have a very important role in the process of student development. In schools, guidance is an important aspect in helping students deal with various problems they may face in their lives (Aisyah 2018; Coal et al. 2022; Rohman and Rohman 2023). By offering guidance and counseling services, teachers can help students develop into resilient individuals (Nikmah 2017). Guidance and counseling teachers are experts in the field of guidance and counseling services and are responsible for carrying out their duties as "servants" to achieve overall educational goals and help students achieve optimal development. BK teachers can take advantage of various types of guidance and counseling services, both individually and in groups. In addition, it can use a variety of support activities, counseling approaches, and techniques based on the needs of each student. Thus, BK Teachers or School Counselors can assist students in developing academic resilience and achieving their academic goals.

To help students who have moderate academic resilience, guidance and counseling teachers can offer basic services such as group tutoring and classical tutoring. Group tutoring services as defined by Febrini (2020), allowmak groups of students to work together through group dynamics to obtain material from specific sources and/or discuss specific topics useful to support their understanding of daily life and self-development. This service can also help students make certain decisions and/or perform certain actions. On the other hand, classical tutoring services according to Makrifah (2014) are more an important approach in the field of guidance and counseling services. This service aims to provide preventive, maintenance, understanding, and development services. The main objective of classical tutoring services is to increase the potential of students and help them achieve their educational goals by providing the necessary support and resources. By providing these services, guidance and counseling teachers can help students develop their academic resilience and overcome any challenges they may face. Group guidance and classical guidance are services that can be used to support student growth and development, especially for students who have moderate academic resilience.

In addition to group and classical guidance services, guidance and counseling teachers can also provide individual or group counseling services to students who have low academic resilience. Mindfulness is one alternative counseling technique that can be used to increase student resilience (Cahyani and Wahyuni 2023). Mindfulness techniques such as Mindfulness-based stress recognition (MBSR) have proven beneficial for adolescents facing difficult situations (Hidayati 2018). Moreover Nikmah (2017) Suggests still that creating good and intense communication with students, getting to know students' families and environments better, creating mutual respect in schools regardless of socioeconomic status, ethnicity, race, religion, or certain groups, and helping to optimize student potential in both academic and non-academic fields can also help increase student resilience. Students who practice mindfulness are better able to handle difficult situations without engaging in maladaptive behaviors. They tend to be more open to new ideas and creative solutions and are better able to manage difficult thoughts and emotions without feeling overwhelmed. Therefore, mindfulness-based techniques can help students improve academic resilience and stress management in academic life situations (Foley et al., 2010; Hashemzadeh et al. 2022).

In the field of guidance and counseling, a holistic approach is becoming increasingly important with recognition of the important role academic resilience plays in shaping student success and well-being. Counselors serve as guides who help students overcome obstacles, manage emotions, and find meaning in their academic journey. This creates the foundation for a holistic and comprehensive approach to assisting students' overall development. Guidance and counseling teachers or school counselors can work with students, parents, and educators to create an educational environment that supports the development of all aspects of student life as a whole. Thus, guidance and counseling are not only tools to solve problems but also a means to build character, develop independence, and prepare students to face life's challenges with confidence.

CONCLUSION

The results of a descriptive study on the prevalence of academic resilience in junior high school students showed significant variations in the level of academic resilience in students. Among the sample group, 45 students, or 12.6% showed low levels of academic resilience that required special attention. A total of 245 students or 68.8% were in the medium category, while 66 students, or 18.5% showed a high level of academic resilience. This varied distribution highlights the importance of recognizing students' needs and differences in coping with academic stress.

Students with low levels of academic resilience need additional support to develop coping strategies and improve their mental resilience. To ensure they remain outstanding and develop their potential optimally, mentoring and coaching efforts can focus on improving more effective

coping strategies, developing time management skills, and increasing adaptability to curriculum changes or higher academic demands. Conversely, students who have a high level of academic resilience can be directed to maintain and develop these skills to optimize their potential.

Guidance and counseling programs can facilitate such efforts by providing group tutoring services, classical tutoring, individual counseling, and group counseling services. By utilizing these services, guidance and counseling teachers can assist students in developing academic resilience, managing academic stress, and achieving academic goals. It's important to realize that students' ability to cope with academic stress varies, and providing targeted support can help them overcome challenges and reach their full potential.

The results of the study on the prevalence of academic resilience in junior high school students provide valuable insights into the need for further focus on intervention development and evaluation. Future researchers can focus efforts on developing and evaluating interventions that can significantly improve students' academic resilience. This research not only provides insights but also opens up the possibility of deeper understanding and more effective solutions to face today's educational challenges. By focusing on developing and evaluating interventions, educators and policymakers can better understand the needs of students with varying levels of academic resilience and develop targeted strategies to support their growth and development. This can provide better outcomes for individual students and the education system as a whole.

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