

## Intervention to Enhance Students' Academic Resilience: A Systematic Review

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### INFORMASI ARTIKEL

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### ABSTRACT

Students' inability to cope with pressure remains a key challenge in education. This study aims to explore interventions that enhance academic resiliency through a systematic literature review. Of 245 journals reviewed, 16 met the criteria and were analyzed. Individual interventions include Self-Regulated Learning, Mindfulness-Based Stress Reduction (MBSR), Self-Instruction Training, Resiliency Building Blocks, and approaches based on self-efficacy and positive affirmations. Group interventions cover Cognitive Restructuring, SFBT, Self-Help Groups, peer support, spiritual development, Journaling, the 4D collaborative model, and Group Resiliency Training. Three studies examined Islamic-based interventions. The findings are expected to benefit educators, parents, schools, and stakeholders, and provide a foundation for further research to identify the most effective interventions.

## PENDAHULUAN

Students at the Junior High School (SMP) and Senior High School (SMA) levels today belong to the generation born between 1997 and 2012. Therefore, they are classified as Generation Z. This generation is the most connected to digital technology, having grown up amidst the rapid advancement of information technology and the internet (Seemiller & Crace, as cited in Nuryadin) (Nuryadin et al., 2024). With easy access to technological devices, they face various pressures from cultural, social, and academic environments. The advancement of technology and quick access to information can present new challenges, such as cyberbullying, academic stress, and rapid social changes. There are a variety of academic demands experienced by students, and high levels of academic pressure can lead to academic stress. Academic stress is a student's personal perception of academic burdens that trigger negative reactions in physical, emotional, behavioral, and cognitive aspects (Barseli et al., 2017).

The younger generation—teenagers, students, or today's children—are considered agents of change and the nation's future hope. However, it can be observed that many individuals in this generation exhibit selfishness, arrogance, sluggishness, a tendency to give up easily, and a pessimistic outlook. This condition is often referred to as the "strawberry generation." The strawberry generation is a group of young individuals who are emotionally fragile and less persistent when facing life's challenges (Putri et al., 2024). The term "strawberry generation" is used to describe young people who are perceived as more fragile and sensitive, much like strawberries that are soft and easily bruised. Strawberries are seen as beautiful, cute, and attractive fruits but are also delicate and easily damaged (Aulia et al., 2022). The emergence of the strawberry generation is influenced by several factors, one of which is the parenting style used in raising and educating children (Herianty et al., 2024). Other studies have found solutions to reduce the impact of the strawberry generation, with the most important being the development of children's mental resilience (Fauzi & Tarigan, 2023).

Generation Z has a significant influence on fundamental character values in nation-building. Moving forward, we need a generation that is strong, has a positive mindset, is creative, and does not give up or get easily hurt (Zega et al., 2024). Character education and the strengthening of the mental resilience of today's youth, students, and adolescents must now become a concern for all stakeholders. The current challenge is how to optimize their social and emotional growth, build self-resilience, develop moral reasoning, possess ethical and critical thinking skills, and be able to solve problems and adapt effectively (Zubaidah, 2019).

The demand for improving human resources in facing the 21st century must be addressed through education. Research by Permana & Mumtaazy (2021) found that several factors contribute to the low quality of human resources in Indonesia, and there is a need to develop components that improve human resources in education for the 21st century, namely the components of educators and students. Students at the secondary and higher education levels today face

various challenges in completing their educational process. Academic resilience is essential in education. Academic resilience is the ability of students to adapt to academic pressures, which includes components such as emotion regulation, impulse control, optimism, empathy, problem cause analysis, self-efficacy, and reaching out (Murtiningrum, 2021).

Resilience is a dynamic process that enables individuals to continue functioning adaptively when facing adversity or misfortune, both physiologically and psychosocially (Melani Aprianti et al., 2023). Research shows that individuals who are able to achieve academic success despite obstacles are considered to have academic resilience. However, not all students possess this capacity, which can lead to academic failure. Those with a high level of academic resilience tend to maintain their academic performance and are protected from negative effects, especially when facing intense pressure or hardship (Dwiastuti et al., 2021).

One of the common issues in the field of education is students' limited ability to cope with pressure. In situations of pressure, students are required to complete school assignments, meet parental expectations regarding grades and achievements, and compete within the academic environment. A study conducted at MTsN 1 Padangsidempuan found seven factors that contribute to the decline of students' academic resilience after the pandemic: emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. Among these factors, the most dominant in decreasing academic resilience were emotion regulation and impulse control (Rahmadani & Daulay, 2023).

This phenomenon underscores the importance of academic resilience in supporting students' educational success. With strong resilience, students are expected to overcome various problems such as academic anxiety, social pressure, and life challenges in the 21st century (Permana & Mumtaazy, 2021). Research by Syam and Yusri also found a positive relationship between self-resilience and academic achievement among high school students. The higher a student's resilience, the better their academic performance. This is because resilient students are able to face and manage problems or tasks given by teachers, allowing them to meet various school demands (Syam & Yusri, 2023).

Given this phenomenon, further studies are needed to explore alternative interventions that can be implemented to enhance academic resilience, both internally and externally. The purpose of this systematic review is to deepen the discussion on various efforts that can be made to improve students' academic resilience. The findings of this study are expected to provide information on various interventions that can be applied by teachers in schools, parents, and educational stakeholders to strengthen students' academic resilience. It may also contribute to future research aimed at identifying the most effective interventions for enhancing students' academic resilience.

## METHODOLOGY

This systematic review follows the framework proposed by Kitchenham (2007), which includes three stages: review planning, review execution, and reporting. In the planning stage, the researchers formulated the research question using the SPIDER approach, which consists of Sample, Phenomenon of Interest, Design, Evaluation, and Research Type. Based on this systematic question, the authors constructed the research question: *What interventions can be implemented to improve students' academic resilience?*

The next step involved designing search keywords for the database search. After identifying terms from the research question, the authors expanded them into a comprehensive list of search terms. The keywords used were: *Academic Resilience, Adversity Quotient, Hardiness, Intervention, and Student*. These keywords were used to search for articles in databases such as Google Scholar, PubMed, Scopus, WorldCat, Science Direct, and others.

The review execution stage involved:

1. **Data collection:** All articles found through the database search were downloaded and checked for duplicates using Zotero software.
2. **Initial screening:** Articles were selected based on their titles and abstracts to ensure relevance to the research question.
3. **In-depth selection:** Articles that passed the initial screening were reviewed in full to assess methodological quality and alignment with the inclusion criteria.

The journal selection process in this study followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow. In the initial stage, a search was conducted across several databases, resulting in a total of 245 journals. After removing duplicates and screening based on titles and abstracts, a number of journals were eliminated due to irrelevance to the research focus. Subsequently, a full-text review was conducted to ensure alignment with the inclusion and exclusion criteria. After completing all stages of the selection process, 16 journals were deemed suitable for further analysis. The article selection flow can be seen in Figure 1.

The researchers set the following limitations for this review:

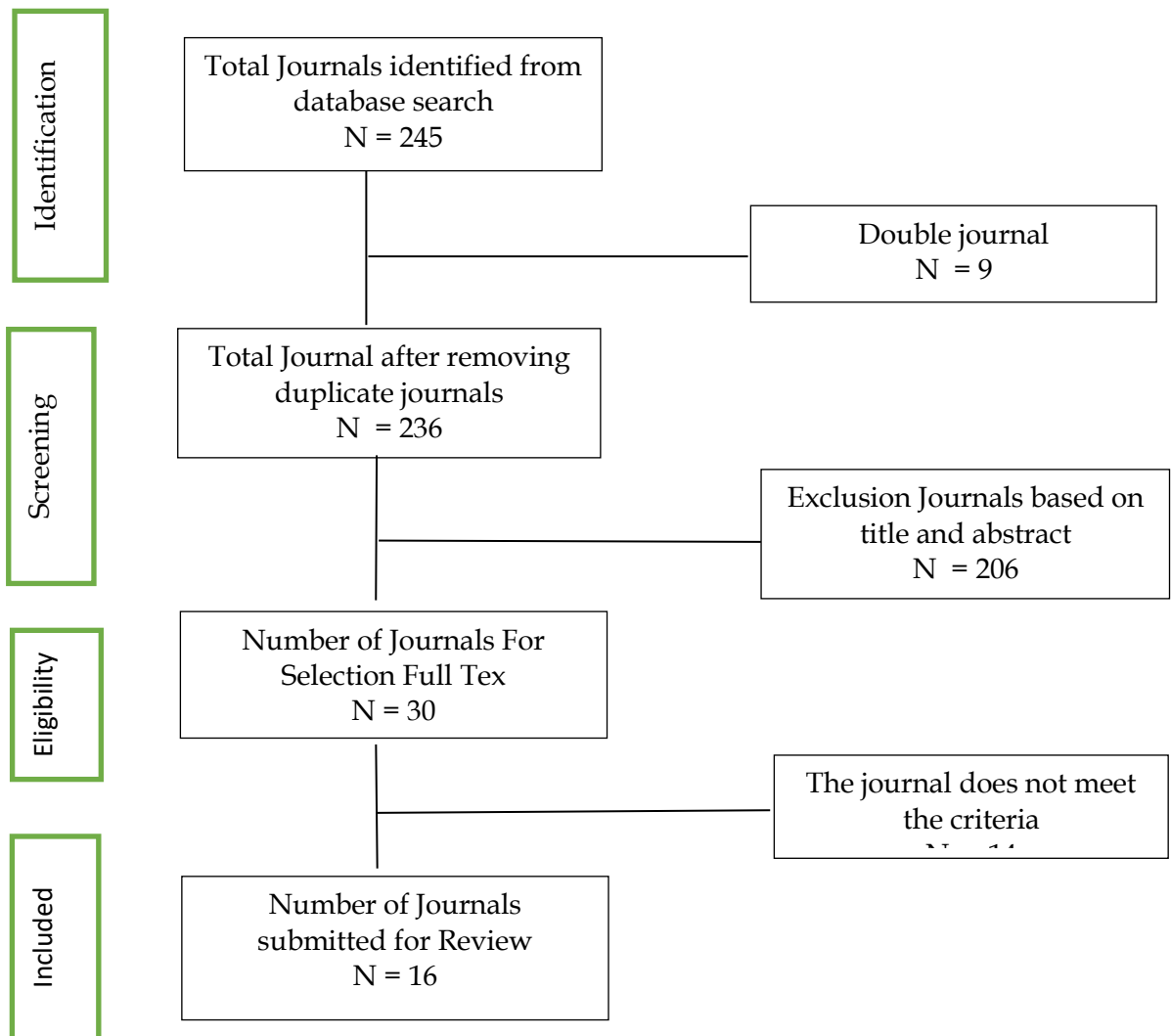
- 1) The studies were conducted between 2019 and 2025,
- 2) The journals discussed interventions aimed at improving academic resilience,
- 3) The subjects were normal students (not individuals with disabilities), and

The types of studies included both quantitative and qualitative research.

Journals were excluded based on the following criteria:

- (1) Studies published before 2018,
- (2) Studies discussing resilience outside the educational context,
- (3) Research involving subjects other than regular students, such as individuals with disabilities, and
- (4) Articles in the form of literature reviews, reports, books, or other publications that did not explicitly present research methods.

Figure 1: PRISMA Flow Diagram of Journal Selection Process



## RESULTS

Out of the 245 articles found in the initial search, title and abstract screening yielded 30 journals. Following full-text selection, 16 articles met the inclusion and exclusion criteria. From the 16 pieces of literature identified on interventions to improve students' academic resilience, the authors categorized them into three groups: five journals focused on individual interventions, eight journals discussed group-based interventions, and the remaining three journals explored interventions from the perspective of Islamic psychology. The detailed results of the journal search are presented in Table 01.

**Table 01: Summary of Intervention Articles**

No	Author	Subject	Intervention	Result
1	(Lani Cahyani et al., 2024)	162 high school students	Mindfulness-Based Stress Reduction (MBSR)	The implementation of MBSR by school counselors was effective in helping students develop academic resilience.
2	(Ramadhani & Cindy Asli Pravesti, 2023)	32 high school students	Individual Counseling with Self-Management Strategy	Self-management strategy in individual counseling significantly increased academic resilience in Grade XI-IPS 2 students at SMA Negeri 1 Kedamean Gresik.
3	(Masrifah & Hendriani, 2022)	148 university students	Self-Regulated Learning Strategy (SLR)	The intervention showed a significant impact of SLR on students' academic resilience.
4	(Purnama, 2019)	504 students (Grades X and XI)	Self-Instruction Training	After the intervention, students showed increased resilience, especially in self-efficacy, realistic environmental assessment, problem-solving, and planning & goal setting.
5	(Mauna et al., 2021)	32 vocational school students	Resilient Youth Program (positive affirmation, body screening, relaxation, and positive word creation)	The program was successful, indicated by its relevance to student needs, positive participant feedback, and a sense of comfort experienced by nearly all participants.
6	(Utami, 2020)	118 samples	Group Counseling with	Group counseling with cognitive restructuring

No	Author	Subject	Intervention	Result
			Cognitive Restructuring	techniques effectively enhanced students' academic resilience.
7	(Anggraini et al., 2024)	6 out of 152 students	Cognitive Restructuring Technique	Cognitive restructuring proved effective in improving students' academic resilience.
8	(Hernawati & Yuniati, 2024)	17 university students	Self-Help Group (SHG)	There was an improvement in academic adaptation and resilience before and after SHG intervention.
9	(Henriques et al., 2023)	120 high school students	Peer Support and Spiritual Development	Regression analysis showed changes in academic resilience due to peer support and spiritual guidance.
10	(Asadi Hieh et al., 2022)	30 elementary students in Tehran	Group Resiliency Training	Group resiliency training significantly reduced aggression and improved adjustment and academic resilience.
11	(Astuti et al., 2022)	80 university students	4D Collaborative Model with Group Counseling	The 4D model with group counseling generally improved students' academic resilience.
12	(Hendar et al., 2020)	14 high school students at SMA N 1 Ungaran	Solution-Focused Brief Therapy (SFBT) Group Therapy	SFBT-based group therapy was effective in enhancing students' academic resilience and self-efficacy.
13	(Suprihatin et al., 2019)	421 high school students	Group Counseling with Group Exercises Technique	The group counseling program using group exercises was effective in developing resilience

No	Author	Subject	Intervention	Result
				among students at SMAN 1 Bekasi, with a fairly strong relationship level.
14	(Gumiandari et al., 2022a)	Qualitative approach	Islamic Psychological Coping Strategy (Tasawuf 3T)	Spiritual development through the three Tasawuf stages – Takhalli, Tahalli, and Tajalli – can enhance personal resilience in facing challenges.
15	(Wahyuni et al., 2024)	70 participants, mixed methods	Cognitive-Behavioral and Mindfulness Relaxation integrated with Islamic values	Qualitative results showed increased resilience, though the quantitative data did not show significant improvements.
16	(Zulfeqar, 2024)	Qualitative approach with grounded theory	Ibn Taymiyyah's Psychological Resilience Model	The Ibn Taymiyyah model aligns with modern approaches in Cognitive Behavioral Therapy (CBT) and Dialectical Behavioral Therapy (DBT).

## DISCUSSION

Research journals on interventions to improve students' resilience show variations in their implementation methods. In Table 1, five (5) articles (No. 1-5) represent studies on interventions aimed at enhancing academic resilience through individual therapy, although in practice, these can be implemented either individually or classically.

Research has shown a relationship between students' mindfulness and academic resilience (Sari & Munawaroh, 2022), indicating the need for guidance and counseling programs to enhance students' mindfulness and academic resilience. Mindfulness-Based Stress Reduction (MBSR) is a form of meditation that systematically regulates attention and energy, focuses awareness on the quality of experience, and increases awareness of humanity and relationships with others and the surrounding environment. Mindfulness is a "practical" form of meditation, meaning it can be applied in everyday activities (Lani Cahyani et al., 2024).

Self-instruction training programs have been empirically proven to effectively improve student resilience. These programs help students develop coping skills and enhance resilience (Purnama, 2019). Similar findings were also revealed in individual interventions using self-management strategies in individual counseling, which increased the academic resilience of Grade XI-IPS 2 students at SMA Negeri 1 Kedamean Gresik (Ramadhani & Cindy Asli Pravesti, 2023).

Masrifah & Hendriani (2022) found that the Self-Regulated Learning (SRL) strategy had a significant effect on the academic resilience of postgraduate students from various disciplines, underscoring the importance of enhancing SRL strategies to boost academic resilience. Another technique is the "Resilient Youth Program," implemented through a series of psychoeducational activities with 32 vocational school students. The program teaches methods to build youth resilience, including positive affirmation, body screening, relaxation, and creating positive phrases on canvas bags (Mauna et al., 2021). This aligns with findings showing that positive affirmation can help university students deal with current issues, and that affirmations made by 3rd and 4th-year students at STT Tawangmangu helped boost their self-confidence to solve problems (Siburian & Siburian, 2023).

Furthermore, Table 1 includes eight (8) articles (No. 6–13) focused on group-based interventions aimed at enhancing academic resilience. In these studies, group interaction and member reflection play crucial roles in strengthening student resilience. One such intervention is group counseling using cognitive restructuring techniques. Research shows that group counseling using cognitive restructuring effectively improves academic resilience among students at UIN Raden Fatah Palembang, with a significant impact noted (Fitri, 2019). Similarly, Anggraini et al. found that cognitive restructuring in group counseling helps students alter negative thinking patterns and is effective in increasing academic resilience (Anggraini et al., 2024).

Other group-based interventions include the Self-Help Group (SHG) method. Through SHG, students can develop empathy and mutual respect, creating a safe and supportive environment. Research showed improvements in academic adaptability and resilience after SHG intervention (Hernawati & Yuniati, 2024). Another intervention is group counseling based on Solution-Focused Brief Therapy (SFBT), which significantly improves students' academic resilience and self-efficacy. This approach helps students identify internal strengths and build solutions from past successes, thus enhancing confidence and academic endurance. It focuses more on solutions than problems, thereby fostering hope and motivation (Hendar et al., 2020).

Quantitative studies have shown that peer support and spiritual development significantly affect academic resilience. Both individually and together, peer support and spirituality influence students' resilience levels. Therefore, enhancing these two elements is a vital intervention (Henriques et al., 2023).

Another intervention method is Journaling Counseling, adapted from Rational-Emotive Behavioral Therapy (REBT) by Albert Ellis. This counseling model helps reduce academic stress and develop academic resilience in university students (Siregar & Putri, 2021).

Other studies found that the 4D learning development model also supports academic resilience through structured group counseling. The collaborative 4D model (Define, Design, Develop, and Disseminate) streamlines group counseling implementation for students (Astuti et al., 2022). This model includes a validated guidebook using cognitive-behavioral counseling with cognitive restructuring techniques, which has proven effective in boosting high school students' academic resilience (Budiono & Suranata, 2023).

Finally, three journals examined resilience interventions from an Islamic psychology perspective. To strengthen resilience, Sufi teachings offer the "Three T" spiritual training:

1. **Takhalli** – cleansing the self of negative traits,
2. **Tahalli** – internalizing and adorning oneself with noble qualities, and
3. **Tajalli** – achieving divine awareness, in which individuals not only follow religious commandments but also feel the sweetness of closeness and longing for Allah (Gumiandari et al., 2022b).

Wahyuni et al. found that cognitive-behavioral and mindfulness-based relaxation interventions integrated with Islamic values effectively enhanced students' psychological well-being and academic resilience. Although the quantitative data did not show a significant increase, qualitative feedback supported the intervention's positive impact on mental health and resilience (Wahyuni et al., 2024).

Zulfeqar's grounded research introduced Ibn Taymiyyah's Islamic psychology approach to resilience. He proposed two main strategies:

1. **Psychoeducational learning**, which emphasizes values such as patience, acceptance of divine decree, forgiveness,
2. **Behavioral strategies**, including cognitive restructuring and self-control over negative impulses.

These approaches align with modern psychological therapies such as Cognitive Behavioral Therapy (CBT) and Dialectical Behavioral Therapy (DBT). Thus, this intervention can enhance students' resilience (Zulfeqar, 2024).

These three studies show that human behavior cannot be fully understood through the lens of modern secular psychology alone. Islamic psychology also provides valuable insights. Islamic concepts like *sabr* (patience), *tawakkul* (trust in God), *qana'ah* (contentment), *shukr* (gratitude), *ridha* (acceptance), *ikhlas* (sincerity), and *taubah* (repentance) align with the concept of resilience in modern positive psychology. In Islam, resilience is seen as an obligation, offering a spiritual framework for facing adversity. For students, life is full of tests and challenges; therefore, resilience must be nurtured from an early age.

## CONCLUSION AND RECOMMENDATIONS

From the 16 reviewed studies on interventions aimed at improving students' academic resilience, the authors categorized them into three groups: five journals focusing on individual-based interventions, eight journals on group-based interventions, and three journals addressing resilience enhancement from an Islamic psychological perspective.

The five individual-based interventions include Self-Regulated Learning, spiritual development and the inculcation of religious (Islamic) values, Mindfulness-Based Stress Reduction (MBSR) training, Self-Instruction Training, Self-Management Training, Resilience Programs, and positive affirmation techniques.

The eight group-based interventions consist of Cognitive Restructuring Techniques, Solution-Focused Brief Therapy (SFBT) in group counseling, Self-Help Group (SHG) methods, Group Resiliency Training, Group Guidance with Group Exercises Techniques, Journaling Counseling (Reflective Journaling), and the collaborative 4D model which includes Define, Design, Develop, and Disseminate stages.

Furthermore, three journals presented interventions to enhance resilience from an Islamic psychological perspective. These include the Three T's method (*Takhalli*, *Tahalli*, and *Tajalli*), Cognitive-Behavioral and Mindfulness Relaxation integrated with Islamic values, and the concept of psychological resilience based on Ibn Taymiyyah's framework.

## FURTHER STUDIES

As a continuation of this literature review, more in-depth research is needed to evaluate and compare the most effective intervention among those identified. Additionally, empirical quantitative research is necessary to examine strategies based on Islamic perspectives. The findings of this study are expected to provide valuable insights for policymakers—teachers, schools, and educational stakeholders—to promote the development of students' academic resilience in pursuit of educational and career success.

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