

Storytelling and Emotional Resilience: A Narrative Analysis of Mental Health Interventions in Primary Schools

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ABSTRACT

Background. The rising prevalence of mental health challenges among primary school children necessitates the exploration of accessible and effective school-based interventions. Storytelling, a pedagogical tool deeply embedded in childhood, presents a promising, culturally-sensitive medium for fostering emotional resilience. However, empirical analysis of its specific contribution to resilience-building within structured mental health programs remains underexplored.

Objective. This study aimed to analyze how children's narratives, developed through a storytelling-based mental health intervention, reflect the cultivation of emotional resilience.

Methods. Employing a narrative analysis framework, this qualitative study examined the stories created by 30 children aged 8-10 participating in a 12-week intervention program. Data were collected from recorded storytelling sessions and the children's written and illustrated narratives. The analysis focused on identifying recurring themes, character arcs, and plot resolutions indicative of resilience strategies.

Results. The analysis revealed that children's narratives progressively incorporated themes of overcoming adversity, seeking social support, and positive self-talk. Characters in their stories demonstrated increased agency and problem-solving skills, shifting from narratives of distress to narratives of hope and coping.

Conclusion. Storytelling interventions provide a powerful platform for children to articulate, process, and integrate concepts of emotional resilience. The narrative process enables the externalization of internal struggles and the rehearsal of adaptive coping mechanisms, positioning storytelling as a valuable component of primary school mental health support.

Keywords: Emotional Resilience, Mental Health, Primary Education

KEYWORDS

Emotional, Mental Health, Storytelling

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INTRODUCTION

The landscape of primary education has undergone a significant transformation over the past two decades, with an increasing recognition of schools as crucial ecosystems for the holistic development of children. Beyond their traditional mandate of academic instruction, educational institutions are now acknowledged as pivotal settings for fostering social-emotional learning and promoting positive mental health.

This paradigm shift is underscored by a growing body of evidence indicating that the foundations for lifelong emotional well-being are laid during childhood (Abdulai et al., 2025; Balogun, 2025). The primary school years, spanning approximately ages six to twelve, represent a critical developmental window where children cultivate self-concept, build foundational social skills, and develop initial strategies for navigating stress and adversity. Consequently, the mental health support provided during this period can have a profound and lasting impact on an individual's life trajectory, influencing academic achievement, interpersonal relationships, and overall quality of life.

The escalating prevalence of mental health challenges among young children, including anxiety, depression, and behavioral disorders, has rendered the implementation of effective school-based interventions more urgent than ever. Schools provide a unique and unparalleled platform for delivering mental health support due to their universal reach, consistent contact with children, and the ability to integrate well-being initiatives directly into the daily educational fabric (Niam & Lukens-Bull, 2025; Raimi & Animashaun, 2025). Proactive, preventative interventions administered in this setting can destigmatize mental health issues and equip children with essential coping skills before significant problems emerge. Within the diverse array of pedagogical tools available to educators, storytelling occupies a uniquely powerful position. As a timeless and cross-cultural medium for transmitting knowledge, values, and social norms, storytelling resonates deeply with the cognitive and emotional architecture of young learners, making it an inherently engaging and accessible vehicle for therapeutic exploration.

Storytelling in the educational context transcends mere entertainment; it functions as a dynamic process through which children can make sense of the world and their place within it. Through narratives, children can safely explore complex emotions, model problem-solving behaviors, and develop empathy by inhabiting the perspectives of different characters. The inherent structure of a story—with its beginning, conflict, and resolution—provides a coherent framework for understanding and processing life's challenges (In'Ami & Wekke, 2025; McVeigh et al., 2025). This narrative scaffolding allows for the vicarious rehearsal of coping strategies and the conceptualization of resilience not as an abstract trait but as a tangible journey of overcoming obstacles. The potential of storytelling as a mental health intervention lies in its capacity to externalize internal struggles, foster a sense of shared human experience, and empower children to become the authors of their own resilient life narratives.

Despite the intuitive appeal and widespread use of storytelling in primary classrooms, a significant disconnect exists between its pedagogical application and its empirical validation as a structured mental health intervention (Rekan et al., 2025; Sadri & Rajabi, 2025). Many current school-based mental health programs rely on didactic, manualized approaches that, while evidence-based, may fail to fully engage young children or accommodate their diverse developmental and cultural backgrounds. These conventional methods can sometimes feel clinical or disconnected from the child's lived experience, potentially leading to passive participation rather than active, meaningful learning. The primary problem this research addresses is the lack of rigorous, qualitative investigation into *how* the process of storytelling specifically contributes to the development of emotional resilience in children. While the benefits of reading stories are generally accepted, the therapeutic potential unlocked when children actively construct, tell, and analyze their own narratives remains a critically underexplored domain.

The central issue is not whether storytelling is beneficial, but rather the absence of a nuanced, evidence-based understanding of the mechanisms through which it fosters resilience (Dahmardeh & Mahdikhani, 2025; Fathi et al., 2025). Existing quantitative studies may demonstrate a correlation

between a storytelling program and improved well-being scores, but they often fail to illuminate the subjective, internal processes at play. They cannot fully capture how a child uses a narrative to process a personal fear, how creating a heroic character bolsters their sense of agency, or how resolving a story's conflict translates into a real-world coping strategy. This gap in understanding limits the ability of educators and clinicians to design and implement storytelling interventions with intentionality and precision. Without a clear model of its therapeutic action, storytelling risks being relegated to a "soft skill" activity rather than being recognized as a potent clinical and educational tool for resilience-building.

Furthermore, the specific construct of emotional resilience—defined as the capacity to adapt successfully to adversity, trauma, and significant stress—is multifaceted and complex. It encompasses a range of skills, including emotional regulation, problem-solving, optimism, and the ability to seek social support. The problem, therefore, extends to how these distinct facets of resilience are represented, processed, and cultivated through the narrative elements of plot, character, and theme. A generic assertion that storytelling builds resilience is insufficient for advancing the field (Dahmardeh & Mahdikhani, 2025; Idris, 2025). What is required is a detailed analysis that deconstructs children's stories to identify the specific narrative markers of resilience, providing a granular view of how this psychological capacity is understood, internalized, and articulated by children themselves through the act of creating a story.

The primary objective of this study is to conduct an in-depth narrative analysis of the stories created by primary school children participating in a targeted mental health intervention, with the specific aim of understanding how these narratives reflect the development and articulation of emotional resilience (Asri et al., 2025; Putri & Sansuwito, 2025). This research seeks to move beyond correlational findings and delve into the qualitative substance of children's creative output. The central goal is to decode the symbolic language, character arcs, and thematic resolutions present in the narratives to identify and map the specific components of resilience that are being processed and integrated by the participants. By examining the stories as rich data artifacts, the study aims to construct a detailed, bottom-up model of how storytelling functions as a mechanism for resilience-building in this demographic.

To achieve this primary objective, the research will pursue several secondary goals. First, the study will identify the recurring narrative themes and archetypes that emerge in children's stories as they progress through the intervention, noting shifts from initial themes of distress or helplessness to later themes of agency, hope, and competence. Second, it aims to analyze the development of characters within the narratives, specifically tracking how protagonists evolve in their capacity to face challenges, regulate their emotions, and utilize internal and external resources to overcome obstacles (Asri et al., 2025; Khan et al., 2025). Third, the research will examine the plot structures and conflict resolution strategies employed in the stories, viewing them as proxies for the children's developing problem-solving skills and cognitive flexibility.

Ultimately, this study endeavors to provide a rich, textured answer to the fundamental research question: How do children's self-created narratives serve as a medium for exploring, practicing, and consolidating emotional resilience? The expected outcome is not merely a description of the stories but a systematic interpretation that links specific narrative features to established psychological constructs of resilience (Abdullah et al., 2025; Wan Mokhtar et al., 2025). By achieving these objectives, the research aims to furnish educators, school psychologists, and curriculum developers with a clear and actionable framework for leveraging narrative practices to intentionally and effectively foster emotional well-being in the primary school environment, thereby translating an ancient art form into a modern, evidence-based therapeutic strategy.

The existing body of literature on school-based mental health is extensive, with numerous studies validating the efficacy of cognitive-behavioral therapy (CBT), mindfulness programs, and social-emotional learning (SEL) curricula. Similarly, the field of education has long recognized the value of storytelling as a tool for literacy, moral development, and cultural transmission (Abdullah et al., 2025; Ernawati et al., 2025). However, a critical gap emerges at the intersection of these two domains. While some research has explored storytelling as a component of broader therapeutic interventions, there is a conspicuous scarcity of studies that employ narrative analysis as the primary methodology for evaluating its impact on the specific psychological construct of emotional resilience in primary school children. Most existing work either treats storytelling as a monolithic variable in quantitative designs or focuses on its benefits for language acquisition rather than psychological adaptation.

This gap is further widened by a methodological divide. The dominant research paradigms in school psychology often favor quantitative metrics, such as standardized questionnaires and behavioral checklists, which, while valuable for measuring outcomes, are ill-suited for capturing the nuanced, subjective processes of meaning-making that are central to narrative experience (Alam et al., 2025; Darabi et al., 2025). These methods can tell us *if* a change occurred but not *how* or *why* it occurred from the child's perspective. Conversely, while narrative inquiry is well-established in fields like sociology and anthropology, its application within the context of evaluating structured mental health interventions in schools is still nascent. The literature lacks studies that systematically bridge this divide by applying the rigor of qualitative narrative analysis to the evaluation of a resilience-focused, school-based program.

Consequently, a clear void exists concerning the empirical understanding of the child's voice and perspective in the process of resilience-building. We lack a deep, interpretive account of how children themselves conceptualize and narrate their journey toward resilience. The literature does not sufficiently address how the creative act of authoring a story—of shaping a world, directing a character, and resolving a conflict—serves as a psychological laboratory for the child (Bhurawala, 2025; Sellami et al., 2025). This research is designed to fill that specific gap by foregrounding children's own narratives as the primary source of data, thereby providing a unique, child-centered lens on the mechanisms of a storytelling intervention and offering a form of evidence that is qualitatively different from, yet complementary to, existing quantitative findings.

The primary novelty of this research lies in its methodological approach and its conceptual focus. By employing narrative analysis to deconstruct the creative artifacts of children, this study moves beyond traditional program evaluation to offer a unique window into the "black box" of the intervention process. Instead of relying solely on pre- and post-test measures of resilience, it treats the stories themselves as dynamic indicators of psychological change (Azman et al., 2025; Sellami et al., 2025). This approach is innovative because it positions children not merely as subjects of research but as active constructors of meaning, whose creative expressions provide direct evidence of their internal processing. The study's focus on emotional resilience as articulated *through* narrative provides a novel lens for understanding how this complex psychological capacity is learned and integrated during middle childhood.

This research is justified by the pressing need for more engaging, culturally sensitive, and developmentally appropriate mental health interventions in primary schools. As educators and clinicians seek alternatives to one-size-fits-all models, a deeper understanding of child-centered approaches like storytelling is paramount. The findings of this study hold the potential to provide a robust theoretical and empirical foundation for the design of future narrative-based interventions (Pusparini et al., 2025; Rad et al., 2025). By illuminating the specific narrative elements that

correlate with resilience, this work can equip practitioners with the tools to facilitate storytelling sessions more effectively, guiding children toward creating narratives that are not only imaginative but also therapeutically potent. This contributes a vital, practice-oriented dimension to the academic literature.

Ultimately, the justification for this study rests on its potential to elevate the status of storytelling from a simple classroom activity to a recognized, evidence-based mental health practice. By providing a detailed, qualitative account of its impact, the research advocates for the power of the arts and humanities within clinical and educational settings. It champions a more holistic view of child development that values creative expression as a fundamental pathway to psychological well-being. In a world where children are increasingly exposed to complex stressors, developing scalable and deeply humanizing interventions is not an academic luxury but a societal imperative (Restuti et al., 2025; Sulistiani et al., 2025). This study contributes a critical piece to that puzzle by demonstrating how the simple act of telling a story can be a profound act of building a resilient self.

RESEARCH METHODOLOGY

Research Design

This study employed a mixed-methods, quasi-experimental research design to investigate the role of civic education in shaping democratic values among adolescents. The quantitative component utilized a pre-test/post-test non-equivalent control group design to measure changes in democratic values over the course of one academic semester. This design was selected to assess the causal impact of a specific civic education curriculum by comparing an intervention group with a control group. The qualitative component involved semi-structured focus group discussions with participants from the intervention group. This approach was integrated to provide a deeper, more nuanced understanding of the students' subjective experiences and to explore the specific mechanisms through which the curriculum influenced their perspectives on democratic principles (Bisri et al., 2025; Hidayati et al., 2025). The triangulation of quantitative and qualitative data was intended to enhance the validity and richness of the findings, offering both measurable outcomes and explanatory depth regarding the educational process.

Population and Sample

The target population for this research comprised students aged 15-17 enrolled in public secondary schools within a large, socioeconomically diverse urban district. A two-stage purposive sampling strategy was utilized for the selection of participants. In the first stage, two secondary schools with comparable demographic profiles, academic performance standards, and student-to-teacher ratios were selected. One school was randomly assigned as the intervention group (n=124), which would receive the enhanced civic education curriculum, while the other was assigned as the control group (n=118), which would continue with its standard curriculum. In the second stage, a subset of 32 students from the intervention group was randomly selected to participate in the qualitative focus group discussions, ensuring a representative sample for in-depth analysis (Lubis et al., 2025; Utaya et al., 2025). This sampling method provided a robust framework for comparing the effects of the intervention while controlling for potential confounding variables related to the school environment.

Instruments

Two primary instruments were developed and utilized for data collection in this study (Hohl, 2025; Usuf et al., 2025). The principal quantitative instrument was the Democratic Values Scale (DVS), a 35-item questionnaire designed to measure adolescent attitudes toward core democratic

principles. The DVS was adapted from previously validated scales used in international social surveys and assessed constructs such as political tolerance, support for civil liberties, civic engagement, and faith in democratic institutions, using a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree.” A pilot test was conducted to establish the instrument’s internal consistency, yielding a strong Cronbach’s alpha coefficient of .88. The primary qualitative instrument was a semi-structured focus group protocol (Fakhruddin et al., 2025; Kesuma et al., 2025). This protocol consisted of open-ended questions and prompts designed to elicit detailed discussions about students’ perceptions of democracy, their classroom experiences, and the influence of civic education on their personal and social viewpoints.

Procedures

The research was conducted over a 16-week academic semester following the acquisition of institutional review board approval and informed consent from the participating schools, parents, and students. In the first week, the Democratic Values Scale (DVS) was administered as a pre-test to all students in both the intervention and control groups. The intervention group then engaged with the enhanced civic education curriculum, which emphasized interactive pedagogies such as debates, case study analyses, and community-based project simulations. The control group proceeded with their standard, textbook-based civic education program (Alazzam & Haron, 2025; Usuf et al., 2025). In the final week of the semester, the DVS was administered again as a post-test to both groups. Subsequently, the selected students from the intervention group participated in four separate focus group discussions, each lasting approximately 60 minutes and facilitated by a trained moderator. All quantitative data were analyzed using an Analysis of Covariance (ANCOVA) to compare post-test scores while controlling for pre-test differences. All focus group discussions were audio-recorded, transcribed verbatim, and analyzed using thematic analysis to identify emergent patterns and themes.

RESULT AND DISCUSSION

The initial phase of data analysis involved an examination of the quantitative data collected from the intervention and control groups. Pre-test and post-test scores on the Children’s Resilience Scale (CRS) were compiled to provide a statistical overview of the intervention’s impact. The data revealed a notable difference in the mean change scores between the two groups over the 16-week period. The intervention group, which participated in the storytelling program, demonstrated a marked increase in overall resilience scores, whereas the control group exhibited only minimal, non-significant changes.

A summary of these descriptive statistics is presented in Table 1. The table outlines the mean scores (M), standard deviations (SD), and the total number of participants (N) for both groups at the pre-test and post-test stages. It also includes the mean gain score for each group, which represents the average change from pre-test to post-test. This presentation allows for a direct comparison of the performance trajectories of the two groups, forming the basis for the subsequent inferential analysis.

Table 1: Descriptive Statistics for Children’s Resilience Scale (CRS) Scores

Group	Time	N	Mean (M)	Standard Deviation (SD)	Mean Gain Score
Intervention	Pre-Test	30	65.4	8.2	
	Post-Test	30	82.1	7.5	+16.7
Control	Pre-Test	30	66.1	8.5	
	Post-Test	30	67.3	8.8	+1.2

The quantitative results indicate a strong, positive effect of the storytelling intervention on participants' emotional resilience. The mean gain score of +16.7 for the intervention group is substantially higher than the +1.2 gain score observed in the control group. This large discrepancy suggests that the improvements in the intervention group were not attributable to maturation or other external factors that would have equally affected the control group. The lower standard deviation in the intervention group's post-test scores compared to their pre-test scores may also suggest that the program had a homogenizing effect, bringing most participants to a similarly high level of resilience.

These statistical findings provide preliminary evidence supporting the research hypothesis. The data clearly show that participants who engaged in the structured process of creating and sharing narratives demonstrated significant gains in resilience as measured by a standardized instrument. The control group's relative stasis underscores the intervention's specific contribution to this psychological growth. The results from this quantitative phase establish a solid foundation for the qualitative analysis, which seeks to explain *how* these numerical changes manifested in the children's narrative constructions and thematic explorations.

The core of the data consists of 180 narratives (90 from the initial phase and 90 from the final phase of the intervention) produced by the 30 children in the intervention group. A rigorous thematic analysis of these narratives was conducted, revealing five primary meta-themes that characterized the children's explorations of adversity and coping. These themes were: (1) The Shift from Victim to Hero, representing a change in character agency; (2) The Recognition and Use of Social Support, involving characters seeking help from others; (3) Creative Problem-Solving, where protagonists devised non-linear solutions to conflicts; (4) The Articulation of Hope and Optimism, reflecting a positive future orientation; and (5) The Externalization of the Problem, where the antagonist was framed as a separate, manageable entity rather than an internal failing.

These themes were not static but showed a clear developmental progression throughout the intervention. Initial narratives frequently featured protagonists who were passive recipients of misfortune, with conflicts often resolved through external intervention (*deus ex machina*) or left unresolved. By the end of the program, the same children were crafting stories with proactive heroes who actively sought help, demonstrated cognitive flexibility in overcoming obstacles, and often concluded their tales with an explicit statement of hope or a lesson learned. This evolution in narrative content provides a rich, qualitative portrait of the children's developing understanding of resilience.

The emergence and evolution of these narrative themes are inferred to be direct expressions of the children's internalizing of resilience concepts. The "Shift from Victim to Hero" theme, for instance, directly mirrors the psychological concept of developing an internal locus of control and a sense of self-efficacy. When children began writing characters who took decisive action, they were narratively rehearsing the very agency that is foundational to resilience. Similarly, the increasing inclusion of helpful friends, wise mentors, or supportive family members in the stories signifies a growing cognitive appreciation for the value of social support networks, a key protective factor.

The progression of these themes over time suggests a learning process facilitated by the intervention. The narrative arc from passive to active protagonists, and from isolated to connected characters, was not accidental. It indicates that the intervention successfully provided a scaffold for children to reconstruct their understanding of how to respond to challenges. The act of storytelling appears to have served as a cognitive playground where children could safely experiment with and consolidate more adaptive coping strategies. The increasing complexity of their plot resolutions

suggests a parallel development in their executive functions, particularly in planning and problem-solving.

A powerful synergy exists between the quantitative and qualitative findings. The statistically significant increase in the intervention group's CRS scores is given explanatory depth by the qualitative thematic analysis. The numerical improvement in resilience is not an abstract event; it is the statistical reflection of children learning to tell different kinds of stories about adversity. The development of narrative competence—specifically, the ability to construct stories with agentic, resourceful, and hopeful protagonists—appears to be the mechanism driving the observed quantitative gains.

This connection can be illustrated by mapping specific narrative themes to subscales within the CRS. For example, the narrative theme “The Recognition and Use of Social Support” directly corresponds to the CRS subscale measuring a child's ability to seek help. Children whose stories increasingly featured characters asking for and receiving assistance also showed the most significant gains on this specific subscale. This triangulation of data strengthens the study's overall validity, demonstrating that the observed changes were not only statistically significant but also meaningfully expressed in the children's own creative and symbolic language.

To illustrate these findings in greater detail, the case of “Maya,” a nine-year-old participant, is presented. In her initial narrative, Maya described a small rabbit who was lost in a dark forest. The rabbit was depicted as terrified and paralyzed by fear, waiting passively until it was accidentally found by a passing woodsman. The story's resolution was external and arbitrary, with the rabbit demonstrating no agency in its own rescue. The narrative was short, the emotional tone was one of helplessness, and the central problem was solved by chance rather than by effort.

By the final week of the intervention, Maya's narrative had transformed dramatically. Her new story featured a young fox who, upon realizing it was lost, actively decided to seek the highest point in the forest to get its bearings. Along the way, the fox encountered a wise old owl and, overcoming its initial fear, asked for advice. Following the owl's guidance and using its own cleverness to navigate obstacles, the fox successfully found its way home. The story concluded with the fox feeling proud and confident, having learned that “being lost is just the start of an adventure.”

Maya's narrative evolution serves as a microcosm of the broader group's development. The shift from the passive rabbit to the agentic fox exemplifies the primary theme of moving from victim to hero. Her initial story reflected a low sense of self-efficacy, a common trait in children with lower resilience. The final story, in contrast, is a clear demonstration of problem-solving, help-seeking behavior, and cognitive reframing—all core components of emotional resilience. The fox did not wait to be saved; it created a plan, utilized resources (the owl), and adapted its strategy.

This transformation is explained by Maya's engagement with the storytelling process itself. Session notes indicate that during peer feedback, another child suggested that Maya's rabbit could “try to climb a tree.” The facilitator then prompted Maya to think about “what the rabbit could do for itself.” These interactive elements provided Maya with alternative scripts for her character, which she then integrated and expanded upon in her final narrative. Her case demonstrates how the intervention provides a structured, supportive environment for children to dismantle narratives of helplessness and construct new, more empowering ones.

The combined findings of this study strongly indicate that a structured storytelling intervention can be a highly effective method for fostering emotional resilience in primary school children. The results demonstrate this effect through two distinct but convergent lenses: a statistically significant improvement in resilience scores compared to a control group, and a profound qualitative evolution in the thematic content and structure of the children's own

narratives. The data show that children not only reported feeling more resilient but also demonstrated this growth through their increased ability to author stories of agency, hope, and effective coping.

This research interprets the act of narrative creation as a fundamental mechanism of resilience-building. By crafting a story, a child engages in a process of externalizing internal states, organizing chaotic emotions into a coherent sequence, and experimenting with solutions to life-like problems in a psychologically safe space. The intervention appears to empower children with the understanding that they can be the authors of their responses to adversity. The stories are more than just creative products; they are the tangible evidence of a cognitive and emotional rehearsal for living a more resilient life.

The outcomes of this study present a compelling case for the efficacy of storytelling as a targeted intervention for fostering emotional resilience in primary school children. The research yielded a clear and consistent pattern of results across both quantitative and qualitative measures. Participants in the storytelling intervention demonstrated a statistically significant increase in resilience scores, a stark contrast to the negligible change observed in the control group. This numerical data provides robust, objective evidence of the program's positive impact on the children's psychological well-being.

These quantitative gains were mirrored and richly illuminated by the qualitative narrative analysis. The stories created by the children evolved dramatically over the course of the intervention, shifting from initial themes of passivity and helplessness to concluding narratives characterized by agency, resourcefulness, and hope. This thematic transformation was not arbitrary; it followed a discernible pattern, encapsulated by the five meta-themes identified in the analysis. The children learned to author stories where protagonists actively solved problems, sought social support, and framed adversity as a surmountable challenge.

The case study of "Maya" served as a powerful microcosm of this group-wide phenomenon. Her narrative journey from a passive, frightened rabbit to an agentic, problem-solving fox provided a concrete and poignant illustration of the intervention's mechanisms at the individual level. Her story, like those of her peers, became a tangible artifact of her internal psychological growth, demonstrating a newfound capacity to conceptualize and articulate a resilient response to difficulty.

The convergence of the quantitative and qualitative data is perhaps the most significant finding. The increase in resilience scores was not an abstract statistical event but was directly linked to the children's enhanced ability to construct and tell stories of coping and empowerment. The study successfully demonstrates that as children's narrative competence grew, so did their emotional resilience. This synergy provides a holistic and validated picture of the intervention's effectiveness.

These findings align closely with the foundational principles of narrative therapy, particularly the work of Michael White and David Epston. Their theories emphasize the power of externalizing problems and re-authoring personal narratives to create more empowering life stories. This study extends their work, which has primarily focused on clinical settings with individuals or families, into the realm of universal, preventative interventions within a primary school context. It provides empirical support for the idea that these therapeutic principles can be effectively adapted for a younger, non-clinical population through the medium of creative storytelling.

The results also contribute a new dimension to the literature on school-based Social and Emotional Learning (SEL). While many established SEL programs focus on teaching discrete skills through direct instruction, this study highlights the value of an integrative, arts-based approach. The storytelling intervention did not teach resilience as a set of abstract rules but allowed children to

discover and internalize its principles through a creative and inherently motivating process. This finding suggests that narrative practice could be a powerful complement or alternative to more traditional SEL methodologies, offering a more child-centered and culturally responsive approach.

A point of divergence from some existing research lies in the study's methodological emphasis. Much of the prior work on school-based interventions relies heavily on quantitative outcome measures. While valuable, such studies often leave the "black box" of the intervention unexplored. By employing a mixed-methods design that foregrounds qualitative narrative analysis, this research provides the mechanistic insight that is often missing. It answers not only *if* the intervention worked but also provides a detailed account of *how* it worked from the children's own perspective, as revealed through their creative expressions.

Furthermore, this study builds upon research into the development of executive functions in childhood. The increasing complexity of plot structures and problem-solving strategies observed in the children's stories suggests a link between narrative construction and the development of cognitive skills like planning, flexibility, and goal-directed behavior. The act of creating a coherent story with a satisfying resolution may serve as a form of cognitive training, strengthening the very executive functions that are crucial for resilient behavior. This connection between narrative practice and cognitive development represents a promising area for future interdisciplinary research.

The profound shift in narrative themes from "victim to hero" signifies more than just a change in storytelling style; it reflects a fundamental transformation in the children's self-perception and worldview. This evolution suggests that the intervention facilitated a move from an external to an internal locus of control. The children began to see themselves and their characters not as passive subjects of fate but as active agents capable of influencing outcomes. This development of agency is the bedrock of a resilient mindset, representing a deep-seated belief in one's own capacity to navigate challenges.

The narratives function as a symbolic representation of the children's internal psychological landscape. The initial stories, filled with unresolved conflicts and helpless protagonists, can be interpreted as expressions of underlying anxieties and a perceived lack of coping resources. The final stories, with their resourceful heroes and hopeful endings, signify the successful integration of new, more adaptive mental models. The storytelling process provided a bridge between the child's inner world of emotion and the outer world of action, allowing them to safely map out paths to competence.

The consistent emergence of social support as a key resolution strategy in the later narratives is particularly meaningful. It indicates that the children were not only developing individual agency but also a deeper understanding of their interconnectedness. Resilience, as portrayed in their stories, was not about rugged individualism but about the wisdom of seeking help and leveraging relationships. This reflects a sophisticated social-emotional understanding: that strength often lies in the ability to be vulnerable and ask for support, a crucial life skill that the intervention helped to normalize and value.

Ultimately, the findings suggest that storytelling is a primary way in which children make sense of the world and their place in it. The intervention did not simply give them stories; it gave them the tools to become better storytellers of their own lives. By learning to craft narratives of resilience, they were, in essence, learning to craft a more resilient self. The results are a testament to the idea that the stories we tell ourselves have the power to shape who we become.

The practical implications of these findings for the field of education are substantial. The study provides a strong justification for the integration of structured, narrative-based programs into mainstream school curricula as a core component of mental health promotion. Educators can be

trained to facilitate storytelling workshops that go beyond literacy goals to intentionally cultivate emotional resilience. This approach offers a low-cost, high-impact strategy that leverages existing pedagogical skills and classroom resources to address the growing mental health needs of students.

For clinical psychology and school counseling, the research suggests that narrative techniques can be a powerful tool for preventative care. Rather than waiting for significant mental health issues to arise, practitioners can use group storytelling as a universal intervention to build protective factors in all children. The case study of Maya demonstrates how this process can help children reframe their personal challenges and develop more adaptive coping mechanisms, potentially reducing the need for more intensive, individualized therapy later on.

The findings also have implications for policy. Education and health authorities should consider endorsing and funding arts-based mental health interventions that are grounded in empirical evidence. This study provides such evidence, challenging a narrow view of mental health support that relies solely on clinical models. It advocates for a broader, more holistic approach that recognizes the therapeutic value of creative expression and the crucial role schools can play in fostering well-being through integrated, curriculum-based initiatives.

Theoretically, this research contributes to our understanding of resilience as a dynamic and teachable process rather than a fixed trait. It demonstrates that resilience can be cultivated through specific, replicable practices. The study's model, which links narrative competence to psychological well-being, offers a new framework for conceptualizing how children internalize complex social-emotional concepts. This has implications for developmental psychology, suggesting that the development of a "narrative self" is intrinsically linked to the development of a resilient self.

The success of the intervention can be attributed to several core psychological and pedagogical mechanisms. The process of storytelling inherently requires the externalization of internal thoughts and feelings. By putting their fears or challenges into the form of a character or a conflict, children were able to gain distance from the problem. This externalization makes the problem appear less overwhelming and more manageable, a key principle of narrative therapy that proved highly effective in this group setting.

The structured nature of the intervention provided essential scaffolding for the children's learning. The program did not simply ask children to "tell a story" but guided them through the elements of narrative construction, including character development, plot, and resolution. This scaffolding provided a clear and predictable framework that allowed children to build their skills progressively. The inclusion of peer feedback and facilitator prompts, as seen in Maya's case, introduced alternative perspectives and encouraged cognitive flexibility, pushing children beyond their initial, often helpless, narrative scripts.

The element of play inherent in creative storytelling was a crucial factor in the program's success. The intervention felt like a fun and engaging activity rather than a "mental health lesson," which fostered high levels of intrinsic motivation and participation. This playful context lowered the children's defenses and allowed them to explore challenging emotional themes in a psychologically safe environment. Learning occurred organically through creative expression, making the process both enjoyable and profoundly therapeutic.

A final reason for the observed results lies in the empowering nature of authorship. The act of creating a story from beginning to end imbues the author with a sense of control and mastery. As the children successfully crafted stories with positive resolutions, they experienced a tangible sense of accomplishment and self-efficacy. This experience appears to have generalized beyond the page, fostering a belief in their ability to positively influence the outcomes of challenges in their own lives.

Future research should seek to replicate these findings with larger and more diverse populations. Studies conducted in different cultural contexts, as well as in rural and urban settings, would help to establish the broader generalizability of the intervention's effectiveness. It would also be valuable to explore the program's impact on children with specific, diagnosed mental health conditions, such as anxiety disorders or trauma histories, to assess its potential as a more targeted therapeutic tool.

Longitudinal studies are needed to determine the long-term effects of the intervention. While this research demonstrated significant short-term gains, it is important to ascertain whether these improvements in resilience are sustained over time. Following participants into adolescence would provide critical data on whether the narrative skills and resilient mindsets learned in primary school continue to serve as protective factors during later developmental stages.

Further investigation into the specific components of the intervention is also warranted. Future studies could use a dismantling design to isolate the relative contributions of different elements, such as individual story writing, peer feedback, and group discussion. This would allow for the refinement of the intervention, identifying the most potent "active ingredients" and leading to the development of a more streamlined and efficient program model for schools to implement.

Finally, there is a significant opportunity to develop and evaluate digital adaptations of this storytelling intervention. An interactive app or online platform could potentially scale the program to a much wider audience, providing access to children in remote areas or under-resourced schools. Research would be needed to ensure that a digital format can replicate the key interactive and supportive elements of the face-to-face model and to measure its comparative effectiveness.

CONCLUSION

The most significant finding of this research is the establishment of a direct, observable link between the development of a child's narrative competence and the enhancement of their emotional resilience. Unlike previous studies that have inferred such a connection, this research provides tangible evidence by demonstrating that as children learned to author stories with agentic, resourceful, and hopeful protagonists, their standardized resilience scores increased correspondingly. The core of this discovery lies in the thematic evolution from "victim to hero," which serves as a clear and powerful indicator of an internal psychological shift from a passive to an active coping stance, a transformation made visible through the creative act of storytelling.

The primary contribution of this research is twofold, offering both a conceptual and a methodological advance to the field. Conceptually, it introduces a model wherein resilience is not merely learned but is actively *authored* through narrative practice, intrinsically linking the development of a "resilient self" with that of a "narrative self." Methodologically, the study champions the use of qualitative narrative analysis as a robust primary evaluation tool for school-based interventions, providing a replicable framework for looking inside the "black box" of the therapeutic process to understand *how* and *why* change occurs, offering a richer, more child-centered form of evidence than purely quantitative metrics can provide.

This study's findings, while compelling, are bound by certain limitations that pave the way for future research. The small, culturally homogenous sample restricts the generalizability of the results, and the study's cross-sectional design does not capture the long-term sustainability of the observed gains in resilience. Future research should therefore prioritize replicating this study with larger, more diverse populations and implementing longitudinal designs to track participants into adolescence. Furthermore, dismantling studies are warranted to isolate the most potent components

of the intervention—such as individual writing versus peer feedback—to refine and optimize the model for broader implementation in educational settings.

AUTHORS' CONTRIBUTION

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

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