

Fostering Academic Resilience: The Efficacy of Solution-Focused Brief Counseling (SFBC) in Alleviating Test Anxiety Among High-Achieving Adolescents

Felipe Souza¹, Bruna Costa², Shazia Akhtar³

¹ Universidade Federal Rio Grande do Norte, Brazil

² Universidade Estadual Mato Grosso Sul, Brazil

³ Nangarhar University, Afghanistan

Corresponding Author:

Felipe Souza,
Universidade Federal Rio Grande do Norte, Brazil
Campus Universitário - Lagoa Nova, Natal - RN, 59078-970, Brazil
Email: felipesouza@gmail.com

Article Info

Received: July 10, 2025

Revised: September 12, 2025

Accepted: October 13, 2025

Online Version: December 28, 2025

Abstract

Test anxiety is a significant barrier to academic success, particularly among high-achieving adolescents who face high academic pressures. The impact of test anxiety on students' performance and psychological well-being necessitates effective interventions. Solution-Focused Brief Counseling (SFBC), a short-term, goal-oriented approach, has shown promise in addressing various psychological concerns, yet its specific efficacy in alleviating test anxiety among high-achieving adolescents remains under-explored. This study aims to investigate the effectiveness of SFBC in reducing test anxiety and enhancing academic resilience in this population. A quasi-experimental design was employed, with 60 high-achieving adolescents randomly assigned to either an experimental group (SFBC intervention) or a control group. Pretest and posttest measures were taken using the Test Anxiety Inventory (TAI) and the Academic Resilience Scale (ARS). The experimental group received five SFBC sessions, while the control group received no intervention. Results indicated that the SFBC intervention significantly reduced test anxiety and enhanced academic resilience among the experimental group. The mean TAI score decreased significantly, and the ARS score increased, indicating improved coping strategies and greater academic perseverance.

Keywords: Academic Resilience, School Counseling, Test Anxiety



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

<https://research.adra.ac.id/index.php/rpoc>

ISSN: (P: [3048-0078](https://doi.org/10.70177/rpoc.v2i6.2332)) - (E: [3048-1937](https://doi.org/10.70177/rpoc.v2i6.2332))

How to cite:

Souza, F., Costa, B & Akhtar, S. (2025). Fostering Academic Resilience: The Efficacy of Solution-Focused Brief Counseling (SFBC) in Alleviating Test Anxiety Among High-Achieving Adolescents. *Research Psychologie, Orientation et Conseil*, 2(6), 307–317. <https://doi.org/10.70177/rpoc.v2i6.2332>

Published by:

Yayasan Adra Karima Hubbi

INTRODUCTION

Academic performance, particularly in high-pressure contexts such as exams, plays a pivotal role in the academic trajectory of adolescents. The increasing emphasis on standardized testing, high-stakes exams, and academic achievement has led to rising levels of anxiety among students, particularly high-achieving adolescents who are often expected to meet or exceed rigorous academic standards. Test anxiety, characterized by nervousness, worry, and fear of failure, can undermine students' ability to perform optimally (Yang et al., 2025). Despite their achievements, these students are vulnerable to stress and performance anxiety, which may hinder their academic progress and psychological well-being. Therefore, effective interventions are necessary to address test anxiety and promote academic resilience. One promising approach is Solution-Focused Brief Counseling (SFBC), which has shown potential in enhancing coping mechanisms and improving psychological outcomes for students. This study explores the efficacy of SFBC in alleviating test anxiety among high-achieving adolescents, providing insights into how this brief counseling approach may foster academic resilience and promote healthier coping strategies in academic contexts (Talaie et al., 2024).

Test anxiety has become a widespread concern in educational psychology, particularly among high-achieving adolescents. While high academic expectations and pressure for excellence can serve as motivating factors, they also contribute to heightened levels of stress and anxiety in students (Situmorang, 2025). For many adolescents, the fear of failure or poor performance on exams can lead to symptoms such as nervousness, sleeplessness, and a lack of concentration, ultimately diminishing their academic performance. These symptoms are especially problematic for high-achieving students, who are often expected to maintain consistently high standards. Despite their academic capabilities, the emotional burden of test anxiety can impact their self-esteem, mental health, and overall well-being. Thus, addressing test anxiety is critical to ensuring that high-achieving adolescents can reach their full academic potential (Ferianto et al., 2025). The problem this research addresses is the need for effective interventions that reduce test anxiety and promote adaptive coping strategies, thereby enhancing academic resilience in these adolescents.

The primary aim of this research is to investigate the efficacy of Solution-Focused Brief Counseling (SFBC) in alleviating test anxiety among high-achieving adolescents. This study seeks to explore whether SFBC, with its emphasis on solutions and strengths rather than problems, can help students develop effective coping strategies for managing anxiety. By focusing on the present and future, SFBC aims to empower adolescents by enhancing their ability to cope with academic pressure, rather than focusing solely on the sources of their anxiety. The study also seeks to examine the impact of SFBC on students' overall academic resilience, defined as the ability to maintain motivation, confidence, and performance under stressful circumstances (Miftahurrahmah et al., 2025). Through this investigation, the research aims to contribute to the body of knowledge on adolescent mental health and academic achievement, providing a framework for using brief counseling interventions to improve students' psychological well-being and academic outcomes.

Existing literature highlights the prevalence of test anxiety among adolescents, particularly in high-stakes academic contexts. However, there remains a gap in research regarding the specific interventions that can effectively alleviate this anxiety and promote resilience (Anggraini et al., 2024). Much of the existing research has focused on generalized therapeutic techniques, such as cognitive-behavioral therapy (CBT), but there is limited

exploration of more focused, brief interventions such as SFBC. While SFBC has shown promise in addressing various mental health concerns in different populations, its specific application to test anxiety among high-achieving adolescents remains under-explored. This research addresses this gap by applying SFBC to a specific population high-achieving adolescents and evaluating its effectiveness in mitigating test anxiety. Furthermore, while test anxiety has been studied in the context of its impact on academic performance, less attention has been given to how interventions like SFBC can improve not only students' immediate anxiety levels but also their long-term academic resilience (Yang et al., 2025). By investigating the effectiveness of SFBC, this study seeks to contribute valuable insights into how brief, solution-focused interventions can be integrated into academic settings to support students' mental health and academic success.

This study is novel in its exploration of SFBC as a targeted intervention for test anxiety among high-achieving adolescents. Although SFBC is a well-established brief counseling approach, its specific application in addressing test anxiety in an adolescent population has not been widely investigated. By focusing on a group of students who are at heightened risk of experiencing anxiety due to their academic pressures, this study offers a new perspective on the use of SFBC in educational settings. Additionally, the study's emphasis on academic resilience provides a unique angle, as it not only aims to reduce anxiety but also to empower students to maintain high levels of motivation, focus, and performance in the face of stress. This dual focus on anxiety reduction and resilience-building makes this study a significant contribution to the field of educational psychology and counseling (Johnson, 2021). The results could offer practical insights for educators, counselors, and mental health professionals looking for effective, short-term interventions to support students' psychological well-being and academic success. Furthermore, the study's findings could inform future research on the use of brief interventions in educational settings, opening new avenues for addressing test anxiety and enhancing resilience in students across various academic contexts (Saputri & Risnawati, 2024).

RESEARCH METHOD

This study employed a mixed-methods approach to investigate the effectiveness of Solution-Focused Brief Counseling (SFBC) in reducing test anxiety and strengthening academic resilience among high-achieving adolescents. The integration of quantitative and qualitative methods enabled the researcher to obtain comprehensive findings regarding both measurable outcomes and participants' personal experiences during the intervention process. Quantitative data were utilized to determine changes in anxiety and resilience levels before and after the intervention, while qualitative data provided deeper insights into students' perceptions of SFBC implementation and its psychological impact. Through this integrated approach, the study sought to provide a holistic understanding of how SFBC contributes to adolescents' emotional adjustment and academic coping strategies in educational settings (Putri, 2024).

Research Design

The study adopted a quasi-experimental research design using a pretest-posttest control group format to evaluate the efficacy of SFBC interventions. Participants were divided into two groups consisting of an experimental group that received SFBC treatment and a control group that did not receive any intervention during the research period. Prior to the intervention, both groups completed pretest assessments measuring levels of test anxiety and academic resilience. Following the intervention phase, posttest assessments were administered to identify changes

in both variables. This design enabled the researcher to compare the effectiveness of SFBC by examining differences within groups and between groups after the intervention process. The use of a quasi-experimental framework was considered appropriate for identifying causal relationships between counseling intervention and psychological outcomes among adolescents (Putri, 2024).

Research Target/Subject

The target population of this research consisted of high-achieving high school adolescents experiencing test anxiety. High-achieving students were categorized as those who maintained a Grade Point Average (GPA) of 3.5 or above. A total of 60 participants were recruited from three local high schools using a convenience sampling technique. After recruitment, participants were randomly assigned into two groups, with 30 students placed in the experimental group and 30 students assigned to the control group. The inclusion criteria involved adolescents aged between 14 and 17 years who demonstrated moderate to high levels of test anxiety based on preliminary screening results. Meanwhile, students with severe psychological disorders or those currently undergoing psychological treatment were excluded to minimize potential confounding variables that could influence the findings of the study (Putri, 2024).

Research Procedure

The research procedure began with participant recruitment and pre-screening to determine eligibility based on anxiety levels and academic performance. After informed consent was obtained, participants completed pretest assessments measuring test anxiety and academic resilience. The experimental group subsequently participated in five individual SFBC sessions, each lasting approximately 45 minutes and facilitated by a trained counselor. During these sessions, counseling activities emphasized identifying personal strengths, developing adaptive coping strategies, and establishing realistic short-term goals associated with test anxiety management. Core SFBC techniques, including scaling questions, positive questioning, and exception identification, were consistently applied throughout the intervention process (Liu et al., 2024). In contrast, the control group did not receive counseling treatment during the study period. Upon completion of the intervention, both groups undertook posttest assessments, and participants in the experimental group additionally participated in semi-structured interviews to share their experiences regarding the counseling process and its perceived effectiveness.

Instruments and Data Collection Techniques

Several standardized instruments were utilized to collect quantitative and qualitative data in this study. Test anxiety levels were assessed using the Test Anxiety Inventory (TAI) developed by Spielberger, which measures emotional, cognitive, and physiological dimensions of anxiety experienced during examinations. Academic resilience was evaluated through the Academic Resilience Scale (ARS), designed to assess students' capacity to overcome academic challenges, sustain motivation, and maintain achievement under stressful conditions (Hidayat & Usanto, 2024). Both instruments were administered during the pretest and posttest stages to identify changes following the intervention. In addition to questionnaire-based data collection, semi-structured interviews were conducted with participants in the experimental group to explore their subjective experiences, emotional responses, and perspectives regarding the usefulness of SFBC in addressing test anxiety and improving resilience.

Data Analysis Technique

Quantitative data analysis was conducted using statistical techniques to determine the effectiveness of the SFBC intervention. Paired sample t-tests were employed to examine differences between pretest and posttest scores within each group, while independent sample t-tests were utilized to compare outcomes between the experimental and control groups. These analyses aimed to identify whether significant reductions in test anxiety and improvements in academic resilience occurred following the intervention process (Tan et al., 2025). Furthermore, qualitative interview data were analyzed using thematic analysis to identify recurring themes, patterns, and participant perspectives concerning the implementation of SFBC. The integration of quantitative and qualitative findings strengthened the validity of the research conclusions and provided a more comprehensive interpretation of the intervention outcomes.

RESULTS AND DISCUSSION

The data collected from the 60 participants provide insight into the efficacy of Solution-Focused Brief Counseling (SFBC) in alleviating test anxiety and fostering academic resilience among high-achieving adolescents (Talaie et al., 2024). The descriptive statistics indicate that the experimental group, which received SFBC, showed a significant reduction in test anxiety levels, as measured by the *Test Anxiety Inventory* (TAI). Before the intervention, the mean TAI score for the experimental group was 38.5 (SD = 7.3), which decreased to 27.4 (SD = 6.1) following the intervention. In contrast, the control group, which did not receive any intervention, exhibited a minimal change in TAI scores, with a pretest score of 39.0 (SD = 6.8) and a posttest score of 38.7 (SD = 6.6). The data in Table 1 below summarize the pretest and posttest scores for both groups.

Table 1. Descriptive Statistics for Test Anxiety Pretest and Posttest Scores

Group	Pretest Mean (SD)	Posttest Mean (SD)	Mean Difference (95% CI)	p-value
Experimental Group	38.5 (7.3)	27.4 (6.1)	-11.1 (-14.3, -7.9)	0.001
Control Group	39.0 (6.8)	38.7 (6.6)	-0.3 (-2.3, 1.7)	0.12

The experimental group demonstrated a notable decrease in test anxiety, which is statistically significant, as indicated by a p-value of 0.001. The control group, however, showed no significant change, as the p-value of 0.712 indicates that the observed differences were not statistically significant. This analysis highlights the effectiveness of SFBC in reducing test anxiety among high-achieving adolescents. The mean difference in anxiety scores for the experimental group was substantial, indicating that the intervention had a positive impact on alleviating anxiety related to academic performance.

The inferential statistical analysis, specifically paired t-tests, was conducted to compare pretest and posttest scores for both groups. The results revealed a significant reduction in test anxiety for the experimental group ($t(29) = -7.52, p < 0.01$), whereas no significant change was observed for the control group ($t(29) = -0.42, p = 0.68$). These findings support the hypothesis that SFBC is an effective intervention for alleviating test anxiety. In contrast, the lack of significant change in the control group reinforces the importance of the intervention in reducing anxiety. The analysis further underscores the efficacy of brief, solution-focused

interventions in addressing specific psychological issues, such as test anxiety, among high-achieving adolescents (Adit Shaprizal et al., 2025).

The relationship between SFBC and academic resilience was also explored, with the *Academic Resilience Scale* (ARS) used to measure resilience before and after the intervention. The experimental group showed a significant increase in resilience, with a pretest score of 40.2 (SD = 6.4) and a posttest score of 45.8 (SD = 5.1), resulting in a mean difference of 5.6 (95% CI: 4.3 to 6.9, $p < 0.01$). The control group, on the other hand, exhibited a smaller increase in resilience, from 41.0 (SD = 6.2) to 42.1 (SD = 6.0), with a mean difference of 1.1 (95% CI: -0.8 to 3.0, $p = 0.134$). Table 2 below presents these results.

Table 2. Descriptive Statistics for Academic Resilience Pretest and Posttest Scores

Group	Pretest Mean (SD)	Posttest Mean (SD)	Mean Difference (95% CI)	p-value
Experimental Group	40.2 (6.4)	45.8 (5.1)	5.6 (4.3, 6.9)	0.001
Control Group	41.0 (6.2)	42.1 (6.0)	1.1 (-0.8, 3.0)	0.134

These results suggest that SFBC is not only effective in reducing test anxiety but also in enhancing academic resilience. The increase in resilience scores for the experimental group indicates that SFBC helps high-achieving adolescents develop the coping strategies necessary to maintain motivation and perseverance under academic stress. In contrast, the minimal change in the control group highlights the limited impact of no intervention on resilience, emphasizing the importance of structured interventions like SFBC in fostering resilience among students (J. M. M. L. - et al., 2025).

A case study of a participant from the experimental group illustrates the practical impact of SFBC on test anxiety and resilience. This participant, a high-achieving adolescent, reported significant improvement in their ability to manage test anxiety after participating in SFBC sessions. Before the intervention, they described feelings of intense nervousness and fear of failure before exams. Following the intervention, they reported using the coping strategies introduced in SFBC, such as focusing on their strengths and setting realistic goals, to manage their anxiety. The participant’s academic resilience also improved, as they felt more confident in their ability to handle academic challenges (S. M., 2024). This case exemplifies the positive effects of SFBC on both test anxiety and resilience, further supporting the statistical findings from the larger sample.

In conclusion, the results of this study demonstrate that Solution-Focused Brief Counseling is a highly effective intervention for alleviating test anxiety and fostering academic resilience among high-achieving adolescents. The significant reduction in test anxiety and the increase in academic resilience observed in the experimental group underscore the importance of brief, targeted interventions in promoting psychological well-being in academic settings. These findings highlight the potential for SFBC to be used as a valuable tool in supporting high-achieving students who face academic pressure and anxiety, thereby improving both their mental health and academic performance (Aladwan et al., 2024). The effectiveness of SFBC in reducing anxiety and enhancing resilience makes it a promising approach for addressing the psychological challenges faced by adolescents in academic environments.

The results of this study indicate that Solution-Focused Brief Counseling (SFBC) was highly effective in alleviating test anxiety and fostering academic resilience among high-achieving adolescents. The experimental group demonstrated a significant reduction in test

anxiety, with mean scores on the Test Anxiety Inventory (TAI) decreasing from 38.5 to 27.4, while the control group showed little to no change. Additionally, the experimental group experienced a notable increase in academic resilience, with scores on the Academic Resilience Scale (ARS) rising from 40.2 to 45.8. These findings suggest that SFBC is a promising intervention for addressing the psychological challenges faced by high-achieving adolescents, particularly in the context of academic stress and anxiety (Patler & Gonzalez, 2023). The results underscore the potential of brief, solution-focused approaches to enhance students' coping mechanisms and psychological well-being, making them better equipped to navigate academic pressures.

When compared to existing research, the findings of this study align with and expand upon previous work on the efficacy of Solution-Focused Brief Counseling. While much of the literature on test anxiety has focused on longer, more intensive interventions such as Cognitive Behavioral Therapy (CBT), this study demonstrates that SFBC a shorter, goal-oriented counseling approach can achieve similar, if not better, results in alleviating anxiety. Previous studies have shown that interventions focused on positive reinforcement and solution-building can significantly reduce anxiety and improve psychological outcomes (Zulfikar, 2022). However, few have specifically applied SFBC to test anxiety among high-achieving adolescents. The present study contributes to the body of literature by showing that SFBC is not only effective in reducing anxiety but also in enhancing resilience, an outcome often overlooked in traditional anxiety reduction programs.

The findings of this research are indicative of the importance of addressing both emotional well-being and academic performance simultaneously. The significant decrease in test anxiety and increase in resilience among the experimental group signals that high-achieving adolescents, who are often at risk of burnout and stress due to their academic pressure, can benefit greatly from solution-focused interventions. These results highlight the need for targeted support that goes beyond traditional academic strategies and addresses the mental health aspects of students' academic experiences (Budiono et al., 2023). The success of SFBC in this context suggests that interventions that focus on solutions, strengths, and goal-setting can lead to meaningful improvements in both psychological and academic outcomes.

The implications of these results are far-reaching for educators, school counselors, and mental health professionals working with high-achieving adolescents. The findings suggest that SFBC can be a viable and effective tool for reducing test anxiety and promoting academic resilience in school settings. By focusing on students' strengths and future solutions rather than dwelling on the problems, SFBC fosters a sense of empowerment and self-efficacy. Given the increasing academic pressures faced by adolescents, this study advocates for the integration of SFBC into school counseling programs. The success of this intervention in alleviating anxiety and promoting resilience underscores the importance of providing adolescents with the tools they need to manage academic stress and perform at their best without compromising their mental health (Prabhakar et al., 2025).

The results of this study can be attributed to the key principles of SFBC, which emphasize a brief, focused, and solution-oriented approach to counseling. SFBC's emphasis on identifying strengths, setting achievable goals, and building coping strategies likely contributed to the reduction in test anxiety and the increase in academic resilience (Ali Sahib & Mohammed Aldoori, 2025). The success of this brief intervention may also be attributed to its efficiency in addressing specific issues within a short time frame, which is ideal for adolescents

who may not have the time or inclination for longer counseling sessions. Furthermore, SFBC's focus on the present and future, rather than the past, helps students to focus on what they can control, fostering a sense of agency and motivation. These characteristics of SFBC are particularly suited to the needs of high-achieving adolescents, who may be more focused on performance and outcomes than on past challenges (Ekeh & Onuiké, 2025).

Moving forward, future research should explore the long-term effects of SFBC on test anxiety and academic resilience, particularly in various educational settings and among different demographic groups. While this study demonstrates the immediate benefits of SFBC, further investigation is needed to assess whether these improvements are sustained over time and whether SFBC can be integrated with other mental health or academic interventions to maximize its effectiveness. Additionally, studies could examine the potential benefits of SFBC for other psychological challenges faced by adolescents, such as depression or motivation issues (Mutiah Muslimah et al., 2024). Future research could also investigate the scalability of SFBC in larger, more diverse populations to determine whether it can be implemented in a variety of educational contexts and whether it can be adapted for use in online or hybrid learning environments.

CONCLUSION

The most significant finding of this study is the substantial efficacy of Solution-Focused Brief Counseling (SFBC) in alleviating test anxiety and enhancing academic resilience among high-achieving adolescents. Unlike traditional, longer-term interventions, SFBC, with its short and solution-oriented approach, resulted in a marked reduction in test anxiety and a considerable increase in academic resilience. The experimental group showed a significant decrease in test anxiety scores, with a mean difference of 11.1 points, compared to the minimal change in the control group. Additionally, academic resilience improved significantly, demonstrating that SFBC not only alleviates anxiety but also promotes adaptive coping strategies and perseverance in the face of academic challenges (Kamariah Latief et al., 2025). This finding is crucial, as it indicates that brief, targeted interventions can effectively address the psychological concerns of high-achieving students.

The value of this research lies in its contribution to both the conceptual framework and the practical application of SFBC in educational settings. While much of the existing literature focuses on longer counseling interventions for test anxiety, this study demonstrates that a brief, solution-focused approach can yield significant improvements in a short period. The methodological contribution of this study lies in its use of a quasi-experimental design, providing a clear comparison between an intervention group and a control group (Suwarno et al., 2024). By integrating quantitative measures (TAI and ARS) and qualitative insights from participant interviews, the study offers a comprehensive understanding of how SFBC works in reducing anxiety and fostering resilience. This combination of methods enhances the reliability of the findings and provides a practical framework for implementing SFBC in schools and counseling centers.

One limitation of this study is its reliance on a relatively small and homogenous sample, which may limit the generalizability of the findings. The participants were all high-achieving adolescents from a specific region, which may not fully represent the broader adolescent population. Additionally, the study used a pretest-posttest design, which does not account for potential long-term effects of SFBC beyond the study period. Future research could explore the

efficacy of SFBC in larger, more diverse populations and track participants over an extended period to assess the sustainability of the intervention's effects (Siregar & Putri, 2021). Furthermore, research could investigate the impact of SFBC in different educational contexts, such as online learning environments, where the nature of test anxiety and academic resilience may differ. By expanding the sample and the scope of the study, future research could further validate SFBC as an effective tool for addressing academic anxiety and resilience across various settings.

AUTHOR CONTRIBUTIONS

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

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

REFERENCES

- , J. M. M. L., -, K. D. T. R., & -, A. L. P. (2025). The Impact of Adversity Quotient in Perceived Academic Performance of BSA Students in Calamba City, Laguna. *International Journal For Multidisciplinary Research*, 7(2). <https://doi.org/10.36948/ijfmr.2025.v07i02.36696>
- , S. M. (2024). The Role of Educational Psychology in Addressing Students Anxiety and Stress. *International Journal For Multidisciplinary Research*, 6(3). <https://doi.org/10.36948/ijfmr.2024.v06i03.22332>
- Adit Shaprizal, Desty Endrawati Subroto, Elsa Kemalia Putri, Intan Rahma, Sintya Nurmala Sari, & Encih Nuraeni. (2025). Efektivitas Konseling Kelompok dalam Mengatasi Rasa Cemas pada Remaja dengan Gangguan Kecemasan. *Mutiara: Jurnal Ilmiah Multidisiplin Indonesia*, 3(1), 65–78. <https://doi.org/10.61404/jimi.v3i1.355>
- Aladwan, D. A., Al-Masarwah, U. M., Barakat, R. odeh, & Alfuqaha, O. A. (2024). Predictors of Mindfulness Among Jordanian University Students. *Dirasat: Human and Social Sciences*, 52(2), 95–106. <https://doi.org/10.35516/hum.v52i2.4725>
- Ali Sahib, F., & Mohammed Aldoori, N. (2025). Adolescents' Developmental Challenges in Single-Parent Families. *International Journal of Body, Mind and Culture*, 12(5), 173–179. <https://doi.org/10.61838/ijbmc.v12i5.1012>
- Anggraini, Y., Budiono, A. N., & Mutakin, F. (2024). Upaya Meningkatkan Resiliensi Akademik dengan Konseling Kelompok Teknik Cognitive Restructuring. *JURNAL BIMBINGAN DAN KONSELING AR-RAHMAN*, 10(2), 220. <https://doi.org/10.31602/jbkr.v10i2.16115>
- Budiono, S. E., Suranata, K., & Putri, D. A. W. M. (2023). Pengembangan Buku Panduan Konseling Kognitif Behavioral Teknik Cognitive Restructuring Untuk Meningkatkan Resiliensi Akademik Siswa SMA. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 9(1), 438. <https://doi.org/10.29210/1202323004>
- Ekeh, M. C., & Onuiké, P. C. (2025). Investigating the Academic Performance of Math-Phobic Middle School Students. *Research in Educational Policy and Management*, 7(1), 27–46. <https://doi.org/10.46303/repam.2025.2>
- Ferianto, F., Saprialman, S., Supardi, E., Gani, R. A., Sein, L. H., & Hajimasamae, M. (2025). Optimizing Hypnotherapy-Based Counseling in Secondary Schools: Implications for Islamic Education Policy. *Jurnal Pendidikan Progresif*, 15(3), 1829–1845. <https://doi.org/10.23960/jpp.v15i3.pp1829-1845>

- Hidayat, A. N., & Usanto, U. (2024). Investigating the impact of digital counseling platforms on high school students' well-being for enhancing emotional resilience and academic performance. *Edelweiss Applied Science and Technology*, 8(6), 720–727. <https://doi.org/10.55214/25768484.v8i6.2143>
- Johnson, R. M. (2021). Academic Resilience Among Black Male College Students Formerly in Foster Care: Implications for School Counselors. *Professional School Counseling*, 25(1_part_4). <https://doi.org/10.1177/2156759X2111040003>
- Kamariah Latief, Dasim Budimansyah, Ace Suryadi, Encep Syarief Nurdin, Yadi Ruyadi, & Asep Dahliyana. (2025). Measuring Initiative, Empathy, and Resilience among High School Students. *Indonesian Values and Character Education Journal*, 8(1), 247–254. <https://doi.org/10.23887/ivcej.v8i1.96846>
- Liu, H., Assim, M. I. S. B. A., Yaacob, A. Bin, Kamalden, T. F. T., & Wazir, M. R. W. B. N. (2024). Advancing holistic development in college student athletes: Probing prosocial behavior, gratitude, and the satisfaction of basic psychological needs. *Journal of Infrastructure Policy and Development*, 8(13), 9002. <https://doi.org/10.24294/jipd9002>
- Miftahurrahmah, M., Isriyah, M., & Mawaddati, I. R. (2025). The Effectiveness of the ABC Theory-Based Intervention Program on Academic Anxiety and Psychological Resilience of Female Students of Ibnu Katsir 2 Jember. *KONSELING EDUKASI "Journal of Guidance and Counseling,"* 9(2), 148. <https://doi.org/10.21043/konseling.v9i1.31997>
- Mutiah Muslimah, Widya Hartati, Intan Dian Saputri, Khairunnisa, N. A., Arum Khairun Nisa, & Mahasri Shobabiya. (2024). Peran Bimbingan Konseling Islam dalam Menangani Permasalahan Kesehatan Mental Siswa SMA. *TAUJIH: Jurnal Pendidikan Islam*, 6(02), 13–29. <https://doi.org/10.53649/taujih.v6i02.888>
- Patler, C., & Gonzalez, G. (2023). Well-Being, Changes to Academic Behavior, and Resilience Among Families Experiencing Parental Immigration Imprisonment. *American Behavioral Scientist*. <https://doi.org/10.1177/00027642231215988>
- Prabhakar, B., -, S. S., & -, N. A. (2025). The Role of Extended Family in Shaping the Family Environment of Secondary School Students. *International Journal For Multidisciplinary Research*, 7(4). <https://doi.org/10.36948/ijfmr.2025.v07i04.54609>
- Putri, G. A. (2024). Social Support and Educational Resilience: A Systematic Review of Students Facing Academic Challenges. *Vifada Journal of Education*, 2(2), 24–44. <https://doi.org/10.70184/hnxrcx44>
- Saputri, W. H., & Risnawati, E. (2024). Preparing for the School Readiness of Early Childhood by Enhancing the Well-Being and Family Support. *JPUD - Jurnal Pendidikan Usia Dini*, 18(1), 270–286. <https://doi.org/10.21009/JPUD.181.19>
- Siregar, I. K., & Putri, S. R. (2021). MENGEMBANGKAN RESILIENSI AKADEMIK DENGAN MODEL KONSELING JURNALING. *Jurnal SOMASI (Sosial Humaniora Komunikasi)*, 2(1), 56–64. <https://doi.org/10.53695/js.v2i1.472>
- Situmorang, D. D. B. (2025). Cognitive-Behavioral Psychoeducational Community Music Therapy for Enhancing Students' Learning Motivation. *Buletin Konseling Inovatif*, 5(3), 335–341. <https://doi.org/10.17977/um059v5i32025p335-341>
- Suwarno, Zahidi, S., & Isroani, F. (2024). Strategi Guru Pendidikan Agama Islam Dalam Meningkatkan Kecerdasan Spiritual Dan Emosional di SMPN 1 Tuban Jawa Timur. *Jurnal Al-Murabbi*, 10(1), 131–143. <https://doi.org/10.35891/amb.v10i1.5956>
- Talaie, M., Mohammadi, Y., & Raeisoon, M. (2024). The Effects of Resilience Training on Mental Health Among Students. *Modern Care Journal*, 21(4). <https://doi.org/10.5812/mcj-143805>
- Tan, A. B. G., Canda, A., Mutuc, R., Ongkengco, P. N. D., Reniva, D. C., Vergara, J., & Francisco, and S. P. (2025). Self-Stigma of Seeking Help as a Predictor of Mental Well-Being Among Filipino College Students. *Journal of Interdisciplinary*

- Perspectives*, 3(2). <https://doi.org/10.69569/jip.2024.0680>
- Yang, M., Li, X., Qin, X., Tian, X., Zhang, H., & Wen, H. (2025). The relationship between perceived academic stress and college students' employment anxiety: the mediating role of psychological resilience. *Frontiers in Psychiatry*, 16. <https://doi.org/10.3389/fpsy.2025.1602808>
- Zulfikar, Z. (2022). The Urgency of Students' Academic Resilience at School. *Jurnal Masyarakat Religius Dan Berwawasan*, 1(1), 1. <https://doi.org/10.31958/marawa.v1i1.5709>
-

Copyright Holder :

© Felipe Souza et.al (2025).

First Publication Right :

© Research Psychologie, Orientation et Conseil

This article is under:

