

141/BK/07/S/2024

**PROGRAM BIMBINGAN BELAJAR  
UNTUK MENINGKATKAN RESILIENSI AKADEMIK PESERTA DIDIK  
(Studi terhadap Peserta Didik Kelas VIII  
di SMP Laboratorium-Percontohan UPI)**

**SKRIPSI**

diajukan untuk memenuhi sebagian syarat memperoleh gelar Sarjana Pendidikan  
dalam bidang keilmuan Bimbingan dan Konseling



oleh

Zulfani Nurfaridah

NIM 2007381

**PROGRAM STUDI BIMBINGAN DAN KONSELING  
FAKULTAS ILMU PENDIDIKAN  
UNIVERSITAS PENDIDIKAN INDONESIA  
2024**

## **LEMBAR HAK CIPTA**

**PROGRAM BIMBINGAN BELAJAR  
UNTUK MENINGKATKAN RESILIENSI AKADEMIK PESERTA DIDIK  
(Studi terhadap Peserta Didik Kelas VIII  
di SMP Laboratorium-Percontohan UPI)**

**oleh:**

Zulfani Nurfaridah

Karya tulis ilmiah berupa skripsi yang diajukan untuk untuk memenuhi bagian dari persyaratan memperoleh gelar Sarjana Pendidikan dalam bidang ilmu Bimbingan dan Konseling

© Zulfani Nurfaridah

Universitas Pendidikan Indonesia

Juli 2024

Hak cipta dilindungi Undang-Undang. Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian, baik dicetak ulang, *fotocopy*, atau upaya lain yang serupa tanpa izin dari penulis.

**LEMBAR PENGESAHAN**

**ZULFANI NURFARIHAH**  
**NIM 2007381**

**PROGRAM BIMBINGAN BELAJAR**  
**UNTUK MENINGKATKAN RESILIENSI AKADEMIK PESERTA DIDIK**  
**(Studi terhadap Peserta Didik Kelas VIII**  
**di SMP Laboratorium-Percontohan UPI)**

**disetujui dan disahkan oleh pembimbing:**

**Pembimbing I,**



**Dr. Nandang Budiman, M.Si.**  
**NIP 197102191998021001**

**Mengetahui,**  
**Ketua Program Studi Bimbingan dan Konseling**  
**Fakultas Ilmu Pendidikan**  
**Universitas Pendidikan Indonesia**



**Dr. Ipah Saripah, M.Pd.**  
**NIP 197710142001122001**

## LEMBAR PERNYATAAN

Saya menyatakan bahwa skripsi dengan judul "**Program Bimbingan Belajar untuk Meningkatkan Resiliensi Akademik Peserta Didik (Studi terhadap Peserta Didik Kelas VIII di SMP Laboratorium-Percontohan UPI)**" beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Juli 2024  
Penulis,



Zulfani Nurfaridah  
NIM 2007381

## ABSTRAK

**Zulfani Nurfaridah. 2007381. (2024). Program Bimbingan Belajar untuk Meningkatkan Resiliensi Akademik Peserta Didik (Studi terhadap Peserta Didik Kelas VIII di SMP Laboratorium-Percontohan UPI). Program Studi Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia.**

Peserta didik kelas VIII menempati masa remaja awal yang penuh tantangan secara akademik disertai dengan perasaan tidak berdaya yang dapat menyebabkan defisit motivasi, kognitif, dan emosional yang dapat menghambat proses pembelajaran di masa depan. Penelitian bertujuan untuk mendeskripsikan profil resiliensi akademik peserta didik dan memperoleh program bimbingan belajar untuk meningkatkan resiliensi akademik peserta didik. Penelitian dilakukan dengan pendekatan kuantitatif dan desain *cross-sectional survey*. Responden penelitian adalah 109 orang peserta didik kelas VIII di SMP Laboratorium-Percontohan UPI dengan menggunakan teknik sampel jenuh. Hasil penelitian menunjukkan sebagian besar peserta didik cukup resilien. Program bimbingan belajar dikembangkan berdasarkan profil resiliensi akademik peserta didik dan telah melalui uji konseptual oleh akademisi dan praktisi. Penelitian terbatas pada alat ukur yaitu menggunakan angket. Peneliti selanjutnya dapat mempertimbangkan untuk mengukur kemampuan resiliensi akademik menggunakan alat ukur berupa tes. Penelitian berimplikasi bagi guru bimbingan dan konseling untuk meningkatkan resiliensi akademik peserta didik jenjang Sekolah Menengah Pertama (SMP).

**Kata Kunci:** Resiliensi Akademik, Peserta Didik SMP, Bimbingan Belajar

## ABSTRACT

**Zulfani Nurfaridah. 2007381. (2024). Learning Guidance Program to Increase Students' Academic Resilience (Study of 8<sup>th</sup> Grade Students at UPI Laboratory-Pilot Junior High School). Guidance and Counseling Study Program, Faculty of Educational Sciences, Universitas Pendidikan Indonesia.**

*Eight-grade students attend an early adolescence period that is academically challenging and accompanied by feelings of helplessness that cause motivational, cognitive, and emotional deficits that may disrupt the learning process in the future. The research aims to describe the profile of the student's academic resilience and to obtain a learning guidance program to increase students' academic resilience. Research was conducted with a quantitative approach using a cross-sectional survey design. Respondents were 109 8th-grade students at UPI Laboratory-Pilot Junior High School with the saturation sampling. The results showed most students were quite resilient. The learning guidance program was developed based on the academic resilience profile of students and has been conceptually tested by academics and practitioners. Research is limited to the instrument that uses a questionnaire. Future studies should consider measuring the ability of academic resilience using a test. This research has implications for guidance and counseling teachers to increase the student's academic resilience at the junior high school level.*

**Keywords:** *Academic Resilience, Junior High School Students, Learning Guidance*

## UCAPAN TERIMA KASIH

*Alhamdulillah rabbil 'alamin*

Segala puji bagi Allah Swt. Atas segala Rahmat dan hidayah-Nya, penulis dapat menyelesaikan skripsi sebagai salah satu syarat memperoleh gelar sarjana pendidikan. Penyusunan skripsi telah melalui berbagai proses yang tidak terlepas dari dukungan, bantuan, arahan, dan bimbingan dari berbagai pihak. Oleh karena itu, penulis ingin mengucapkan terima kasih kepada:

1. Dr. Nandang Budiman, M.Si. dan Dr. Suherman, M.Pd., selaku dosen pembimbing akademik dan dosen pembimbing skripsi yang telah memberikan bimbingan, arahan, masukan, dan motivasi kepada penulis selama proses penyusunan skripsi dari awal hingga akhir.
2. Dr. Ipah Saripah, M. Pd., selaku Ketua Program Studi Bimbingan dan Konseling sekaligus penimbang yang telah membantu dan mengarahkan penulis dalam mengembangkan instrumen penelitian pada skripsi ini.
3. Prof. Dr. Ahmad Juntika, M.Pd. dan Dr. Setiawati, M.Pd., selaku penimbang yang telah memberikan bimbingan, arahan, masukan, dan motivasi kepada penulis dalam proses *judgement* program.
4. Para Dosen Program Studi Bimbingan Bimbingan dan Konseling yang telah memberikan ilmu dan pengalamannya hingga penulis mampu menyusun skripsi dengan penuh pertimbangan.
5. Fiji Indriany, S.Ap. dan Rahadian selaku staf administrasi Program Studi Bimbingan dan Konseling UPI yang telah membantu penulis dalam hal administrasi.
6. Kepala KP2SL yang telah memberikan izin kepada penulis untuk melaksanakan penelitian.
7. Kepala SMP Laboratorium-Percontohan UPI yang telah memberikan izin kepada penulis untuk melaksanakan penelitian.
8. Desi Widiarti, S.Pd. Gr., selaku Koordinator BK dan Fitriyani, S.Pd., selaku Guru BK SMP Laboratorium-Percontohan UPI yang telah membantu penulis selama proses pengambilan data sampai tahap *judgement* program.

9. Peserta didik kelas VIII di SMP Laboratorium-Percontohan UPI yang telah membantu penulis dan bekerja sama secara kooperatif dalam pengisian angket.
10. Kedua orang tua penulis, adik, dan keluarga yang senantiasa memberikan dukungan dalam proses penyelesaian skripsi.

Semoga Allah Swt. membalas seluruh kebaikan dengan limpahan Rahmat dan Karunia-Nya. *Aamiin Yaa Robbal'aalamiin.*

Bandung, Juli 2024  
Penulis,



Zulfani Nurfaridah  
NIM 2007381



## KATA PENGANTAR

Puji dan Syukur senantiasa dipanjatkan kepada Allah Swt. Atas rahmat dan karunia-Nya, penulis dapat menyelesaikan skripsi sebagai salah satu syarat memperoleh gelar sarjana. Shalawat dan salam senantiasa tercurah kepada Rasulullah Muhammad Salallahu ‘Alaihi wa Sallam.

“Program Bimbingan Belajar untuk Meningkatkan Resiliensi Akademik Peserta Didik” yang dibahas dalam skripsi ini merupakan wujud dari harapan dan cita-cita penulis dalam akhir perjalanan menjadi Sarjana Pendidikan dalam bidang keilmuan Bimbingan dan Konseling. Skripsi ini mendeskripsikan profil resiliensi akademik peserta didik dan memperoleh program bimbingan belajar untuk meningkatkan resiliensi akademik peserta didik yang telah melalui uji konseptual oleh akademisi dan praktisi. Penulis telah berupaya menyelesaikan setiap tahapan dengan optimal. Namun, penulis menyadari masih terdapat kekurangan dalam penulisan skripsi ini. Oleh karena itu, penulis menerima segala saran dan kritik agar dapat menjadi bahan perbaikan dan penyempurnaan seluruh isi skripsi.

Penulis berharap skripsi ini dapat bermanfaat bagi pembaca dalam rangka menambah wawasan mengenai program bimbingan belajar dan resiliensi akademik. Penulis berharap skripsi ini dapat memberikan kontribusi dalam perkembangan ilmu Bimbingan dan Konseling.

Bandung, Juli 2024  
Penulis,



Zulfani Nurfaridah  
NIM 2007381

## DAFTAR ISI

LEMBAR HAK CIPTA .....	i
LEMBAR PENGESAHAN .....	ii
LEMBAR PERNYATAAN .....	iii
ABSTRAK .....	iv
ABSTRACT .....	v
UCAPAN TERIMA KASIH .....	vi
KATA PENGANTAR .....	viii
DAFTAR ISI .....	ix
DAFTAR TABEL .....	xi
DAFTAR GAMBAR .....	xii
DAFTAR GRAFIK .....	xiii
DAFTAR LAMPIRAN .....	xiv
BAB I PENDAHULUAN .....	1
1.1 Latar Belakang Masalah .....	1
1.2 Rumusan Masalah Penelitian .....	7
1.3 Tujuan Penelitian .....	8
1.4 Manfaat Penelitian .....	8
1.5 Struktur Penulisan Skripsi .....	8
BAB II KAJIAN PUSTAKA .....	10
2.1 Konsep Resiliensi Akademik .....	10
2.1.1 Definisi Resiliensi .....	10
2.1.2 Definisi Akademik .....	13
2.1.3 Definisi Resiliensi Akademik .....	13
2.1.4 Sumber Resiliensi .....	14
2.1.5 Karakteristik Individu yang Memiliki Resiliensi .....	18
2.1.6 Aspek-aspek Resiliensi Akademik .....	19
2.1.7 Faktor-faktor Resiliensi Akademik .....	26
2.1.8 Alat Ukur Resiliensi Akademik .....	27
2.2 Program Bimbingan Belajar .....	28
2.2.1 Definisi Program Bimbingan dan Konseling .....	28
2.2.2 Definisi Bimbingan Belajar .....	29
2.2.3 Tujuan Bimbingan Belajar .....	30
2.2.4 Fungsi Bimbingan Belajar .....	30
2.2.5 Struktur Program Bimbingan Belajar .....	31
2.3 Penelitian Terdahulu yang Relevan .....	33
BAB III METODE PENELITIAN .....	38
3.1 Paradigma dan Pendekatan Penelitian .....	37
3.2 Metode dan Desain Penelitian .....	37
3.3 Partisipan Penelitian .....	38
3.4 Lokasi, Populasi, dan Sampel .....	38
3.4.1 Lokasi Penelitian .....	38
3.4.2 Populasi dan Sampel Penelitian .....	38
3.5 Pengembangan Instrumen .....	40
3.5.1 Analisis Definisi Konseptual Resiliensi Akademik .....	42
3.5.2 Definisi Operasional Variabel .....	46

3.5.3 Pengembangan Kisi-kisi Instrumen .....	47
3.5.4 Penskoran Data.....	50
3.5.5 Kategorisasi Data .....	51
3.5.6 Uji Rasional Instrumen .....	57
3.5.7 Uji Keterbacaan Instrumen .....	59
3.5.8 Uji Empiris Instrumen.....	59
3.6 Pengembangan Program Bimbingan Belajar .....	62
3.6.1 Penyusunan <i>Draft</i> Program Bimbingan Belajar.....	62
3.6.2 Uji Konseptual Program Bimbingan Belajar .....	63
3.7 Prosedur Penelitian.....	64
3.8 Teknik Analisis Data.....	66
BAB IV HASIL PENELITIAN DAN PEMBAHASAN .....	67
4.1 Hasil Penelitian .....	67
4.1.1 Profil Resiliensi Akademik Peserta Didik Kelas VIII di SMP Laboratorium-Percontohan UPI.....	67
4.1.2 Program Bimbingan Belajar untuk Meningkatkan Resiliensi Akademik Peserta Didik Kelas VIII di SMP Laboratorium- Percontohan UPI .....	71
4.2 Pembahasan.....	90
4.2.1 Profil Resiliensi Akademik Peserta Didik Peserta Didik Kelas VIII di SMP Laboratorium-Percontohan UPI.....	102
4.2.2 Program Bimbingan Belajar untuk Meningkatkan Resiliensi Akademik Peserta Didik Kelas VIII di SMP Laboratorium- Percontohan UPI .....	105
4.3 Keterbatasan Penelitian .....	108
BAB V SIMPULAN, IMPLIKASI, DAN REKOMENDASI .....	109
5.1 Simpulan Penelitian .....	109
5.2 Rekomendasi dan Implikasi Penelitian .....	110
DAFTAR PUSTAKA .....	111

## DAFTAR TABEL

Tabel 3.1	Partisipan Penelitian.....	38
Tabel 3.2	Populasi Penelitian.....	40
Tabel 3.3	Analisis Definisi Konseptual Resiliensi Akademik.....	42
Tabel 3.4	Kisi-kisi Instrumen Resiliensi Akademik.....	48
Tabel 3.5	Penskoran Data Instrumen Resiliensi Akademik.....	50
Tabel 3.6	Kategori Skor Akhir Resiliensi Akademik.....	52
Tabel 3.7	Kategori Persentase Aspek Resiliensi Akademik.....	53
Tabel 3.8	Profil Peserta Didik Tidak Resilien.....	53
Tabel 3.9	Profil Peserta Didik Cukup Resilien.....	54
Tabel 3.10	Profil Peserta Didik Resilien.....	54
Tabel 3.11	Profil Peserta Didik Sangat Resilien.....	55
Tabel 3.12	Interpretasi Kategori Resiliensi Akademik.....	56
Tabel 3.13	Hasil Uji Rasional Instrumen Resiliensi Akademik.....	58
Tabel 3.14	Simpulan Hasil Uji Rasional.....	58
Tabel 3.15	Analisis Unidimensionalitas.....	60
Tabel 3.16	Hasil Uji Validitas Instrumen Resiliensi Akademik.....	61
Tabel 3.17	Hasil Uji Reliabilitas Instrumen Resiliensi Akademik.....	62
Tabel 3.18	Hasil Uji Konseptual Program Bimbingan Belajar.....	64
Tabel 4.1	Deskripsi Kebutuhan Peserta Didik Kelas VIII di SMP Laboratorium Percontohan UPI.....	74
Tabel 4.2	Pengembangan Tema atau Topik.....	78
Tabel 4.3	Rencana Operasional Kegiatan Bimbingan Belajar.....	81
Tabel 4.4	Jadwal Kegiatan Bimbingan Belajar.....	86

## DAFTAR GAMBAR

Gambar 3.1	Prosedur Penelitian.....	65
------------	--------------------------	----

## DAFTAR GRAFIK

Grafik 4.1 Profil Umum Resiliensi Akademik Peserta Didik Kelas VIII di SMP Laboratorium-Percontohan UPI.....	67
Grafik 4.2 Profil Resiliensi Akademik Peserta Didik Kelas VIII di SMP Laboratorium-Percontohan UPI Berdasarkan Aspek.....	68
Grafik 4.3 Profil Resiliensi Akademik Peserta Didik Kelas VIII di SMP Laboratorium-Percontohan UPI Berdasarkan Indikator .....	69

## DAFTAR LAMPIRAN

Lampiran 1.1 Surat Keterangan Dosen Pembimbing.....	121
Lampiran 1.2 Surat Izin Penelitian.....	122
Lampiran 1.3 Surat Balasan Izin Penelitian.....	124
Lampiran 1.4 Surat Permohonan Judgement Instrumen.....	125
Lampiran 1.5 Surat Permohonan Judgement Program Bimbingan Belajar.....	126
Lampiran 1.6 Lembar Bimbingan Skripsi.....	129
Lampiran 1.7 Surat Rekomendasi Uji Plagiarisme.....	131
Lampiran 1.8 Surat Rekomendasi Ujian Sidang.....	132
Lampiran 2.1 Hasil Uji Rasional Instrumen Resiliensi Akademik.....	134
Lampiran 2.2 Hasil Uji Keterbacaan Instrumen Resiliensi Akademik.....	135
Lampiran 2.3 Instrumen Resiliensi Akademik.....	137
Lampiran 2.4 Pedoman dan Hasil Wawancara Guru BK.....	141
Lampiran 3.1 Hasil Uji Konseptual Program Bimbingan Belajar.....	146
Lampiran 3.2 Sampel RPL.....	153
Lampiran 4.1 Dokumentasi Penelitian.....	163
Lampiran 4.2 Riwayat Hidup Penulis.....	165

## DAFTAR PUSTAKA

- Abramson, L. Y., Seligman, M. E., & Teasdale, J. D. (1978). Learned helplessness in humans: critique and reformulation. *Journal of abnormal psychology*, 87(1), 49.
- Ager, A., Akesson, B., Stark, L., Flouri, E., Okot, B., McCollister, F., & Boothby, N. (2011). *The impact of the school-based Psychosocial Structured Activities (PSSA) program on conflict-affected children in northern Uganda*. *Journal of Child Psychology and Psychiatry*, 52(11), 1124–1133. doi:10.1111/j.1469-7610.2011.02407.x
- Aliyev, R., Akbaş, U., & Özbay, Y. (2021). Mediating Role of Internal Factors in Predicting Academic Resilience. *International Journal of School & Educational Psychology*, 1–16. doi:10.1080/21683603.2021.1904068
- Alva, S. A. (1991). Academic invulnerability among Mexican-American students: The importance of protective and resources and appraisals. *Hispanic Journal of Behavioral Sciences*, 13, 18–34.
- Angeles, Malvin D. (2021). A Literature Review of Resiliency and Academic Performance Among Students. *International Journal of Advanced Research (IJAR)*, 9(02), 475-481.
- Antonovsky, A. (1979). *Health, stress, and coping*. San Francisco, CA: Jossey-Bass.
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs: Prentice-Hall.
- Bandura, A. (1994). Regulative function of perceived self-efficacy. In M. G. Rumsey, C. B. Walker, & J. H. Harris (Eds.), *Personnel selection and classification* (pp. 261–271). Lawrence Erlbaum Associates, Inc.
- Banks, J., & Smyth, E. (2015). ‘Your whole life depends on it’: Academic stress and high-stakes testing in Ireland. *Journal of youth studies*, 18(5), 598-616.
- Baumrind, D. (2005). Patterns of parental authority and adolescent autonomy. *New Directions for Child and Adolescent Development*, 108, 61–69 <https://doi.org/10.1002/cd.128>
- Becker, B. E., & Luthar, S. S. (2002). Social-emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. *Educational psychologist*, 37(4), 197-214.
- Benard, B. (1991). *Fostering resiliency in kids: Protective factors in the family, school and community*. Portland, OR: Western Center for Drug-Free Schools and Communities.
- Benard, B. (2004). *Resiliency: What we have learned*. San Fransisco: WestEd.
- Bishop, J. B. (1992). The changing student culture: Implications for counselors and administrators. *Journal of College Student Psychotherapy*, 6, 37–57.
- Broadbent, J. (2017). Comparing online and blended learner’s self-regulated learning strategies and academic performance. *Internet and Higher Education*, 33, 24–32. <https://doi.org/10.1016/j.iheduc.2017.01.004>
- Cabeza Lorient, A. M. (2017). *A literature review on learned helplessness in school environments* (Master's thesis, Universitat Politècnica de Catalunya).



- Cappella, E., & Rhona, W. (2001). Turning around reading achievement predictors of high school student's academic resilience. *Journal of Educational Psychology*, 93(4), 758–771. <https://doi.org/10.1037/0022-0663.93.4.758>
- Cassidy, S. (2016). Development and validation of the Academic Resilience Scale-30 (ARS-30). *Australian Journal of Educational & Developmental Psychology*, 16(2), 127-142.
- Cheung, P. (2020). Teachers as role models for physical activity: Are preschool children more active when their teachers are active?. *European Physical Education Review*, 26(1), 101-110.
- Clauss-Ehlers, C. C. (2003). Promoting ecologic health resilience for minority youth: Enhancing health care access through the school health center. *Psychology in the Schools*, 40(3), 265-278.
- Coleman, N. (2014). Promoting resilience through adversity: Increasing positive outcomes for expelled students. *Educational Studies*, 41(1–2), 171–187. <https://doi.org/10.1080/03055698.2014.955741>
- Connor, K. M., & Davidson, J. R. T. (2003). Development of a new scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and anxiety*, 18(2), 76-82.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative (Fourth Edition)*. Boston: Pearson. [https://books.google.co.id/books/about/Educational\\_Research.html?hl=id&id=4PywcQAACAAJ&redir\\_esc=y](https://books.google.co.id/books/about/Educational_Research.html?hl=id&id=4PywcQAACAAJ&redir_esc=y).
- Creswell, J. W. (2014). *Research Design, Qualitatives, Quantitative, and MVIHed. Methods Approcahes (Fourth Edition)*. Los Angeles: SAGE. <https://us.sagepub.com/en-us/nam/research-design/book270550>.
- Depdikbud. (2004). *Petunjuk Pelaksanaan Bimbingan dan Konseling. Kurikulum SMA Dikdasen*. Jakarta.
- Devi, K. C., & Huwae, A. (2023). Self-esteem and academic resilience of student organization's functionaries: Changes in academic development. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 10(1), 33-40.
- Dijkstra, P., Kuyper, H., Van der Werf, G., Buunk, A. P., & van der Zee, Y. G. (2008). Social comparison in the classroom: A review. *Review of educational research*, 78(4), 828-879.
- Direktorat Jenderal Guru dan Tenaga Kependidikan. (2016). *Panduan Operasional Penyelenggaraan Bimbingan dan Konseling Sekolah Menengah Pertama (SMP)*. Jakarta: Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Guru dan Tenaga Kependidikan.
- Duckworth, A. (2013). *The key to success? Grit. Ted Talks Education: Interactive transcript*. [Online]. Diakses dari [http://www.ted.com/talks/angela\\_lee\\_duckworth\\_the\\_key\\_to\\_success\\_grit?language=en](http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit?language=en)
- Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York, NY: Random House.
- Elkadri H. *Ph.D. Thesis*. (2016). *Learned Helplessness, an Exploratory Study in Underachieving Adolescents*, The British University in Dubai; Academic City, Dubai.
- Elliott, E. S., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, 54(1), 5-12

- Emelia, S. R., Karmiyati, D., & Suryaningrum, C. (2021). Harga diri sebagai mediator pengaruh pola asuh otoritatif terhadap resiliensi remaja. *Psychological Journal: Science and Practice*, 1(2), 43-49.
- Fadjar. (2002). *Mahasiswa dan Budaya Akademik*. Bandung: Rineka.
- Fisher, W. P. (2007). Rating Scale Instrument Quality Criteria. *Rasch Measurement Transactions*, 21(1), 1080–1095.
- Gay, L.R., Mills, Geoffrey E., Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications (Tenth Edition)*. United States: Pearson Education.
- Ghufron, M. N., & Suminta, R. R. (2022). The Role of Epistemological Belief and Self-Regulation in Academic Procrastination of Muslim College Students. *Islamic Guidance and Counseling Journal*, 5(2), 104-118.
- Gillham, J. E., Reivich, K. J., Freres, D. R., Chaplin, T. M., Shatté, A. J., Samuels, B., ... Seligman, M. E. P. (2007). *School-based prevention of depressive symptoms: A randomized controlled study of the effectiveness and specificity of the penn resiliency program*. *Journal of Consulting and Clinical Psychology*, 75(1), 9–19. doi:10.1037/0022-006x.75.1.9
- Ginting, R. L. (2015). Program Bimbingan Belajar Untuk Mengembangkan Resiliensi Akademik Siswa Boarding School (Studi Deskriptif Terhadap Siswa SMA). *Jurnal Psikologi Konseling Vol*, 7(1).
- Goldstein, S. E., Boxer, P., & Rudolph, E. (2015). *Middle School Transition Stress: Links with Academic Performance, Motivation, and School Experiences*. *Contemporary School Psychology*, 19(1), 21–29. doi:10.1007/s40688-014-0044-4
- Goleman, D. (2002). *Working With Emotional Intelligence* (terjemahan). Jakarta: PT Gramedia Pustaka Utama.
- González, V., Sierra, M., Martínez, B., Martínez-Molina, A., & Ponce, F. (2015). An in-depth psychometric analysis of the Connor-Davidson Resilience Scale: calibration with Rasch-Andrich model. *Health and Quality of Life Outcomes*, 13. <https://doi.org/10.1186/s12955-015-0345-y>.
- Green, D., Oswald, M., & Spears, B. (2007). Teachers'(Mis) Understandings of Resilience. *International Education Journal*, 8(2), 133-144.
- Gross, J. J. (1999). Emotion and emotion regulation. *Handbook of personality: Theory and research*, 2, 525-552.
- Grotberg, E. H. (1995). *A guide to promoting resilience in children: Strengthening the human spirit* (Vol. 8). The Hague, Netherlands: Bernard van leer foundation.
- Gu, Q., & Day, C. (2007). Teachers' resilience: A necessary condition for effectiveness. *Teaching and Teacher education*, 23(8), 1302-1316.
- Hamalik, O. (2004). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara
- Hanewald, R. (2011). Reviewing the literature on at-risk and resilient children and young people. *Australian Journal of Teacher Education*, 36, 16 – 29.
- Henderson, N. & Milstein, M. M. (1996). *Resiliency in Schools: Making it Happen for Students and Educators*. Thousand Oaks, California: Corwin Press.
- Heppner, P. P., & Neal, G. W. (1983). Holding up the mirror: Research on the roles and functions of counseling centers in higher education. *The Counseling Psychologist*, 11, 81–89.

- Hodges, J. (2017). Building capabilities for change: the crucial role of resilience. *Development and learning in organizations: An International Journal*, 31(1), 5-8.
- Houston, S. (2010). *Building resilience in a children's home: results from an action research project*. *Child & Family Social Work*, 15(3), 357–368. doi:10.1111/j.1365-2206.2010.00684.x
- Hurd, N.M., Zimmerman, M.A. & Xue, Y. (2009). Negative Adult Influences and the Protective Effects of Role Models: A Study with Urban Adolescents. *J Youth Adolescence*, 38, 777–789. <https://doi.org/10.1007/s10964-008-9296-5>
- Hurlock, Elizabeth B. (1992). *Developmental psychology: a life span approach*. (5<sup>th</sup> ed.) Istiwidayanti & Soedjarwo, Terjemahan. Jakarta: Erlangga.
- Irfan Arif, M., & Mirza, M. S. (2017). Effectiveness of an Intervention Program in Fostering Academic Resilience of Students at Risk of Failure at Secondary School Level. *Bulletin of Education and Research*, 39(1), 251-264.
- Karreman, A., & Vingerhoets, A. J. J. M. (2012). Attachment and well-being: The mediating role of emotion regulation and resilience. *Personality and Individual Differences*, 53(7), 821–826. doi:10.1016/j.paid.2012.06.014
- Kemendikbudristek. (2022). *Panduan Implementasi Bimbingan dan Konseling untuk jenjang Pendidikan Dasar dan Menengah dalam Transformasi Kurikulum Merdeka*. Jakarta.
- Khomsah, N., Mugiarto, H., & Kurniawan, K. (2018). Pengaruh Layanan Konseling Kelompok Terhadap Resiliensi Siswa. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 7(2), 46-53. <https://doi.org/10.15294/ijgc.v7i2.19843>
- Khumairoh, I. B., Budiono, A. N., & Mutakin, F. (2024). Pengaruh Layanan Bimbingan Klasikal Teknik Assertive Training Terhadap Resiliensi Akademik Mahasiswa Bidikmisi Angkatan 2019. *Journal on Education*, 6(3), 15622-15631.
- Kim M, Shin K, Park S. (2023). Academic Helplessness and Life Satisfaction in Korean Adolescents: The Moderated Mediation Effects of Leisure Time Physical Activity. *Healthcare (Basel)*, 11(3):298. doi: 10.3390/healthcare11030298
- Kim, J. W., Lee, H.-K., & Lee, K. (2013). Influence of temperament and character on resilience. *Comprehensive Psychiatry*, 54(7), 1105–1110. doi:10.1016/j.comppsy.2013.05.0
- Kuldass, S., Hashim, S., & Ismail, H. N. (2014). Malaysian adolescent students' needs for enhancing thinking skills, counteracting risk factors and demonstrating academic resilience. *International journal of adolescence and youth*, 20(1), 32-47. <https://doi.org/10.1080/02673843.2014.973890>
- Kumalasari, D., Luthfiyani, N. A., & Grasiawaty, N. (2020). Analisis faktor adaptasi instrumen resiliensi akademik versi Indonesia: pendekatan eksploratori dan konfirmatori. *Jurnal Penelitian dan Pengukuran Psikologi: JPPP*, 9(2), 84-95.
- Kurian, N. (2012). Impact of resilience and role model influence on academic achievement of low socio-economic status adolescent students. *Indian Journal of Positive Psychology*, 3(3), 250.

- Kutlu, Ö., & Yavuz, H. C. (2016). Factors that play a role in the academic resilience of academicians. *Journal of Educational Science Research*, 6, 131–150. <https://doi.org/10.12973/jesr.2016.62.8>
- Kwek, A., Bui, T., Rynne, J., & So, K. (2013). The impacts of self-esteem and resilience on academic performance: An investigation of domestic and international hospitality and tourism undergraduate students. *Journal of Hospitality & Tourism Education*, 25(3), 110–122. <https://doi.org/10.1080/10963758.2013.826946>
- Lashley, C., & Barron, P. (2006). The learning style preferences of hospitality and tourism students: Observations from an international and cross-cultural study. *International Journal of Hospitality Management*, 25(4): 552–569. [Crossref](#).
- Li, C. C., Li, S. M., & Wei, C. F. (2019). The development and validation of academic resilience scale for undergraduate in Taiwan: Rasch analysis. *Advances in Social Science, Education and Humanities Research*, 369(1), 205–208. <https://doi.org/10.2991/ichess-19.2019.41>.
- Logan, T. M., & Guikema, S. D. (2020). *Reframing Resilience: Equitable Access to Essential Services*. *Risk Analysis*. doi:10.1111/risa.13492
- Lutfiyana, L., Tsani, D. F., & Tafrikan, M. (2022). Pengaruh kemandirian belajar dan resiliensi matematis terhadap kemampuan pemecahan masalah matematis Siswa. *Buana Matematika: Jurnal Ilmiah Matematika dan Pendidikan Matematika*, 12(1), 61-70.
- Marsudi, L. (2003). *Psikologi Pendidikan dan Bimbingan*. Malang: UNM Press.
- Martin, A. J. (2013). Academic buoyancy and academic resilience: Exploring ‘everyday’ and ‘classic’ resilience in the face of academic adversity. *School Psychology International*, 34(5), 488-500.
- Martin, A. J., & Marsh, H. W. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools*, 43(3), 267-281.
- Martin, A. J., & Marsh, H. W. (2009). Academic resilience and academic buoyancy: Multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. *Oxford Review of Education*, 35(3), 353-370.
- Masten, A.S., & Gewirtz, A.H. (2006). *Resilience in development: The importance of early childhood*. [Online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development; 2006:1-6. Diakses dari <http://www.child-encyclopedia.com/documents/Masten-GewirtzANGxp.pdf>.
- Masten, A. S. (2012). Risk and resilience in development. In P. D. Zelazo (Ed.), *Oxford handbook of developmental psychology*. New York: Oxford University.
- Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American psychologist*, 53(2), 205. <https://doi.org/10.1037/0003-066X.53.2.205>
- Masten, A.S. (2015b). Pathways to integrated resilience science. *Psychological Inquiry*, 26, 187-196. doi: 10.1080/1047840X.2015.1012041
- Mathibe, Goitseona E. (2015). The relationship between perceived parenting styles, resilience and emotional intelligence among adolescents. [Tesis, North-West University] <http://repository.nwu.ac.za/handle/10394/17416>

- McLaren, K. (2013). *The Art of Empathy: A Training Course in Life's Most Essential Skill*. Colorado: Sounds True.
- McMillan, J. H., & Reed, D. F. (1994). At-risk students and resiliency: Factors contributing to academic success. *The Clearing House*, 67, 137-40.
- Mirza, M. S., & Arif, M. I. (2018). Fostering Academic Resilience of Students at Risk of Failure at Secondary School Level. *Journal of Behavioural Sciences*, 28(1).
- Morales, E. E., & Trotman, F. K. (2011). *A focus on hope: 50 resilient students speak*. Rowman-Littlefield/University Press of America Press.
- Mufidah, A. C. (2017). The relationship between social support and resilience of BIDIKMISI students with self-efficacy mediation. *Jurnal Sains Psikologi*, 6(2), 68–74.
- Mullin, A. (2006). *Parents and Children: An Alternative to Selfless and Unconditional Love*. *Hypatia*, 21(1), 181–200. doi:10.1111/j.1527-2001.2006.tb00971.x
- Natawidjaja, R. (1987). *Approaches in Group Counseling*. Bandung: Syamil Cipta Media.
- Ningsih, Y. L., Misdalina, M., & Marhamah, M. (2017). Peningkatan Hasil Belajar dan Kemandirian Belajar Metode Statistika Melalui Pembelajaran Blended Learning. *Al-Jabar: Jurnal Pendidikan Matematika*, 8(2), 155. <https://doi.org/10.24042/ajpm.v8i2.1633>
- Nolan, A., Taket, A., & Stagnitti, K. (2014). Supporting resilience in early years classrooms: the role of the teacher. *Teachers and Teaching*, 20(5), 595–608. <https://doi.org/10.1080/13540602.2014.937955>
- Nolen-Hoeksema, S., Girgus, J. S., & Seligman, M. E. (1986). Learned helplessness in children: a longitudinal study of depression, achievement, and explanatory style. *Journal of personality and social psychology*, 51(2), 435.
- Nurani, P., Astriani, D., & Latipun. (2019). Problem focused coping as a moderator between extraversion personality and resilience on adolescents living in orphanages. *Advances in Social Science, Education and Humanities Research*, 304, 233–237. <https://doi.org/10.2991/acpch-18.2019.58>
- Nurihsan, J. (2003). *Dasar-dasar Bimbingan dan Konseling*. Bandung: Mutiara.
- Obradović, J. (2010). Effortful control and adaptive functioning of homeless children: Variable-focused and person-focused analyses. *Journal of Applied Developmental Psychology*, 31(2), 109-117.
- Organisation for Economic Co-operation and Development (OECD). (2011). *Against the odds: Disadvantaged students who succeed in school*. Paris: OECD Publishing.
- Organisation for Economic Co-operation and Development (OECD). (2016). PISA 2015 Assessment and Analytical Framework. [Online]. Diakses dari [https://www.oecd.org/en/publications/2017/08/pisa-2015-assessment-and-analytical-framework\\_g1g81b0f.html](https://www.oecd.org/en/publications/2017/08/pisa-2015-assessment-and-analytical-framework_g1g81b0f.html)
- Oxford University Press. (2023). *Definition of resilience noun from the Oxford Advanced Learner's Dictionary*. [Online]. Diakses dari <https://www.oxfordlearnersdictionaries.com/definition/english/resilience?q=resilience>

- Poerwanto, A., & Prihastiwi, W. J. (2017). Analisis prediktor resiliensi akademik siswa sekolah menengah pertama di Kota Surabaya. *PSIKOSAINS: Jurnal Penelitian Dan Pemikiran Psikologi*, 12(1), 45-56.
- Prayitno. (2000). *Layanan Bimbingan dan Konseling Kelompok Dasar dan Profil*. Jakarta: Ghalia Indonesia.
- Purba, A. A., & Harahap, A. C. P. (2023). 10. Efektivitas Layanan Bimbingan Kelompok Untuk Meningkatkan Resiliensi Akademik Mahasiswa. *G-Couns: Jurnal Bimbingan dan Konseling*, 7(02), 252-260.
- Puspitasari, D. (2020). *Pengaruh Layanan Bimbingan Kelompok Terhadap Resiliensi Akademik Pada Siswa Penggemar K-Pop di Kelas VIII SMP Negeri 39 Medan* (Doctoral dissertation, Universitas Negeri Medan).
- Putri, W. C., & Nursanti, A. (2020). The relationship between peer social support and academic resilience of young adult migrant students in Jakarta. *International Journal of Education*, 13(2), 122-130.
- Rahmawati, A. P. (2012). *Perbedaan tingkat resiliensi pada remaja di SMA Dr. Musta'in Romly Payaman Lamongan: Studi komparasi antara remaja dari keluarga yang orang tuanya menjadi TKI dengan keluarga yang orang tuanya bukan TKI* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Ramdani, R., Hanurawan, F., Ramli, M., Lasan, B., & Afdal, A. (2021). Development and Validation of Indonesian Academic Resilience Scale Using Rasch Models. *International Journal of Instruction*. <https://doi.org/10.29333/iji.2021.1417a>.
- Raufelder, D., Regner, N., & Wood, M. A. (2018). Test anxiety and learned helplessness is moderated by student perceptions of teacher motivational support. *Educational Psychology*, 38(1), 54-74.
- Reivich, K., & Shatte, A. (2002). *The resilience factor: 7 keys to finding your inner strength and overcoming life's hurdles*. Harmony.
- Rich, B. A., Starin, N. S., Senior, C. J., Zarger, M. M., Cummings, C. M., Collado, A., & Alvord, M. K. (2022). Improved Resilience and Academics Following A School-based Resilience Intervention: A Randomized Controlled Trial. *Evidence-Based Practice in Child and Adolescent Mental Health*, 8(2), 252–268. <https://doi.org/10.1080/23794925.2022.2025630>
- Rini, D. P., & Astuti, B. (2023, March). The role of peer support and self-esteem on resilience. In *The International Seminar on Delivering Transpersonal Guidance and Counselling Services in School (ISDTGCCS 2022)* (pp. 98-106). Atlantis Press.
- Rudd, G., Meissel, K., & Meyer, F. (2021). Measuring academic resilience in quantitative research: A systematic review of the literature. *Educational Research Review*, 34, 100402.
- Rutter, M. (1990). Psychosocial resilience and protective mechanisms. In J. Rolf, A. Masten, D. Cicchetti, K. Nuechterlein, & S. Weintraub (Eds.), *Risk and protective factors in the development of psychopathology*. New York, NY: Cambridge University Press
- Rutter, M. (2006). The Promotion of Resilience in the Face of Adversity. In A. Clarke-Stewart & J. Dunn (Eds.), *Families count: Effects on child and adolescent development* (pp. 26–52). Cambridge University Press. <https://doi.org/10.1017/CBO9780511616259.003>

- Sandoval-Hernández, A., & Białowolski, P. (2016). Factors and conditions promoting academic resilience: a TIMSS-based analysis of five Asian education systems. *Asia Pacific Education Review*, 17(3), 511-520.
- Santrock, John W. (2019). *Adolescence (Seventeenth Edition)*. New York: McGraw-Hill Education.
- Sarwono, J. (2006). *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Sarwono, J. (2015). *Rumus-rumus Populer dalam SPSS 22 untuk Riset Skripsi*. Yogyakarta: Andi Offset.
- Seligman, M. E. P. (1990). *Learned optimism: How to change your mind and your life*. New York, NY: Vintage Books
- Seligman, M. E., & Maier, S. F. (1967). *Failure to escape traumatic shock*. *Journal of Experimental Psychology*, 74(1), 1–9. doi:10.1037/h0024514
- Setyawan, I. (2017) Peran kelekatan pada orang tua terhadap pemaafan siswa sekolah menengah pertama. *Proyeksi*, 12 (2),1 – 8.
- Shertzer, B., & Stone, S. C. (1981). *Fundamentals of Guidance (4th ed.)*. Boston, MA: Houghton Mifflin.
- Smith, B. W., Maitner, A. T., & Pilkonis, P. A. (2008). The brief resilience scale: Assessing the capacity for recovery from stress. *Journal of psychiatric research*, 42(5), 393-398
- Smith, J., & Prior, M. (1995). *Temperament and Stress Resilience in School-Age Children: A Within-Families Study*. *Journal of the American Academy of Child & Adolescent Psychiatry*, 34(2), 168–179. doi:10.1097/00004583-199502000-00012
- Sugiyono (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabet.
- Sumintono, B., & Widhiarso, W. (2014). *Aplikasi Model Rasch untuk Penelitian Ilmu-Ilmu Sosial*. Trim Komunikata Publishing House
- Syah, M. (2008). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT. Remaja Rosdakarya.
- Theron, L.C. & Theron, A.M. (2011). *Culturally embedded meaning making: an exploration of how young resilient South African adults confront suffering*. Paper presented at the 2nd International Making Sense of Suffering Conference, Prague, Czech Republic.
- Tohirin. (2009). *Bimbingan dan Konseling di Sekolah dan Madrasah (Berbasis Integrasi)*. Jakarta: PT. Raja Grafindo Persada.
- Trissaputri, D. H., & Soetjningsih, C. H. (2024). Kelekatan pada Orangtua dan Resiliensi Pada Mahasiswa Baru Universitas Kristen Satya Wacana yang Berasal dari Luar Pulau Jawa. *Innovative: Journal Of Social Science Research*, 4(1), 11075-11085.
- Ungar, M. (2012). Resilience in Youth: Pathways to Positive Development. *American Psychologist*.
- Ungar, M. (Ed.). (2005). *Handbook for working with children and youth: Pathways to resilience across cultures and contexts*. Thousand Oaks: Sage Publications.
- Valås H. (2001). Learned helplessness and psychological adjustment: Effects of age, gender and academic achievement. *Scandinavian. J. Educ. Res. Sci*, 45:71–90. doi: 10.1080/00313830020042689

- Van Breda, A. D. (2018). A critical review of resilience theory and its relevance for social work. *Social Work, 54*(1), 1-18.
- Vinayak, S., & Judge, J. (2018). Resilience and empathy as predictors of psychological wellbeing among adolescents. *International Journal of Health Sciences and Research, 8*(4), 192-200.
- Wagnild, G. M., & Young, H. M. (1993). Development and psychometric evaluation of the Resilience Scale. *Journal of Nursing Measurement, 1*(2), 165-178.
- Walsh, F. (2006). *Strengthening family resilience*. New York: Guilford Publication.
- Wang, M. C., & Gordon, E. W. (1994). Epilogue: Educational resilience—Challenges and prospects. *Educational resilience in inner-city America: Challenges and prospects, 191-194*.
- Wang, M., Haertel, G.D. & Walberg, H.J. (1997). *Fostering Educational Resilience in Inner-City Schools*, LSS Publication Series (4).
- Waxman, H. C., Gray, J. P., & Padron, Y. N. (2003). *Review of research on educational resilience*. Research Report. Washington: Center for Research on Education, Diversity & Excellence (CREDE).
- Waxman, H. C., Padrón, Y. N., Shin, J. Y., & Rivera, H. H. (2008). Closing the Achievement Gap Within Reading and Mathematics Classrooms by Fostering Hispanic Students-Educational Resilience. *International Journal of Educational and Pedagogical Sciences, 2*(4), 429-439.
- Wayman, J.C. (2002). The utility of educational resilience for studying degree attainment in school dropouts, *Journal of Educational Research, 95*(167-178).
- Wolin, S. J., & Wolin, S. (1993). *The resilient self: How survivors of troubled families rise above adversity*. New York: Villard.
- World Health Organization (WHO). (1996). *Health Promoting School*. WHO: Manilla.
- Wulandari, W., & Kumalasari, D. (2022). RESILIENSI AKADEMIK PADA MAHASISWA: BAGAIMANA KAITANNYA DENGAN DUKUNGAN DOSEN?. *Jurnal Psikologi Malahayati, 4*(1), 19-30.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *The modern language journal, 75*(4), 426-439.
- Yusuf L.N, S & Nurihsan, A. J. (2014). *Landasan Bimbingan dan Konseling*. Bandung: PT Remaja Rosdakarya.
- Yusuf L.N, S. (2017). *Psikologi Perkembangan Anak & Remaja*. Bandung: Remaja Rosdakarya.
- Zeidner, M. (1995). Coping with examination stress: Resources, strategies, outcomes. *Anxiety, stress, and coping, 8*(4), 279-298.
- Zulfikar, Z., Hidayah, N., Triyono, T., & Hitipeuw, I. (2020). Development study of academic resilience scale for gifted young scientists education. *Journal for the Education of Gifted Young Scientists, 8*(1), 343-359.