



## Mapping Academic Resilience Profiles Among High School Students: Implications for Learning Guidance Services

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**Abstract.** Academic resilience is an important aspect of student development that reflects how students cope with academic pressure and continue to perform despite challenges. This study aimed to describe the academic resilience profile of Grade XI students at SMA Negeri 2 Subang. A quantitative descriptive approach was applied involving 347 students from 12 classes. Data were collected using the Academic Resilience Scale based on the framework of Martin and Marsh, and analyzed using descriptive statistics such as mean, frequency, and percentage. The results show that students generally have a good level of academic resilience, although slight variations exist between classes. Overall, students demonstrate the ability to stay motivated, manage academic stress, regulate emotions, and persist in completing learning tasks despite difficulties. The findings also indicate that academic resilience is shaped not only by individual factors but also by support from family, school environment, teachers, and peers. These results highlight the importance of strengthening guidance and counseling services to support students' adaptive learning strategies and psychological well-being in educational settings.

**Keyword:** Academic Resilience; Profile; Students



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### Introduction

Students, as central actors within the educational process, are continuously exposed to a range of challenges arising from both academic and social contexts (Martin, 2013; Syahril, Krismona, Yanti, et al., 2025). A recurring concern in educational practice is students' limited capacity to maintain persistence and adaptability when confronted with demanding situations, including academic pressure, heavy coursework, and obstacles encountered during the learning process (Cui et al., 2023; Mawdsley & Willis, 2023). Inability to effectively cope with such academic challenges may indicate low academic resilience, which is commonly reflected in poor adaptive functioning, a greater tendency to withdraw when facing difficulties, and inadequate management of academic stressors (Cui et al., 2023). Resilience is generally conceptualized as an individual's ability to respond to, regulate, and transform life adversities into constructive and adaptive outcomes (Rossetto & Martin, 2022). Within educational settings, academic resilience refers to students' capacity to sustain adaptation, persistence, and academic achievement despite experiencing significant academic pressure and adversity.

Resilience is conceptualized as a dynamic process through which individuals respond to, regulate, and overcome diverse forms of adversity, including stress, disruption, challenges, and life crises, allowing them to sustain adaptive psychological and social functioning (Luthar et al., 2021; Wu et al., 2013). Within the psychological framework, resilience serves as a protective mechanism that facilitates the development of coping strategies and adaptive capacities when individuals encounter adverse conditions (Southwick et al., 2014). Rather than being exclusive to certain individuals or groups, resilience is regarded as a developmental potential inherent in every individual, particularly among adolescents who are highly susceptible to academic, social, and emotional stressors during their developmental transition (Arslan & Coşkun, 2023; Romano et al., 2021). Adolescents with higher levels of resilience tend to exhibit stronger social competence,

effective problem-solving skills, critical thinking abilities, initiative, and a more positive future orientation, all of which reflect adaptive functioning in the face of life challenges (Zhou et al., 2020; Wu et al., 2013). These adaptive capacities play a significant role in enabling adolescents to preserve psychological well-being and maintain effective social functioning despite experiencing various developmental pressures.

Students demonstrating higher levels of academic resilience are generally more capable of managing stress and sustaining academic achievement despite exposure to substantial learning demands and educational pressures (García-Crespo et al., 2021). Academic resilience further serves as a protective mechanism that reduces students' vulnerability to adverse consequences resulting from academic challenges, such as diminished learning motivation, heightened anxiety, and difficulties in coping with psychological stress (García-Crespo et al., 2021). In addition, students with strong academic resilience tend to maintain concentration and active engagement in learning activities even when experiencing anxiety sensitivity. Empirical evidence also indicates a negative association between academic resilience and school burnout, suggesting that students with stronger adaptive abilities are less likely to experience severe academic fatigue and emotional exhaustion related to school demands (Bilgiz & Peker, 2021; Strait et al., 2020). Martin (2013) argued that highly resilient students are more capable of preventing major negative outcomes because they possess stronger adaptive functioning, more effective emotional regulation, and more constructive coping strategies in dealing with academic adversity.

Academic resilience has emerged as a significant construct in the field of guidance and counseling due to its association with students' capacity to withstand, adapt to, and overcome various academic pressures, challenges, and obstacles encountered throughout the learning process (Kim & Lee, 2021; Pascoe et al., 2020). Within the framework of guidance and counseling services, the development of academic resilience is closely connected to the learning guidance domain, which aims to facilitate the enhancement of students' learning competencies, adaptive coping abilities, and strategies for responding effectively to academic demands (Kikas & Tang, 2019). Learning guidance services are intended to support students in identifying their personal potential, cultivating effective study habits, and strengthening academic competencies that contribute to educational achievement (Syahril et al., 2025). Moreover, developmental tasks emphasized in guidance and counseling highlight the importance of self-development, academic preparedness, and the ability to navigate future educational and career-related challenges. This perspective underscores that the ability to persist and adapt under academic pressure constitutes a crucial component of student development within educational environments (Wang & King, 2025). Accordingly, academic resilience represents an essential construct in guidance and counseling because it contributes to sustaining students' academic engagement, managing academic adversity, and promoting optimal academic development (Cassidy et al., 2023). Based on these considerations, the present study seeks to examine the profile of students' academic resilience.

Recent studies on academic resilience have predominantly examined its relationship with academic stress, burnout, psychological well-being, learning motivation, and student engagement in educational activities (García-Crespo et al., 2021; Cassidy et al., 2023). In addition, academic resilience has frequently been identified as a protective factor that strengthens students' adaptive capacity in responding to increasingly complex academic pressures and educational demands (Buttazzoni, 2022; Wang & King, 2025). Despite the growing body of literature, empirical studies specifically addressing the profile of students' academic resilience within the context of guidance and counseling services remain limited, particularly in Indonesian educational settings. In fact, identifying students' academic resilience profiles is essential for enabling guidance and counseling teachers to develop a more comprehensive understanding of students' conditions as a basis for designing developmentally appropriate interventions and services. Therefore, the novelty of this study lies not only in conceptualizing academic resilience as a psychological construct, but also in positioning it as a foundational basis for developing contextual, preventive, and student needs-based guidance and counseling services in the learning domain.

## Method

This study employed a quantitative approach with a descriptive design to explore and map students' levels of academic resilience based on empirical data obtained through standardized measurement. A descriptive quantitative design was selected because the study focused on objectively describing the characteristics of the variable without involving manipulation or experimental treatment of the research participants.

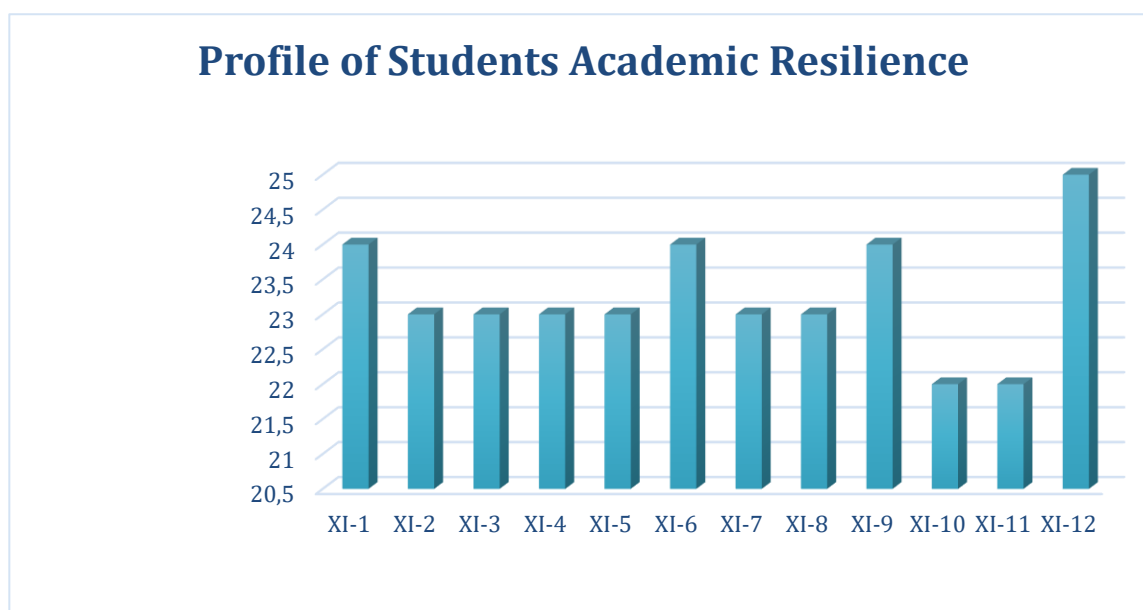
The study was conducted at SMA Negeri 1 Subang and involved 347 students as research participants. The participants were recruited from the population of actively enrolled students to obtain data representation that reflected the academic context of senior high school education.

Data were collected using the Academic Resilience Scale developed based on the conceptual framework of academic resilience proposed by Andrew J. Martin and Herbert W. Marsh (2006). The instrument was designed to assess students' capacity to maintain academic engagement, cope with learning-related pressures, respond adaptively to failure, and sustain academic performance under challenging circumstances. All items were constructed using a Likert-type scale to capture variations in participants' responses more accurately.

Prior to the implementation of the study, the instrument underwent psychometric evaluation through validity and reliability testing to ensure the quality of measurement. The data were analyzed using descriptive statistical techniques, including mean scores, standard deviations, frequency distributions, percentages, and score categorization, in order to provide a comprehensive interpretation of students' academic resilience profiles.

## Results and Discussions

The academic resilience profile was obtained from the distribution of the Academic Resilience Scale administered to eleventh-grade students. A total of 347 students participated in completing the scale, representing 12 classes ranging from XI-1 to XI-12. A detailed overview of the academic resilience profile of eleventh-grade students at SMA Negeri 2 Subang is presented in Figure 1 below.



**Figure 1.** General Profile of Students' Academic Resilience at SMA Negeri 2 Subang

Based on Figure 4.1, Class XI-12 demonstrated the highest average academic resilience score ( $M = 25$ ), whereas Classes XI-10 and XI-11 recorded the lowest average scores ( $M = 22$ ). Despite differences in mean scores across classes, all classes remained within the good category of academic resilience. These findings suggest that students generally possess sufficient adaptive capacity to cope with academic demands and pressures encountered within the school environment. Students with strong academic resilience are typically able to maintain learning engagement, manage academic stress effectively, and remain motivated and persistent in completing academic tasks despite facing various learning-related challenges (Ye et al., 2022; Yu et al., 2024). In addition, highly resilient students tend to demonstrate stronger emotional regulation, self-control, and adaptive coping strategies, enabling them to respond constructively to failure and challenging academic situations (Padmanabhanunni et al., 2023). Such abilities contribute to psychological stability and help sustain academic performance when students encounter complex forms of academic adversity (Volante & Klinger, 2023). Therefore, the classification of all classes within the resilient category indicates that students have generally developed positive adjustment capacities in dealing with academic dynamics in educational settings.

Students with high levels of academic resilience are more likely to interpret failure as part of the learning process and use such experiences to improve their learning strategies in facing academic challenges (Janssen & Van Atteveldt, 2023). Within educational contexts, academic resilience contributes to reducing academic stress, maintaining learning motivation, and strengthening students' adaptability toward various academic pressures (Schönfeld & Mesurado, 2025). Furthermore, resilient students commonly exhibit stronger self-regulation, personal responsibility, and confidence in their ability to overcome difficulties through consistent effort and adaptive coping strategies (Schönfeld & Mesurado, 2025). Consequently, academic resilience serves as an essential protective factor that supports students in responding to academic adversity in a constructive and positive manner.

Academic resilience profiles reflect the characteristics and multiple factors that influence students' abilities to cope with pressures, barriers, and challenges throughout the educational process (Darabi et al., 2023). Students' capacity to persist and adapt when facing academic adversity is shaped by the interaction of personal, family, and social environmental factors (Theron et al., 2025). Individual factors include learning motivation, self-efficacy, emotional regulation, adaptive thinking skills, and persistence in completing academic responsibilities. Family support also plays an important role through positive communication, supportive parenting practices, emotional attention, and harmonious interpersonal relationships, all of which contribute to the development of students' academic resilience (Koper et al., 2022). In addition, school and social environments significantly influence resilience development, particularly through teacher support, positive peer relationships, and participation in social or community activities that strengthen students' adaptive capacities when dealing with academic pressures (Lai et al., 2022). Students who receive strong social support are generally better able to adjust to changes in academic environments, develop effective learning strategies, and demonstrate more adaptive coping skills in managing academic difficulties.

The findings of this study further confirm that academic resilience plays a crucial role in helping students navigate academic pressures and educational demands (Yu et al., 2024). Students with strong academic resilience tend to demonstrate better adaptability, emotional regulation, and coping abilities, allowing them to maintain learning motivation and engagement despite encountering academic obstacles (Arslan & Coşkun, 2023). These findings indicate that academic resilience is not merely related to the ability to endure hardship, but also to students' capacity to generate positive and constructive responses toward academic adversity (Raine et al., 2023). In addition to individual characteristics, family support, school climate, social relationships, and involvement in supportive environments contribute substantially to the strengthening of students' academic resilience (Ranjbar Noori & Noori, 2024). Therefore, guidance and counseling services, particularly within the learning guidance domain, have a strategic role in designing programs that foster students' academic adaptability, self-regulation, and problem-solving abilities as part of broader efforts to support both academic achievement and psychological well-being.

## Conclusions and Suggestion

The findings of this study indicate that students of Grade XI at SMA Negeri 2 Subang generally demonstrate a good level of academic resilience. This suggests that most students are able to adapt to various academic demands and pressures encountered during the learning process. Such resilience is reflected in their ability to maintain learning motivation, manage academic stress, and persist in completing school tasks despite facing various difficulties. Students with higher academic resilience also tend to exhibit better emotional regulation, persistence, and adaptive responses when dealing with academic challenges.

Furthermore, the study highlights that academic resilience is not solely determined by individual factors but is also shaped by external support systems, including family, school environment, teachers, and positive peer relationships. Therefore, guidance and counseling services play a crucial role in fostering students' ability to cope with academic pressures, enhance problem-solving skills, and develop effective coping strategies. In this regard, academic resilience serves as an essential foundation for promoting students' academic success and psychological well-being in a sustainable manner.

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