

Meaning of Teachers' Strategies for Guidance and Counseling to Strengthen Students' Resilience

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ARTICLE INFO

Article history:

Accepted: 27 November, 2025

Available online: September-December, 2025

Keywords:

counseling guidance; service; resilience; strategy



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ABSTRACT

This study aims to analyze the meaning of guidance and counseling teachers' strategies in strengthening students' resilience. This study uses a qualitative approach with a phenomenological design. The research was conducted at SMA Negeri 10 Seram Barat. The research participants consisted of guidance and counseling teachers as well as students. Data were collected through observation, interviews and documentation, while data analysis techniques included data condensation, data analysis techniques, data presentation, and the drawing and verification of conclusions. The findings showed that students at SMA Negeri 10 Seram Bagian Barat demonstrate varying levels of resilience; some exhibit strong resilience, while others show less effective resilience. This is seen in the activities of students in the learning process and behavior in the school environment. Meanwhile, the service strategies used to strengthen the resilience of SMA Negeri 10 Seram Barat students are individual counseling services, group counseling, consultation and home visits. These strategies serve as a framework for delivering support services and providing educational guidance to students. Overall, the implemented strategies hold positive significance in reinforcing students' resilience in their daily lives.

INTRODUCTION

Problems in students are often faced by every individual. They come in a variety of forms, ranging from simple to complex. Even individuals are burdened and have difficulty in overcoming it. Difficulties experienced by individuals can be in the form of poor study habits, difficulty understanding material, anxiety during exams, difficulty planning and managing time to complete assignments, and even inconsistent class attendance (Maryland University Counselling Centre, 2019). If individuals are unable to adapt to existing difficulties, academic indiscipline will arise.

Various pressures in the school environment certainly require high resilience in individuals to survive difficult situations and conditions. Each individual will still strive to complete his or her responsibilities. This kind of resilience is called resilience, which means Waxman, Gray, & Padron (2003) as the ability to adapt and thrive on almost any difficulties experienced. In line with that, Mallick & Kaur (2006) Explain resilience as the ability to handle difficulties and stress experienced in the context of their lives such as pressure and stress in facing tests and difficulties in doing tasks.

Resilience according to Gilligan (2007) is the ability of individuals to respond to difficulties faced as adaptive behavioral success and can demonstrate personal qualities, as well as continue to evolve beyond expectations during difficult times. Rojas (2015) explained that there are two conditions that can increase resilience in individuals. First, the experience of difficulties and obstacles that individuals have experienced and have affected them. Second, individuals can adapt to

difficulties, responsibilities, obstacles and setbacks that cause them to become more resilient. So, every individual who has strong resilience is able to live the reality of his life. The resilience of each individual is not only influenced by internal factors, such as motivation and fighting spirit. However, it is also strongly related to external factors outside of the individual, such as the influence of the environment in which they live. Geography, norms, social, customs, and culture of the surrounding community will affect the state of the community (Priyatni, 2020).

Resilience problems are also experienced by students at SMA 10 Seram Barat. Based on the results of the initial interview with BK teachers at the school, it shows that some students still have the maximum level of resilience in their respective classes. Students are not able to solve their own problems, lack of initiative in completing assignments, some feel pressured, and even students feel difficult with demands due to many school rules, feel pressured. In addition, there are difficulties in understanding the material taught by the teacher. There are also students who are not ready to learn because they have no intention to learn. In fact, students should be able to adapt and upgrade themselves, especially in fields with technological developments.

Resilience is crucial for students in the school environment. The school environment as a place that allows students to strive to improve and develop resilience. School is a significant place in developing student resilience. As mentioned by Milstein (2013) Describing there are six stages that are quite strategic in developing student resilience, the first is to strengthen relationships, this is related to good student association in schools. The second is to build resilience is to maintain consistency with existing regulations in schools. The third is to teach life skills consisting of cooperation and conflict resolution that takes place in a healthy manner. These four are related to giving an award and even a positive encouragement to students. Likewise, the fifth stage in helping a development of student resilience is to give and convey high expectations. The sixth stage of the strategy built is to provide a responsibility for students to participate well in the environment.

The resilience of Indonesians as quoted from *published on* the Indonesian media in its info on June 13, 2021. Resilience data is described as the results of research from the Indonesian Faculty of Psychology show that the average resilience possessed by Indonesians is in the low category. The data means that Indonesians tend to generally not withstand various pressures or endure pain. Likewise, Indonesians are quick to be pessimistic to look to the future for the future. Likewise, the data is explained when faced with or experiencing a situation that pressures individuals to be hit quickly (<https://m.mediaindonesia.com>).

Based on the results of an initial interview conducted with one of the counseling guidance teachers at SMA Negeri 10 Seram Barat on March 20, 2025. According to him, the problem of low resilience still occurs in the school. The BK teacher said that the inability of students to manage their resilience so that students are unable to adapt to all the pressure that comes from friends around them makes students less confident and comes to violent acts that arise due to low resilience. In addition, according to BK teachers, low resilience causes students, especially class X, to strive to improve themselves to face more difficult learning dynamics. For example, mathematics, chemistry and other subjects that should require strong endurance and this is specifically for students who are seen to have low resilience.

In addition, an initial interview was also conducted with the principal of SMA Negeri 10 SBB. The data submitted that the problem of low resilience was found in students whose parents went abroad and were entrusted by their siblings or with opa and oma. Based on my notes, in class XI Social Sciences there are 3 children, class XII Social Sciences 2 there are 2 children and class XII in Natural Sciences there are 5 children who seem to lack resilience in themselves. The reality is found that students who do not have the initiative as an effort to manage emotions towards the surrounding environment, for example, if they are invited to fight with friends, they will definitely join and have an impact on bullying behavior to friends in class. In addition, there is one student who is not able to play a proactive role in managing all challenges or pressures that come, for example, students are quickly shaken when there are assignments from teachers that should be collected on time. In addition, these seven children have a less optimistic attitude in showing their abilities in class. For example, there are assignments that have been made but are afraid that the answer is wrong, even students are found to be not enthusiastic in learning so they skip and do not do certain subject assignments. The existing reality can provide an assumption that there are students who have resilience problems.

The reality that occurs in the school is related to the problem of ineffective resilience in students. This behavior was strengthened through the results of initial observations made by researchers on April 30, 2025. It comes to the researchers' observation that there are negative behaviors that are not liked by others and have an impact on triggering recidivism problems at school, for example, there are still ridicule that happen to certain friends so that students feel uncomfortable and some withdraw to sit alone in a quiet place. The reality of resilience that exists provides information that schools must strive through the role of teachers with their duties to overcome the problem of student resilience. The role of the intended teacher includes the guidance and counseling teacher. The presence of BK

teachers with various service strategies that are fed can contribute to efforts to overcome the problem of low resilience.

In line with this, the implementation of guidance and counseling services at SMA Negeri 10 Seram Barat must be improved in order to carry out a guidance and counseling service strategy by paying attention to various programs and activities that can help students in overcoming the problems they are facing. Therefore, it needs to be understood that guidance and counseling is an assistance service for students both individually and in groups to be able to be independent and develop optimally in the field of personal life development, social life, learning ability and career planning through various types of services and supporting activities based on the norms that apply to guidance and counseling.

The strategy of guidance and counseling teachers at SMA 10 Seram Barat has not been effective and efficient. Where there are still problems of low resilience and have an impact on negative behavior, including bullying and aggressiveness. The strategy of BK teachers has not been seen and implemented in prevention efforts. In fact, when the problem has occurred, it is handled in the BK Room. Even though there are still many strategies that can be carried out as a preventive effort for the students concerned in accordance with the programs and service activities at SMA Negeri 10 Seram Barat. Based on this situation and conditions, the strategy of BK teachers is the main goal of the research. It is hoped that this study can find out what strategies BK teachers use to overcome resilience problems so that they can provide appropriate and targeted service assistance

Based on the background description above, it is still very broad, therefore in this study, it is limited to the Meaning of *BK Teachers' Strategies in Strengthening Student Resilience (Phenomenological Study)*.

METHODS

This research uses qualitative research with a type of phenomenology, This research is located at SMA Negeri 10 Seram Barat. The informants in this study are BK teachers, students and school principals. Data collection techniques using observation, interviews and documentation. While the model analysis technique Miles, M. B. et al (2018) It consists of three main stages, namely data condensation, data presentation, and conclusion drawing and verification.

RESEARCH AND DISCUSSION

Student Resilience at SMA Negeri 10 Seram Barat

Resilience inherent in a person will certainly be achieved through various characteristics in individuals. Characteristics that indicate an individual has effective resilience according to Jocelan (1997), namely individuals who are free, not bound, have above-average intelligence, have a positive attitude, are optimistic, have strong self-awareness, have varied desires and participate in various social activities. In relation to academic resilience, Cassidy (2015) mapping it in three aspects of resilience. First, perseverance that describes individuals who work hard, focus on the process of goals, and have persistence. Second, seek adaptive help that is able to reflect on their strengths and weaknesses and can seek help. Third, negative influences and emotional responses which are negative images of anxiety, negative emotions, optimism and acceptance that individuals have throughout life.

In fact, the various problems faced by students make them unable to get out of the burden of their lives. The low resilience of students in the face of various pressures is evident in the world of education. As a result of this burden, students can experience various problems. This is proven by the results of research from Princess (2018) that students experience stress due to the pressure of academic load. In addition, students will be anxious, learning achievement will decrease, learning motivation is low to *Burnout* (Alawiyah, 2020). If this is not overcome immediately, then students will become individuals who do not have the ability to survive in facing various circumstances.

To overcome this, the right strategy is needed. This can be done by overcoming strengthening resilience in students. Resilience is basically an individual's ability to adapt to certain conditions. This is in line with what is explained Harahap et al., (2020) That resilience is the ability of a person or group to face, prevent, minimize, and even eliminate impacts that are detrimental to themselves is something that needs to be overcome. Thus, students' resilience needs to be increased because it has benefits for them. The benefits of resilience for students can be proven by several previous studies, including increasing self-esteem (Sholichah et al., (2019), helping students' learning satisfaction (Kumalasari & Akmal, 2020) Able to adapt positively (Mir'atannisa et al., 2019), able to forgive failures (Setyawan, 2021), helps reduce stress (Budiwati & Oktavianto, 2020), as well as helping to increase interest in learning (Cahyani et al., 2018).

The resilience possessed by each student at SMA Negeri 10 Seram Barat is different. Students who are present in the climate at school must adapt and survive the challenges of admission with all the dynamics that are built. The existing reality is reviewed based on the theory of resilience according to Reivich dan Shatté (2002) It consists of 7 indicators, namely: emotion regulation,

impulse control, optimism, empathy, causal analysis, self-efficacy, and reaching out. Resilience indicators in general and developed based on the dynamics that took place at SMA Negeri 10 Seram Barat. The data that has been analyzed can be discussed as follows

Emotional regulation is an individual's ability to remain calm under any pressure. Individuals who are able to control and contain emotions, negative or positive appropriately are points of resilience. The reality of emotion regulation in relation to the learning process that takes place in the classroom. Where the way that each student performs in interpreting or managing emotions is variative. The reality is that there are students who are more focused on doing alternatives by looking for solutions through google or other technological media. Apparently there are students who are looking for something more practical. However, the assumption that came to mind from the students apparently did not have strong resilience in facing the existing reality. But behind that, there are still students who still try to do the assignment from the teacher by relearning or make a serious effort to solve the problems faced by asking the teacher or trying persistently to face challenges.

Emotion management is narrated with students who manage emotions in the form of certain conditions with anger. This can be described as that every student is also angry in the school environment. The author reviews the regulation of emotions how students are able to regulate emotions through anger. Angry emotions are an overflow of emotions that arise against every stimulus that comes to students. However, anger is something normal but adjusted to the situation, even anger can be balanced in various ways as mentioned by the informants. Calming down, praying as an alternative option in order to reduce the anger that occurs in each individual. The overflow of angry emotions must be curbed with a new strategy, namely learning. The way of learning brings will lead to students' feelings to focus on the learning process. Every teacher in the learning process in the classroom will arouse emotions in students, but students need to manage emotions properly and correctly in all the pressures they face.

In line with this, angry emotions must be addressed by every student and teacher around in order to provide positive reinforcement. Students who are able to manage their emotions well can form efficient self-resilience. On the other hand, insignificant regulation or regulation of emotions will have a negative impact. For example, anger that is not contracted against the infuls that come can have a negative effect and will have an impact on the actions of fights and disputes even in the form of other emotional overflows.

In line with that, there is also an aspect of impulse control. This aspect is a person's ability to control pressures, impulses, desires and wills that arise from within. A person with low impulse

control abilities experiences very rapid emotional changes that make it difficult to control the thought. Impulse control through students' responses in how to get a lot of assignments. A more effective way is for students to emphasize more on managing time so that the task activity can be completed. In line with that, there are students who explain that they should not postpone assignments and per to encourage themselves in order to complete existing assignments. In other words, students who have many tasks have their own ways so as not to be trapped by the existing situation. Some students immediately do it if they get an assignment, some work with other friends.

Impulse control is illustrated through a research question What do you do when you are scolded by a teacher or friend for not answering a question during a class discussion that is responded to is feeling embarrassed and silent but there are students who have positive traits, that students have the ability to adapt when scolded by the teacher. Students are aware and then apologize as a way to control themselves. In addition, there are also students who choose to remain silent and study the material provided. This means that the condition of being scolded brings students to resilience and is able to respond to infuls that come from the surrounding environment. Each individual has a different response to the reality that exists in the school environment.

In addition, resilience can also be strengthened through the aspect of optimism in students in the life span. Optimism arises when individuals are able to see a bright future optimistically. An attempt to describe the optimism of students is through the question asked: What are your goals so that you want to go to school? Referring to the informant's response, actually optimism for the future, there are many dreams that have been conveyed by students through the interview process. The various responses described to the research questions showed that informants had a mature readiness related to the profession they would be involved in in the future. Students are aware that they must achieve the goals they have dreamed of during school. Most students want to become teachers. Why? Because they believe that by becoming teachers, they can educate the life of the nation. In addition, there are also students who want to become police officers, soldiers, doctors, nurses, and even architects. Students have a number of opinions related to how they do to achieve their goals. Students admit that, "Prayer, diligent study, diligence, obedience to parents, and responsibility will undoubtedly achieve all the dreams that are dreamed of. The students' response provides an aspect of optimism from each Pp and students which gives an idea that there needs to be attention from teachers in order to improve their ideals and dreams. However, there are also students who are not optimistic, characterized by no definite ideals in students, meaning that their resilience has not been

seen. In fact, optimism is a characteristic that can strengthen students to survive in the lives of students in the educational environment.

The discussion about risk also discusses the aspect of empathy being the most important part of students' lives at school. The empathy aspect refers to how an individual's attitude in picking up signals from others, links to psychological and emotional conditions through nonverbal cues and then determines what others think and feel. The research students asked questions to find out the empathy possessed by the informant How did you act when you saw your friend not caring and the informant answered when seeing a friend not caring about others, then they took constructive action. They approach with open communication. Invite your friend to talk directly and then discuss how he feels and why he behaves the way he does. In addition, the researcher also asked a question through a case to find out what the response to the question was what did you do when in class your friend did not have a pen, while you had more pen? Students believe that when they help each other, friends will be happy by giving help to friends should be able to strengthen friendship relationships and create a more positive classroom atmosphere. In addition, helping friends is also a good example for other students to care for and support each other.

Causal Analysis refers to a person's ability to identify the causes of the problems faced in an appropriate and sustainable manner. Students believe that when they help each other, friends will be happy by giving help to friends should be able to strengthen friendship relationships and create a more positive classroom atmosphere. In addition, helping friends is also a good example for other students to care for and support each other.

The aspect of self-efficacy in resilience in humans represents an individual's confidence in solving the problems faced. When your friend is hit by someone else, what is it and how do you resolve an argument between you and your friend while learning Indonesian? The research data illustrates that students have tried not to give up quickly when facing many math tasks. This is because students see it as a challenge that can help me learn and grow. If a task feels difficult, students will look for ways to overcome the difficulty, such as asking a friend for help, discussing with a teacher, or finding additional learning resources. This way, learners can focus on a single problem and feel accomplished, while completing each section. A positive attitude and determination to continue learning are very important for every student to not give up easily, and I believe that every effort will definitely pay off.

The discussion about resilience is also not limited to reaching out is a person's ability to achieve positive things from every event that occurs in life. is a reference in order to regulate the

strategy of BK teachers in overcoming the character of academic resilience. Based on the data above, it can be concluded that when students make mistakes they then apologize. This shows that learners are responsible for the actions they take. Students try to correct these mistakes. They ponder and reflect without refuting. Actions like this are a positive attitude towards criticism can help students to grow and develop in learning. Apparently, each of these experiences that learners have taught them that every problem, even if it seems daunting, can be an opportunity to learn and grow if the learner sees it from a positive perspective.

The Meaning of BK Teachers' Strategies in Overcoming Student Resilience at SMA Negeri 10 Seram Barat"

Strategy is crucial in carrying out an educational activity, including guidance and counseling services at school. The positive meaning that a teacher instills will show work ethic and have a significant impact on the institution through strategy. The strategy is described as an effort and method carried out by guidance and counseling teachers in order to maximize the service process both in the classroom and in other areas. Referring to the reality of resilience among students of SMA Negeri 10 West Seram which explains that some students have good resilience but if there are students who have academic resilience that is on the decline, it is necessary to see how the BK teacher's strategy is in carrying out BK services.

Referring to guidance and counseling services that are programmed to be resilience is also a service material. Based on the presentation of research data Resilience owned by students in schools seems different, it is said that this is because the results of the interviews clearly show the reality that exists related to resilience. Strengthening Resilience can be done through BK services at SMA Negeri 10 Seram Barat. Based on the informant's presentation, it is clear that the service strategy applied in strengthening resilience in facing academic and other problems. According to the informant, teachers' strategies that are very meaningful and meaningful in strengthening student resilience are individual counseling services, group counseling and consultation. The strategy carried out by teachers in the form of individual counseling services is carried out in the classroom and in the classroom in principle refers to the existence of problems so that this service strategy is more focused on handling academic problems so that there is a need to strengthen resilience. BK teachers will provide services when students in this case have personal problems, including resilience problems. On the other hand, in this counseling, there is also education for students who have

problems through the techniques and approaches used.

Group counseling service strategies are also applied in order to overcome academic resilience problems, besides that group counseling takes place in helping individual or group problems that occur through group dynamics. Similarly, individual counseling in its implementation also focuses on group dynamics and individual problem solving in the group or better. However, in this service process, the education process takes place.

In line with what is intended, that other strategies applied by BK teachers as an effort to overcome the resilience of students in the academic space are very important. This means that BK teachers will consult with various parties in order to see the problem of resilience in students. Consultation as a service is carried out with fellow BK teacher collegia at school, such as classroom walli, mapel teachers and even other parties. In addition, consultation is also carried out until the process of home visits carried out by BK teachers in coordinating and consulting related to the declining resilience of students.

These are some of the strategies that can be offered to BK teachers in order to address the problem of low resilience through several strategies, namely:

1) Preventive Strategies

1) Building good relationships:

The relationship that is built between BK teachers and students so that teachers or school counselors can easily understand the background of students or the needs needed. (Kurniawan, 2018).

2) Identifying potential resistance:

School counselors or guidance and counseling teachers should understand and deeply identify the existence of resilience from students from the beginning of counseling encounters (Subrata, 2019).

3) Making a guidance plan: School counselors or guidance and counseling teachers should make a comprehensive plan to carry out guidance and counseling services (Permendikbud No. 18/2016).

Teachers' strategies in overcoming and strengthening Resilience in students can be developed through several strategies

1. Effective communication: BK teachers must use effective and empathetic communication to understand the feelings and needs of learners (Rogers, 1951).
2. Building trust: BK teachers must build trust with students to increase awareness and

participation (Tirta, 2017).

3. Guidance techniques: BK teachers can use guidance techniques such as discussion, role-playing, and self-reflection (Subrata, 2019).
4. Developing self-awareness: BK teachers must help students develop self-awareness about their strengths and weaknesses (Kurniawan, 2018).

In addition, BK teachers' efforts in the Strategy to overcome and strengthen resilience through Specific Resistance

- 1) Resistance due to fear of failure: BK teachers must help students develop self-awareness about their strengths and weaknesses (Subrata, 2019).
- 2) Resistance due to lack of motivation: BK teachers must help students find motivation and purpose in life (Rogers, 1951).
- 3) Resistance due to family problems: BK teachers must help students overcome family problems by collaborating with parents (Tirta, 2017)

Meanwhile, the Evaluation Strategy can be carried out through

- 1) Evaluating the effectiveness of guidance: BK teachers must evaluate the effectiveness of guidance and identify areas for improvement (Permendikbud No. 18/2016).
- 2) Collecting feedback: BK teachers should collect feedback from learners to improve guidance strategies (Kurniawan, 2018).
- 3) Develop a follow-up plan: BK teachers must develop a follow-up plan to ensure awareness and change in students' behavior (Subrata, 2019).

This research is strengthened by the results of research Subrata (2019) With the title "BK Teachers' Strategies in Overcoming Student Resilience" the results of the study show that the efforts of BK teachers through the BK strategy in overcoming the resilience of DIDK participants, such as building good relationships, identifying potential resilience, and making a good guidance plan so that resilience problems can be handled. In addition, there are also research results conducted by Kurniawan (2020) "The Influence of Guidance and Counseling Strategies on Student Resilience" The results of his research have the influence of guidance and counseling strategies on student resilience This means that a teacher who provides guidance and counseling with various strategies will provide meaning in strengthening the resilience of students in terms of surviving in the face of all pressures academically and in other social activities.

The optimization of the implementation of guidance and counseling (BK) teacher strategies

in increasing student resilience lies in their ability to build a comprehensive and contextually adaptive support framework, which is based on developmental service principles, as evidenced by recent research. First, BK strategy teachers function as a systematic process that combines emotional support, self-regulation facilitation, and provides a safe space for students to channel psychological pressure, as shown in the research of Suwidagdho et al. (2021) and emphasizes that the perception of positive participants who are educated towards BK teacher figures has a significant effect on their psychological well-being. Second, in the context of strengthening resilience, BK teachers interpret mentoring strategies as a process of facilitating students in managing emotions, understanding challenging experiences, and fostering confidence.

In addition, Muqodas et al. (2020) Found that BK services play an important role in fostering psychological well-being which is the basis for the growth of individual resilience. For example, in special cases such as learning difficulties or developmental delays, BK teachers also use reinforcement-based approaches to empower students. As described in the research of Azmi et al. (2025) which shows that BK teachers can develop fortitude, as part of a strategy through continuous mentoring, collaboration with families, and the use of learning methods that trigger success starting from small things. The strategy of BK teachers interprets resilience not just as the ability to survive, but as the ability of students to rise and develop through challenging experiences. In line with this, Ismail et al. (2025) highlight the need for emotional intelligence, needs assessment, and relationship building during the communication process to improve students' psychological function, including resilience.

In addition, the most important meaning for BK teachers is to strategically strengthen the resilience of students through the internalization of optimism, hope, and positive thinking about the future. This is supported by Maulana et al (2025) which states that students' motivation comes from social interaction, environmental adaptation, and meaningful guidance from teachers. In addition, the meaning of strategy is reflected in the ability of BK teachers to identify risk and protective factors that affect students' ability to survive, such as academic reality, family circumstances or adaptation challenges, so that the interventions provided become more effective. As a result of the teacher's ability to support the psychological well-being of students. BK teachers encourage collaboration with students and teachers to ensure that the mentoring and reinforcement process runs consistently in various learning environments.

In addition, as explained Suwidagdho et al (2017), in practical terms the meaning of this

strategy includes the use of developmental strength-based counseling techniques such as positive orientation, circle of hope, and improvement in quality of life as evidenced by Muqodas et al., (2020) able to increase self-acceptance, mastery, and goal orientation of students. In line with that, BK teachers also interpreted their strategies as a form of exemplary through emotional stability, empathic communication, and the formation of supportive relationships that are scientifically proven to affect participants' perceptions and adaptive responses to stress. Tenth, thus, the meaning of BK teachers' strategies in strengthening student resilience can be concluded as an integrated process that combines psychological support, strength-based interventions, collaborative work, and the use of scientific counseling approaches to form students who are able to rise, adapt, and function optimally in various life pressures.

The relative resilience or resilience of students at SMA Negeri 10 Seram Barat means that there are students who have high resilience through good self-regulation and students are able to survive by continuing to try to study seriously and still show their quality at school, able to adapt to various tensions and not give up, but there are also students who have low academic resilience or This decline is caused by certain factors that trigger a decline in resilience in students.

There are several strategies of BK teachers in Overcoming the Resilience of SMA Negeri 10 Seram West Section, namely individual counseling, group counseling and also strategies through home visit services. However, this needs to be developed through sustainable strategies such as information guidance services, classical guidance services and also other services as an actual strategy and in accordance with existing programs.

CONCLUSION

Based on the description of the results of the research that has been carried out, several important points can be concluded. The relative resilience or resilience of students at SMA Negeri 10 Seram Barat means that there are students who have high resilience through good self-regulation and students are able to survive by continuing to try to study seriously and still show their quality at school, able to adapt to various tensions and not give up, but there are also students who have low academic resilience or This decline is caused by certain factors that trigger a decline in resilience in students. Therefore, there are several strategies of BK teachers in strengthening the resilience of SMA Negeri 10 Seram Barat students as the most important meaning in BK services, namely

individual counseling, group counseling and also strategies through home visit services. However, this needs to be developed through sustainable strategies such as information guidance services, classical guidance services and also other services as an actual strategy and in accordance with existing programs.

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