



The Effect of Support Programs on Academic Resilience in Dropout Students: A Systematic Literature Review

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi hubungan antara pemenuhan kebutuhan psikologis dasar, resiliensi akademik, dan keberhasilan siswa dalam menghadapi tantangan akademik. Dengan menggunakan pendekatan Systematic Literature Review (SLR), penelitian ini menganalisis berbagai studi yang membahas faktor-faktor yang mempengaruhi resiliensi akademik siswa, termasuk pola pikir pertumbuhan, dukungan sosial, dan lingkungan belajar. Hasil penelitian menunjukkan bahwa siswa dengan pola pikir pertumbuhan cenderung lebih resilien, karena mereka melihat kegagalan sebagai peluang untuk belajar dan mampu mengatasi stres serta tekanan akademik. Selain itu, dukungan dari keluarga dan lingkungan sekolah berperan penting dalam memperkuat kapasitas resiliensi siswa, membantu mereka mengatasi tantangan yang dihadapi. Penelitian ini juga mengidentifikasi keterbatasan, seperti ukuran sampel yang terbatas dan variabel eksternal yang tidak terkontrol, yang dapat mempengaruhi generalisasi hasil. Temuan ini menekankan pentingnya menciptakan lingkungan belajar yang mendukung dan intervensi yang tepat untuk meningkatkan resiliensi akademik siswa. Dengan demikian, penelitian ini memberikan wawasan berharga bagi pendidik dan pembuat kebijakan dalam merancang strategi yang efektif untuk mendukung siswa dalam mencapai keberhasilan akademik di tengah berbagai tantangan yang kompleks.

Kata Kunci: resiliensi akademik, pola pikir pertumbuhan, dukungan sosial, kebutuhan psikologis dasar, pendidikan.

Abstract

This study aims to explore the relationship between fulfillment of basic psychological needs, academic resilience, and student success in facing academic challenges. Using a Systematic Literature Review (SLR) approach, this research analyzes various studies that address factors that influence students' academic resilience, including growth mindset, social support, and learning environment. The results show that students with a growth mindset tend to be more resilient, as they see failure as an opportunity to learn and are able to cope with academic stress and pressure. In addition, support from family and school environment play an important role in strengthening students' resilience capacity, helping them overcome the challenges they face. The study also identified limitations, such as the limited sample size and uncontrolled external variables, which may affect the generalizability of the results. The findings emphasize the importance of creating a supportive learning environment and appropriate interventions to enhance students' academic resilience. As such, this study provides valuable insights for educators and

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policy makers in designing effective strategies to support students in achieving academic success amidst various complex challenges.

Keywords: academic resilience, growth mindset, social support, basic psychological needs, education.

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INTRODUCTION

Education represents a fundamental component in character formation and the enhancement of individual capacities. It encompasses not only the mastery of academic content but also the development of psychological competencies that underpin students' mental and emotional well-being. Students' well-being—behaviorally, cognitively, and affectively—is significantly influenced by the fulfillment of their basic psychological needs. A high level of self-determination reflects an individual's ability to initiate learning, regulate cognitive and behavioral processes, and exercise self-control to attain predetermined academic objectives. This is supported by the findings of Wehmeyer and Schwartz (1998), who highlight self-determination as a critical determinant of learning success. According to Self-Determination Theory (SDT), as proposed by Ryan and Deci (2000), there are three essential psychological needs—autonomy, competence, and relatedness—which must be fulfilled to foster motivation, stress management, and optimal academic development.

When these psychological needs are adequately met, students exhibit an enhanced capacity to navigate various educational challenges. Conversely, the failure to satisfy these needs may impede students' development of adaptive skills necessary to confront difficulties such as academic setbacks, heightened stress levels, or emotional disturbances. Thus, understanding the interplay between basic psychological needs and students' well-being is vital in promoting both academic performance and psychological resilience. A harmonious and supportive family environment contributes significantly to fostering disciplined learning behaviors among children. In contrast, a discordant or unsupportive family atmosphere—characterized by parental preoccupation with personal matters and inadequate attention to educational needs—may lead to diminished student motivation and, consequently, suboptimal academic outcomes (Sasmito et al., 2012).

In this context, the concept of resilience becomes particularly salient in understanding how students navigate academic adversity. Masten (2014) defines resilience as the capacity of individuals to adapt and recover in the face of substantial stress or adversity. This adaptive capacity can manifest as persistence under pressure or as the ability to overcome barriers impeding goal attainment. Within academic settings, resilience is closely associated with students' abilities to manage stress, regulate emotions, and address learning obstacles. Riley and Masten (2005) emphasize that resilience entails positive adaptation in the context of adversity. Similarly, Dewi (2014) describes resilience as the capacity to respond to life's challenges positively, derive learning from experience, and move forward. Thus, resilient individuals are not only capable of coping with change and adversity but may also transform these experiences into opportunities for growth. For instance, students encountering exam failures or academic difficulties may leverage these experiences to refine their strategies, thereby enhancing future academic success.

Academic resilience represents a specific manifestation of resilience that pertains directly to students' capacity to confront and navigate challenges within educational settings. Hendriani (2017) defines academic resilience as a dynamic process through which individuals demonstrate internal strength in overcoming academic pressures and difficulties. This construct

encompasses students' capacity to manage adverse academic experiences, including examination failures, the stress associated with academic demands, and difficulties in mastering course material. According to Cassidy (2016), academic resilience is comprised of four key dimensions: negative affect and emotional response (the ability to regulate stress and negative emotional states), adaptive help-seeking (the propensity to seek assistance when necessary), adaptive thought processes (the capacity to sustain a positive mindset and remain focused on academic objectives), and perseverance (the determination to persist in the face of academic adversity). The relationship between academic resilience and educational attainment has been extensively documented in the literature. Romano (2021) found a positive correlation between academic resilience and academic performance, indicating that resilience equips students with the tools to manage academic fatigue, stress, and performance pressure commonly encountered in the learning environment. Moreover, academic resilience functions as a protective mechanism against broader psychological challenges, such as mental exhaustion and anxiety related to academic responsibilities, thereby enabling students to sustain both focus and academic performance.

Students who exhibit high levels of academic resilience are generally more adept at managing the stress associated with demanding academic workloads. They are capable of regulating their emotions, maintaining motivation despite setbacks, and persisting in the face of challenges that may initially appear insurmountable. This capacity is particularly vital, as students are not only confronted with academic responsibilities but are also exposed to various external stressors that can significantly influence their academic performance, such as family-related stress, social difficulties, and peer pressure.

Beyond internal attributes such as individual capability, students' resilience is also shaped by external factors, notably social support from family, peers, and the school environment. Bronfenbrenner's Ecological Theory of Development (1979) underscores the significance of the dynamic interactions between individuals and their surrounding ecological systems in influencing psychological well-being and developmental outcomes. Within this framework, risk factors such as insufficient social support, familial instability, or an unsupportive school climate can intensify the challenges faced by students. Conversely, protective factors—such as the presence of empathetic parents or encouraging educators—can bolster students' resilience by fostering a sense of security and support, thereby enhancing their ability to cope with adversity. In this regard, schools serve a critical role as systems of social and psychological support that can significantly enhance students' academic resilience.

Furthermore, the cumulative risk theory proposed by Evans et al. (2013) posits that students' challenges are shaped not only by isolated individual factors but also by the cumulative burden of risks encountered across different life domains, including the personal, familial, and educational spheres. Students exposed to multiple risk factors—such as poverty, family discord, or psychological distress—often face greater barriers to educational success. Recognizing and addressing these multifaceted risks is essential for fostering academic resilience. A closely related concept is that of the academic growth mindset, which pertains to an individual's belief in the potential to improve abilities through sustained effort and perseverance. Students who endorse a growth mindset are more likely to view academic challenges as opportunities for growth rather than indicators of inadequacy. In contrast, those with a fixed mindset often perceive their abilities as static and unchangeable, which can hinder resilience and reduce motivation in the face of adversity.

The academic growth mindset has been empirically linked to increased resilience. McMillan and Reed (1994) demonstrated that students with a growth mindset are more likely to persevere through failure, viewing it as a learning opportunity rather than a defeat. Supporting this, Syam and Yusri (2023) found a strong correlation between students' resilience and their academic performance, noting that resilient students tend to achieve greater success

due to their ability to effectively manage various academic demands and challenges. Their capacity to recover from setbacks enhances their focus and motivation, thereby positively influencing their academic outcomes.

Drawing upon the theoretical frameworks and empirical findings reviewed, it can be concluded that academic resilience constitutes a critical factor in determining student success. This resilience is shaped by a combination of internal influences—such as the satisfaction of basic psychological needs and the development of a growth mindset—and external supports, including social support systems and a conducive educational environment. Accordingly, the present study aims to investigate the interrelationship between basic psychological needs, academic resilience, and student achievement, as well as to explore how these variables interact in facilitating students’ capacity to navigate academic adversity.

METHODS

The method employed in this study is the Systematic Literature Review (SLR), which involves a comprehensive search for relevant articles conducted through two primary academic databases: ScienceDirect and Google Scholar. As stated by Davies and Crombie (2009), a systematic review enhances the depth of literature analysis by applying a structured and methodical approach, thereby enabling a more accurate and reliable synthesis of research findings. In this study, the keywords used during the literature search were associated with academic resilience and student well-being. The inclusion criteria consisted of peer-reviewed research journals or articles published between 2020 and 2024 in either English or Indonesian. The initial search yielded a total of 844 articles based on the specified keywords. Following a relevance and eligibility assessment, 8 articles were selected for further analysis. The review was guided by the following research questions:

Table 1 Research Question

<i>RQ 1</i>	How does an intensive counseling program affect the improvement of academic resilience in students who have dropped out of school?
<i>RQ 2</i>	How does family support affect the resilience of students who have dropped out of school?

Literature Identification

The identification of relevant literature was carried out using Boolean operators in the search process. Boolean operators (AND, OR, NOT) are essential tools in conducting precise and efficient academic searches. The OR operator broadens the search scope by combining terms with similar or synonymous meanings, whereas the AND operator narrows the results by retrieving only documents that contain all specified terms. The NOT operator is utilized to exclude records containing unwanted keywords. The correct and strategic use of Boolean operators is critical to obtaining search results that are both relevant and comprehensive. The literature search was conducted using the ScienceDirect and Google Scholar databases.

Literature Selection

Based on the search of the two databases used, 844 articles were successfully obtained using keywords which were then selected or selected using the following inclusion and exclusion criteria:

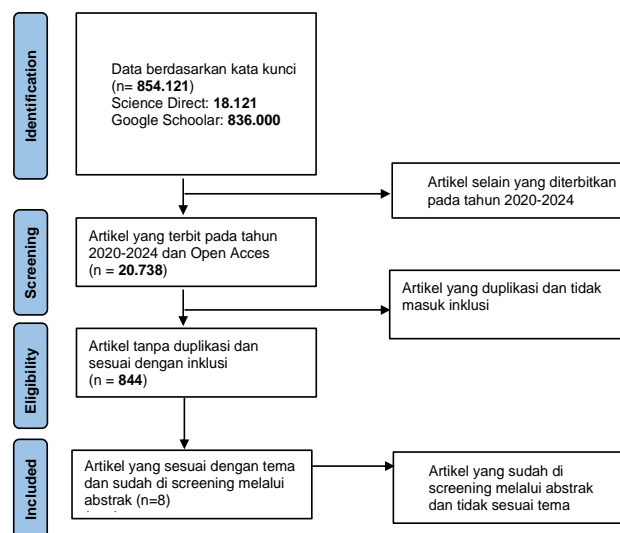
Table 2 Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Year of Publication	2020-2024	Under 2020
Variable	Resilience in students who experience school dropout	Resilience in students who are victims of bullying
Population	Students, College Students	Mother
Language	English, Indonesian	German, Spanish
Method	Quantitative, Qualitative	Systematic Literature Review
Accessibility	Open Access	Lock Open Access
Data Base	Google Scholar and Science Direct	Other than Google Scholar and Science Direct

RESULTS AND DISCUSSION

The following flow chart provides a visual depiction of the article screening process that has been conducted based on the PRISMA framework in this literature review

Bagan 1 Prisma Flow Diagram



The initial search for articles began by entering keywords in 2 databases (Science Direct and Google Scholar), then searching with the keywords “Academic Resilience” and “Student” combined with the Boolean Operator “AND” resulted in 854,121 articles. Articles that did not meet the inclusion criteria were excluded as many as 833,383 and left 20,738 articles. Then 20,738 articles were excluded because they did not match the research objectives, were not in Indonesian and English, did not discuss coping strategies, were aimed at high school students, and were outside the time range criteria, namely 2020-2024. The 844 articles were then selected again based on articles that discuss “coping stress” strategies and then get the final result of 10 articles.

There are 8 articles that are analyzed further, namely: Wortsman, et al (2024), Elnaem, et al (2024), Trigueros, et al (2024), Apriliana & Nalle (2024), Adeyem & Adufe (2024), Heard & Yakimowski (2024), Hashmi & Shakir (2023), Duru, Obasi, & Oguoma (2024).

Table 3 Systematic Literature Review Results

Article Title	Research Objective	Research Type	Data Collection Method	Population Sample Size	Results
Risk and resilience factors for primary school dropout in Cote d'Ivoire	Based on the abstract provided, the purpose of this study is to identify risk and resilience factors at the child, family, and school levels associated with school dropout. his study also aims to understand how these factors interact with each other and affect the risk of dropping out of school	Quantitative Approach	This study uses a longitudinal design, which involves repeatedly collecting data from the same group over a period of time. Data were collected from fifth grade students in rural Côte d'Ivoire.	Population: All fifth grade students in rural Côte d'Ivoire. Sample: 1195 fifth graders in rural Côte d'Ivoire, with a mean age of 10.75 years (SD = 1.42)	Children who drop out of school tend to be older, engaged in child labor, have low reading skills, and come from schools with poor facilities. Factors at the individual child level had the strongest influence on the decision to drop out. Implications: The results of this study indicate the importance of interventions at the individual child, family and school levels to prevent dropout.
Satisfaction of psychological needs, resilience, confidence and willingness to communicate in English of secondary school students	Satisfaction of psychological needs: This refers to the extent to which students feel their basic needs such as competence, autonomy and relationships are met in the learning environment. Resilience: Students' ability to overcome challenges and persist in the face of adversity. Confidence in communication: The extent to which students feel confident to use English in various situations.	Quantitative Approach	Reliability Analysis: To ensure that the questionnaire used measures accurately what it is supposed to measure. Descriptive Statistics: To describe the data obtained, such as mean and standard deviation. Bivariate Correlation: To see the relationship between two variables, for example between psychological need fulfillment and resilience. Structural Equation Modeling (SEM): To examine more	Population: All secondary school students. Sample: A total of 786 secondary school students (406 males and 380 females).	Major Findings: Students' psychological needs fulfillment is positively related to their resilience and confidence in communicating in English. Students who felt their psychological needs were met tended to be more courageous in using English. Implications: These results highlight the importance of creating a learning environment that supports students' psychological need fulfillment to improve their English proficiency.

			complex relationships between multiple variables at once.		
Assessment of Academic Resilience and Its Associated Factors Among Pharmacy Students in Twelve Countries	The main objective of this study was to assess the level of academic resilience among pharmacy students in 12 countries and identify factors associated with the level of resilience. This study also aims to fill the gap in international research addressing the academic resilience of pharmacy students.	Quantitative Approach	This study used a cross-country online survey method. The survey was conducted using a validated academic resilience scale. Data were collected from pharmacy students in 12 countries, including Indonesia, during the period November 2022 to April 2023. After data collection, descriptive and inferential statistical analyses were conducted.	Population: All pharmacy students in 12 countries involved in the study. Sample: 3950 pharmacy students who participated in the online survey.	Major Findings: Pharmacy students' levels of academic resilience varied across countries. Factors such as gender, university type, academic performance, exercise habits, and involvement in extracurricular activities influenced the level of academic resilience. Implications: This study provides insights into factors that may enhance the academic resilience of pharmacy students. Targeted interventions can be designed to improve students' resilience and academic performance.
A Study of Academic Resilience in Relation to Academic Anxiety of School Learners	To study the level of academic resilience and academic anxiety of secondary school students. To examine the relationship between academic resilience and academic anxiety. To analyze the extent to which the dimensions of academic resilience can predict academic anxiety.	Quantitative Approach	Survey using questionnaires	Population: All secondary school students in Lucknow District, India. Sample: 320 secondary school students selected by simple random sampling.	The results of this study have important implications for education. Schools and teachers need to pay attention to developing academic resilience in students, especially in female students. By increasing academic resilience, it is expected to reduce the level of academic

					anxiety and improve student achievement.
From The Lens Of Urban Middle School Students: Factors That Promoted Their Academic Resilience	To identify individual protective factors that can promote academic resilience in urban middle school students.	Qualitative Approach	Interview	Population: Urban middle school students. Sample: 20 junior high school students.	Provide opportunities for students to share their experiences with education leaders. Conduct further research to understand more deeply the individual protective factors and how they can be applied in educational practice.
From The Lens Of Urban Middle School Students: Factors That Promoted Their Academic Resilience	To identify individual protective factors that can promote academic resilience in urban middle school students.	Qualitative Approach	Interview	Population: Urban middle school students. Sample: 20 junior high school students.	Provide opportunities for students to share their experiences with education leaders. Conduct further research to understand more deeply the individual protective factors and how they can be applied in educational practice.
Predictive Analysis: Academic Resilience As A Determinant Of Mathematics Achievement Among Senior Secondary School Students In Nigeria	Analyzed the relationship between academic resilience and mathematics achievement of senior secondary school students in Owerri City Council. Tested whether academic resilience can predict students' mathematics achievement, regardless of gender.	Quantitative Approach	Simple random sampling: The sample was drawn randomly from the population of senior secondary school students in Owerri City Council.	Population: All public senior secondary school students in Owerri City Council. Sample: 180 students randomly selected from the population.	The results of this study suggest the importance of developing programs that can enhance students' academic resilience early on. By equipping students with coping skills, maintaining motivation and having a positive outlook, it is expected to improve their overall academic performance, especially in mathematics.

					In a broader context, this research highlights the importance of balancing cognitive development (academic achievement) and social-emotional development (resilience) in students.
Future-Directed Therapy On Academic Resilience Among Academically Frustrated Students In Extramural Centres, Osogbo, Nigeria	To determine the effectiveness of Future-Directed Therapy (FDT) in enhancing academic resilience of academically frustrated students in extramural centers in Osogbo, Nigeria. To examine the moderating effect of perceived social support on the relationship between FDT and academic resilience.	Quantitative Approach	Simple random sampling: Used to select two extracurricular centers. Instruments: Basic Psychological Need Satisfaction and Frustration Scale Social support survey. Academic resilience scale Intervention: FDT for eight weeks	Population: Students experiencing academic frustration in extracurricular centers in Osogbo. Sample: 90 randomly selected students from two extracurricular centers (45 students per center).	The results of this study can be used by counselors and educational psychologists to develop more effective intervention programs to help students experiencing academic difficulties.
Measuring Academic Resilience Among Vocational Students; A Comparative Study Based on Vocational Fields	Analyzing the level of academic resilience of students in vocational schools. Comparing the level of academic resilience of students in different vocational fields.	Quantitative Approach	Online Survey	Population: All students in vocational schools. Sample: 207 students who participated in the online survey.	Need for specific interventions to upskill and support students in maritime and technology & engineering. This baseline data can be used to design programs that are more effective in improving academic outcomes in vocational schools.

Discussion

In this study, academic resilience is conceptualized as the capacity of students—particularly those who have experienced school dropout—to persist and thrive amid

educational challenges. Intensive counseling programs demonstrate substantial potential in enhancing academic resilience by providing targeted support that assists students in managing stress, cultivating adaptive coping mechanisms, and reinforcing positive attitudes toward education. Research conducted by McMillan and Reed (1994) indicated that students who participated in intervention programs designed to foster mental resilience exhibited improved capacity to cope with academic-related stressors. These findings align with Research Question 1 (RQ1), emphasizing that structured counseling initiatives can facilitate the development of adaptive competencies essential for student resilience, particularly in contexts where academic and emotional stress often precipitate school dropout.

Complementing this, Riley and Masten (2005) emphasized that resilience not only aids in sustaining student engagement in academic environments but also fosters the ability to extract meaningful lessons from failure. Within the framework of intensive counseling, students may be guided to reinterpret failure as a natural and constructive element of the learning process, thereby strengthening their resilience in anticipating and navigating future challenges.

Family support emerges as another critical factor in the development of student resilience. Bronfenbrenner's Ecological Systems Theory (1979) posits that individual development is significantly shaped by interactions within various environmental systems, with the family serving as a primary context for emotional and social support. In line with this theoretical perspective, Wan Gita Lovita (2020) found that parental supervision and guidance play a pivotal role in enhancing students' learning motivation and assisting them in overcoming academic difficulties. Resilient students, supported by strong family foundations, are generally more equipped to manage academic pressures and adapt to transitions within educational settings. For students at risk of dropping out, sustained family encouragement can help maintain motivation and a sense of purpose in pursuing educational goals.

Evans et al. (2013) further asserted that students benefiting from stable family environments tend to demonstrate greater resilience in facing life challenges, including academic adversities. Consistent familial support enables students to more effectively manage stress and cope with pressures that could otherwise lead to school disengagement. It also aids in the development of critical emotional regulation and coping skills necessary for psychological resilience.

Moreover, other studies underscore the protective role of social support—particularly from family—in addressing both psychological and educational challenges. Cassidy (2016) reported that students who perceive strong familial bonds tend to exhibit higher resilience when confronted with adverse situations in academic contexts. Such support not only enhances resilience but also fosters a sense of psychological security, which contributes to improved focus and optimism in dealing with adversity. Supporting this, research by Sari and Zaini (2024) highlights the vital role of social support in assisting first-year university students in overcoming initial academic hurdles and sustaining their enthusiasm for learning.

SUMMARY

Conclusion

This article explores the relationship between academic resilience and academic anxiety among secondary school students. The findings indicate that academic resilience serves as a critical factor in enabling students to navigate learning difficulties. Students with higher levels of resilience are more capable of managing academic stress and anxiety, which in turn contributes to improved academic performance. The development of resilience is strongly supported by social support systems, particularly from family and educational institutions,

while the presence of a growth mindset also plays a significant role in fostering resilient attitudes and behaviors. The implications of this study highlight the importance of prioritizing the development of academic resilience—particularly among female students—as a strategy to mitigate anxiety and enhance academic outcomes. The study advocates for a holistic support system involving families, schools, and communities to foster student resilience effectively.

Suggestions

1. For Guidance and Counseling Teachers

Integrate topics related to mental health and resilience into the counseling curriculum to raise students' awareness of the significance of psychological well-being in academic success. Employ diverse teaching and counseling methods tailored to students' varying learning styles, thus enhancing engagement and motivation. Foster a classroom environment that is both positive and supportive, where students feel psychologically safe to express their concerns and challenges without fear of judgment.

2. For Students

Practice stress management strategies such as mindfulness, deep breathing exercises, or physical activity to better cope with academic anxiety. Proactively seek support from teachers, peers, or school counselors when experiencing feelings of distress or anxiety, as open communication can help alleviate psychological burdens.

3. For Future Researchers

Conduct further empirical studies to evaluate the effectiveness of specific interventions aimed at strengthening academic resilience and alleviating anxiety among students. Develop comprehensive case studies of students who have successfully managed academic anxiety, in order to identify key factors that contribute to their resilience and inform best practices for intervention design.

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