

Adolescent Resilience and Adversity Quotient in the Digital Age: A Literature Review of Psychological Stress and Adaptive Responses

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Abstract

Adolescents are increasingly exposed to psychological pressures in the digital era, where social media significantly influences identity formation, emotional regulation, and mental well-being. Resilience and Adversity Quotient (AQ) have emerged as two critical psychological capacities that shape adolescents' ability to cope with stress, failure, and social demands within their environments. This study employs a literature review approach to theoretically examine resilience and AQ among adolescents, aiming to explore their interrelationship and contribution to psychological adaptation. The findings indicate that resilience plays a vital role in emotional recovery, while AQ enables adolescents to interpret adversity as constructive challenges rather than obstacles. The interaction between resilience and AQ forms a protective mechanism that enhances mental health and psychological endurance. This review highlights the importance of educational approaches, family support, and psychological interventions in fostering resilience and AQ as foundational elements for promoting adolescent mental health in the digital era.

Introduction

Adolescents today live in an intensive digital environment, where social media has become a primary arena for identity formation and social evaluation. According to data from the Indonesian Internet Service Providers Association (APJII), as reported by CNBC Indonesia (2025), internet penetration in Indonesia has reached 80.66%, equivalent to approximately 229.4 million users, indicating a high level of digital connectivity among the population, including adolescents. The psychological impact of social media on adolescents has been highlighted in a study by (Lai et al., 2023; Ye & Gao, 2025), which found that the intensity of social media use is associated with increased anxiety and depressive symptoms, as well as social comparison processes that contribute to self-dissatisfaction and prolonged emotional distress. Resilience, often referred to as adversity endurance, is a psychological capacity that enables individuals to maintain adaptive functioning in the face of difficulties. (Ramadhani & Nur 2025) argue that resilience allows adolescents to construct positive meaning from challenging situations and develop confidence in navigating developmental challenges. Theoretically, resilience is also understood in terms of emotional flexibility and adaptive capacity, as described by, who conceptualize resilience as a combination of emotional regulation, psychological flexibility, and cognitive competence in responding to life stressors.

In addition to resilience, Adversity Quotient (AQ) plays a significant role in helping adolescents cope with psychological pressure. AQ refers to an individual's ability to interpret difficult situations as opportunities for growth rather than obstacles. Saxena & Rathore (2025) explain that AQ consists of four core dimensions—control, origin and ownership, reach, and endurance—which enable individuals to manage the impact of adversity and persist through challenges. This model provides an important framework for understanding how adolescents cognitively and affectively interpret negative life experiences. The relationship between resilience and AQ in adolescents can be

understood as an interaction between emotional recovery capacity and cognitive appraisal mechanisms in dealing with stress. Resilience provides a psychological foundation that allows adolescents to view failure constructively (Sever & Aliyev, 2025), while individuals with high AQ tend to perceive difficulties as opportunities for growth Peng et al., 2025). Thus, resilience contributes to emotional stability, whereas AQ strengthens rational interpretation of adversity. Together, these constructs form an adaptive capacity that supports adolescents in responding effectively to life pressures.

To date, studies on resilience and AQ among adolescents have largely been conducted separately. However, the mapping of their relationship within the context of psychological pressure arising from social media remains underexplored and requires further clarification through integrated literature analysis. Therefore, this article aims to examine the relationship between resilience and Adversity Quotient (AQ) among adolescents through a review of empirical and theoretical literature from various relevant sources, including findings on the psychological impact of social media (Linh et al., 2025) and the role of resilience and AQ as protective factors in developmental challenges (Safi'i et al., 2021; Sookpier et al., 2025). Furthermore, the developmental characteristics of adolescence, marked by an ongoing search for identity, make this age group particularly sensitive to social evaluation and external validation. At this stage, self-identity is largely shaped by feedback from the social environment, including digital spaces. The tendency to engage in self-comparison with online social standards, particularly in terms of appearance, achievement, and social acceptance, can intensify negative emotions and foster pessimistic self-perceptions. Therefore, psychological pressure in the digital era is not merely a technological phenomenon, but also a developmental psychological issue.

In the Indonesian cultural context, which emphasizes collectivist values and social acceptance, these dynamics are further intensified (Haryono et al., 2026; Mulyanah et al., 2026). Cultural norms such as reluctance to express vulnerability, the tendency to avoid appearing weak, and the need to maintain a positive social image within the community may lead adolescents to suppress or conceal negative emotions (Harefa et al., 2026; Widiatmika et al., 2026). In this context, resilience and AQ become crucial in fostering psychological strength, serving as adaptive filters against social, cultural, and digital pressures. Despite extensive research on adolescent mental health in the digital era, resilience and Adversity Quotient (AQ) have largely been examined in isolation, resulting in a fragmented understanding of adolescents' adaptive capacities (Widodo et al., 2022). Existing studies tend to focus on the direct psychological impacts of social media, such as anxiety, depression, and social comparison while paying limited attention to the interplay between emotional regulation and cognitive appraisal as integrated protective mechanisms (Abbouyi et al., 2026; Castillo-Gualda et al., 2026; Korkmaz & Şimşek, 2026). Moreover, the majority of empirical evidence is grounded in Western contexts, with insufficient consideration of collectivist cultures where social expectations and identity formation processes may intensify digital-era pressures (Bai et al., 2026).

Addressing these gaps, this study advances a more integrative perspective by conceptualizing resilience and AQ as complementary and interacting constructs that jointly shape adolescents' psychological adaptation (Crawford et al., 2020). By situating this synthesis within the socio-cultural context of Indonesian adolescents, the study offers a culturally nuanced framework that captures the intersection of digital stressors, social norms, and internal coping capacities, thereby contributing to a more comprehensive and context-sensitive understanding of adolescent mental health in contemporary digital environments.

Methods

Design

This study employs a systematic literature review design, which focuses on identifying, evaluating, and synthesizing research findings. This approach allows for conceptual integration across various studies and facilitates a comprehensive understanding of the relationship between resilience and AQ among adolescents. Each study was examined based on several key aspects, including research objectives, methodological approaches, and main findings. The analysis focused on identifying patterns, trends, and conceptual linkages between resilience and AQ among adolescents. The synthesized findings were then interpreted to build a coherent theoretical understanding of how these two variables can serve as adaptive responses to the psychological stress experienced by adolescents in the digital age.

This study draws on published scientific works relevant to the research topic. An initial search yielded 95 articles, journal entries, and theses related to adolescent resilience and the resilience index. Of these, 32 full-text articles (PDFs) were successfully obtained and reviewed in depth. Following a content screening process based on

thematic relevance, a final sample of 27 articles was selected, comprising 15 international publications and 12 national publications. Studies focusing on highly specific contexts or those that could not be generalized (e.g., single-family trauma, orphanage settings, or specific minority conditions) were excluded to ensure broader applicability to the general adolescent population. The literature obtained from the articles was then reviewed using PRISMA-P, as shown in Figure 1.

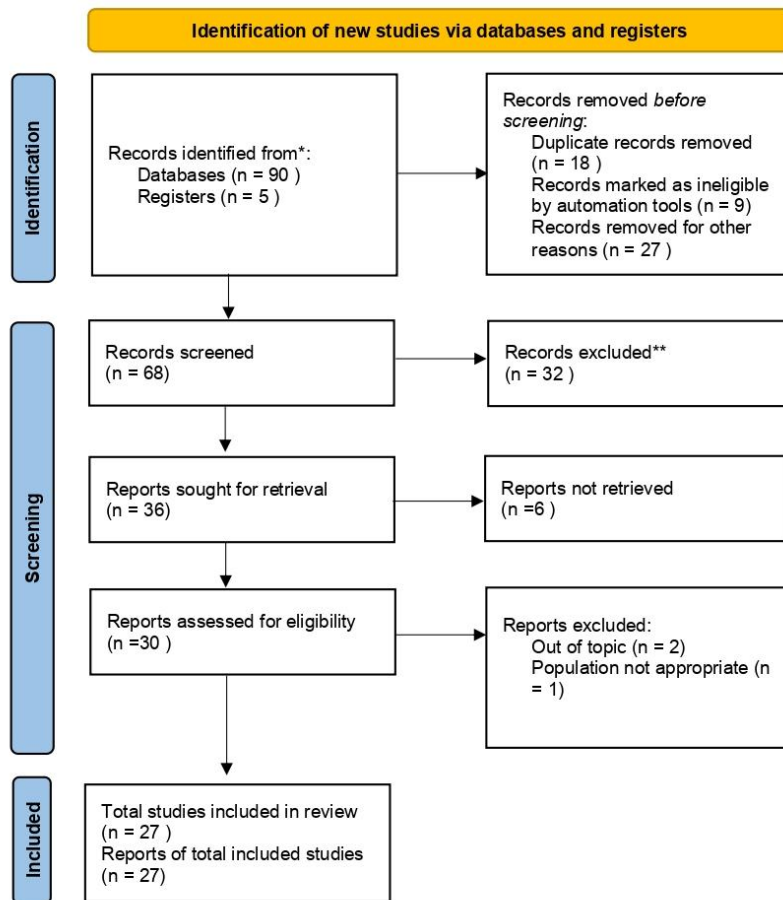


Figure 1. Review of literature on adolescent resilience and adversity quotient (AQ).

Participants

The “participants” in this study refer to published scholarly works relevant to the research topic. An initial search yielded 95 articles, journals, and theses related to adolescent resilience and adversity quotient. Of these, 32 full-text (PDF) articles were successfully retrieved and subjected to in-depth review. Following a content filtering process based on thematic relevance, a final sample of 27 articles was selected, consisting of 15 international publications and 12 national publications. Studies focusing on highly specific or non-generalizable contexts (e.g., single-family trauma, orphanage settings, or specific minority conditions) were excluded to maintain broader applicability to general adolescent populations.

Data Collection

Data Collection should clearly articulate the rationale for instrument selection in direct alignment with the study objectives and targeted constructs. Authors are required to specify the theoretical foundation underlying each instrument and to describe the core constructs and their operational definitions, including key dimensions or indicators being measured. Instruments must demonstrate contextual and cultural appropriateness for the study population, either through the use of previously validated measures in comparable contexts, culturally adapted instruments with documented modifications, or newly developed instruments grounded in established theoretical frameworks. The

manuscript should explicitly report the validation procedures undertaken to ensure measurement accuracy, such as content validity through expert review, construct validity using appropriate analytical techniques, and reliability estimation. This level of methodological transparency is essential to enable readers and reviewers to understand precisely what is being measured, how the data are obtained, and how the resulting data adequately support the study's analytical and interpretive claims.

Data Analysis

The selected articles were analyzed using a narrative synthesis approach. Each study was examined based on several key aspects, including research objectives, methodological approaches, socio-cultural contexts, measurement of resilience and AQ, and principal findings. The analysis focused on identifying patterns, trends, and conceptual linkages between resilience and adversity quotient among adolescents. The synthesized findings were then interpreted to construct a coherent theoretical understanding of how these two constructs interact as protective psychological mechanisms in the context of contemporary social challenges.

Results

Based on the literature search and systematic screening process described in the methodology, a total of 27 final sources were selected, consisting of 15 international articles and 12 national articles. The review findings highlight two main areas of focus: (1) adolescent resilience, and (2) Adversity Quotient (AQ) among adolescents. The presentation of results is organized into two journal analysis tables, followed by a narrative synthesis of the findings.

Table 1. Table 1. Review of literature on adolescent resilience and adversity quotient (AQ).

Article Title	Author(s) & Year	Method & Sample	Description
A Cross-Country Network Analysis of Adolescent Resilience	(Höltge et al., 2021)	Cross-national quantitative study using network analysis; adolescents from multiple cultural contexts	Examines how adolescent resilience factors are interconnected within complex networks across countries. Findings indicate that resilience is influenced by a combination of individual (emotional regulation, self-efficacy), family (support and attachment), school (supportive climate), and community factors, showing both universal patterns and culture-specific variations.
Concepts of Resilience in Adolescent Mental Health Research	(K. Anderson & Priebe, 2021)	Conceptual study / literature review	Reviews various definitions and models of resilience in adolescent mental health research. Findings emphasize that resilience is a dynamic and multidimensional process rather than a fixed personality trait, and critique the overly broad use of the term in research.
Finding Ordinary Magic in Extraordinary Times: Child and Adolescent Resilience During the COVID-19 Pandemic	(Dvorsky et al., 2021)	Scholarly essay / theoretical synthesis	Highlights how resilience emerges during the COVID-19 pandemic. Introduces the concept of "ordinary magic," emphasizing that resilience arises from everyday resources such as supportive relationships, stable routines, and simple coping strategies.
Stress Management Intervention to Enhance Adolescent Resilience: A Randomized Controlled Trial	(Kallianta et al., 2021)	Randomized controlled trial; school adolescents	Tests the effectiveness of a stress management program. Results show significant improvements in resilience, reduced stress levels, and enhanced emotional regulation.
Physical Activity as a Causal Variable for Adolescent Resilience	(Guo & Liang, 2023)	Quantitative cross-lagged design; adolescents	Examines the causal relationship between physical activity and resilience. Findings indicate that physical activity enhances

Levels: A Cross-Lagged Analysis			resilience through increased self-efficacy and fulfillment of basic psychological needs.
A Critical Evaluation of Adolescent Resilience Self-Report Scales: A Scoping Review	(Ballard et al., 2024)	Scoping review	Evaluates resilience self-report scales. Findings reveal variability in definitions and dimensions, with inconsistent psychometric quality, highlighting the need for appropriate instrument selection.
Predictors of Adolescent Resilience During the COVID-19 Pandemic: Cognitive Reappraisal and Humor	(Kuhlman et al., 2021)	Quantitative survey; adolescents	Examines cognitive reappraisal and humor as predictors of resilience. Findings show both positively relate to resilience and reduce psychological distress.
How Does Physical Activity Improve Adolescent Resilience?	(X. Li et al., 2024)	Quantitative mediation model; adolescents	Explains mechanisms through which physical activity enhances resilience via self-efficacy and psychological need satisfaction.
Adolescent Resilience and Mobile Phone Addiction in Henan Province of China	(Ma et al., 2022)	Quantitative study; adolescent phone users	Examines resilience, coping style, and phone addiction. Resilience acts as a protective factor, mediated by adaptive coping strategies.
Adolescent Resilience in the Face of COVID-19 Stressors	(Zhang, Cropley, et al., 2024)	Longitudinal quantitative study	Examines trauma and protective factors. Trauma weakens resilience, while social support and hope mitigate negative effects.
Multisystemic Supports and Adolescent Resilience to Depression Over Time	(Theron et al., 2023)	Mixed-methods study; South African adolescents	Shows that family, school, and community support jointly strengthen long-term resilience.
The Adolescent Resilience Questionnaire: Validation Study	(J. R. Anderson et al., 2020)	Psychometric study; US adolescents	Validates a shortened ARQ version with strong reliability and factor structure.
Environmental Influence on Adolescent Resilience Development	(Reyes-Sánchez et al., 2020)	Community-based quantitative study	Shows that family relationships, community support, and safe environments enhance resilience.
Secure Attachment, Mindfulness, and Adolescent Resilience	(Aini et al., 2021)	Quantitative study; Indonesian adolescents	Finds that secure attachment and mindfulness significantly enhance resilience.
Using Digital Media to Improve Adolescent Resilience	(Rachmayanti et al., 2024)	Scoping review protocol	Proposes a framework for digital-based resilience interventions.
Resiliensi Remaja di Wilayah Pesisir	(Nur'aeni et al., 2024)	Scoping review	Identifies family support, culture, economy, and access to services as key resilience factors.
Stres dan Resiliensi Remaja di Masa Pandemi Covid-19	(Budiyati & Oktavianto, 2020)	Quantitative correlational study	Finds a negative correlation between stress and resilience.
Faktor-Faktor yang Memengaruhi Resiliensi Remaja	(Hertinjung et al., 2022)	Quantitative survey	Identifies social support, religiosity, and future expectations as key factors.
Pengaruh Keterampilan Mengelola Emosi terhadap Resiliensi	(Rachman et al., 2023)	Correlational study	Emotional regulation significantly enhances resilience and reduces bullying behavior.

Penguatan Resiliensi Remaja Bermasalah	(Simorangkir et al., 2020)	R&D study	Counseling modules effectively improve resilience.
Factors Related to Adversity Quotient	(Kwansumran et al., 2025)	Quantitative survey	Finds persistence, motivation, and school climate influence AQ.
Service Learning and AQ Development	(Pong & Lam, 2023)	Experimental study	Service learning improves emotional intelligence and AQ.
Gambaran Adversity Quotient Siswa	(Erza et al., 2024)	Descriptive study	Most students show moderate AQ levels.
AQ and School Wellbeing	(Utami et al., 2025)	Correlational study	Higher AQ relates to better school wellbeing.
Emotional Intelligence and AQ	(Aliza & Oktafiani, 2021)	Quantitative study	Emotional intelligence improves self-efficacy and AQ.
AQ and Career Planning	(Bachtiar & Hajar, 2023)	Correlational study	Higher AQ supports better career planning.
Self-Esteem, AQ, and Learning Independence	(Djunaidah et al., 2023)	Quantitative study	Self-esteem and AQ enhance learning independence.

The analysis of the 27 selected articles indicates that adolescent resilience is consistently conceptualized as an adaptive capacity shaped by the interaction between personal factors and the social environment. In the international context, studies reveal that resilience is closely associated with multisystemic support, including family, peers, community, and educational institutions (Höltge et al., 2021; Reyes-Sánchez et al., 2020; Theron et al., 2023). Similarly, in the national context, comparable patterns are observed, where resilience is influenced by supportive interpersonal relationships, secure attachment to parents, and broader social support systems (Aini et al., 2021; Hertinjung et al., 2022; Nur'aeni et al., 2024). These findings suggest that adolescent resilience should not be understood as an isolated individual trait, but rather as a capacity that develops within relational and ecological contexts. The presence of consistent emotional support allows adolescents to build confidence when dealing with stress, uncertainty, and developmental challenges. Therefore, efforts to strengthen resilience need to involve not only adolescents themselves, but also families, schools, and communities as important sources of protection.

The findings on the concept of resilience indicate that resilience can be understood both as a personal characteristic and as a dynamic process shaped by environmental influences (Anderson & Priebe, 2021), and can be fostered through everyday support mechanisms and healthy interpersonal relationships (Dvorsky et al., 2021). This dual understanding is important because it positions resilience as something that can be developed rather than merely possessed. Adolescents may show different levels of resilience depending on the quality of support, opportunities for problem solving, and meaning-making processes available in their environment. Thus, resilience development requires continuous reinforcement through positive experiences, supportive communication, and opportunities to practice adaptive responses in daily life.

Beyond social factors, psychological aspects play a crucial role in the development of adolescent resilience. The findings demonstrate that emotional regulation, mindfulness, and coping skills significantly enhance adolescents' ability to manage psychological stress (Budiyati & Oktavianto, 2020; Kuhlman et al., 2021; Rachman et al., 2023). At the same time, self-efficacy and the fulfillment of basic psychological needs have been identified as key mediators in strengthening resilience (Guo & Liang, 2023; Li, et al., 2024). Psychological interventions and stress management training have also been shown to significantly improve resilience levels among adolescents (Kallianta et al., 2021; Simorangkir et al., 2020). In the context of digital pressures, resilience functions as a protective factor against the negative effects of social media use and smartphone addiction, with adolescents exhibiting higher resilience showing lower digital vulnerability (Ma et al., 2022; Zhang, Liang, et al., 2024). These findings indicate that resilience is closely connected to adolescents' ability to understand, regulate, and respond to their internal psychological experiences. When adolescents have strong self-efficacy, they are more likely to perceive challenges as manageable rather than overwhelming. Consequently, resilience-based interventions should include emotional skills training, reflective practices, and digital self-control strategies to help adolescents adapt to both offline and online stressors.

Furthermore, several studies have focused on the validation of resilience measurement instruments, such as the development and validation of the Adolescent Resilience Questionnaire, which assesses resilience multidimensionally (Anderson et al., 2020), as well as evaluations of the reliability of resilience scales across diverse cultural contexts

(Ballard et al., 2024). Additionally, emerging research highlights the potential of digital media as a platform for psychological interventions aimed at enhancing adolescent resilience and preventing mental health problems (Rachmayanti et al., 2024). The availability of valid and reliable instruments is essential for accurately identifying adolescents' resilience levels and determining the most appropriate forms of support. Measurement tools that are sensitive to cultural and developmental contexts can help researchers and practitioners avoid overly general interpretations of resilience. In addition, the integration of digital media into resilience interventions offers a promising direction because adolescents are increasingly familiar with technology-based learning and support systems.

Regarding adversity quotient (AQ), the review findings indicate that AQ in adolescents is closely associated with the ability to interpret difficult situations as opportunities for growth, as well as with self-efficacy, emotional intelligence, and social developmental experiences (Aliza & Oktafiani, 2021; Djunaidah et al., 2023; Pong & Lam, 2023). Several studies further demonstrate that AQ is linked to psychological well-being and performance in school contexts (Erza et al., 2024; Utami et al., 2025) and plays a role in adolescents' career planning readiness (Bachtiar & Hajar, 2023). Overall, AQ is influenced by learning experiences, social context, family support, and personal factors such as optimism and persistence in facing adversity (Kwansumran et al., 2025). This indicates that AQ reflects not only endurance in facing difficulties, but also the cognitive ability to reinterpret adversity in a constructive way. Adolescents with higher AQ tend to show stronger persistence, better problem orientation, and greater readiness to take responsibility for their future. Therefore, AQ can be considered an important psychological resource that supports academic adjustment, career development, and long-term personal growth.

Overall, the synthesis of findings suggests that resilience and AQ play complementary roles in helping adolescents navigate complex psychological pressures in everyday life. Resilience contributes to emotional stability and recovery from adversity, whereas AQ influences how adolescents cognitively interpret difficulties as challenges and learning opportunities. This pattern indicates that adolescents with high levels of both resilience and AQ are better equipped to maintain psychological well-being across various stress contexts, including pandemics, school environments, family dynamics, and digital settings. The integration of resilience and AQ provides a more comprehensive understanding of how adolescents survive, adapt, and grow in response to adversity. While resilience emphasizes recovery and adaptation, AQ strengthens the meaning-making process that enables adolescents to transform difficulties into motivation for development. Therefore, future adolescent development programs should consider combining resilience-building strategies with AQ-oriented training to support both emotional recovery and constructive problem interpretation.

Discussion

The findings of this literature review indicate that resilience and AQ are two interrelated psychological capacities that cannot be separated in understanding adolescents' ability to cope with psychosocial pressures, both internal and external. Resilience is associated with the ability to recover from emotional distress, whereas AQ relates to the cognitive interpretation of adversity. These findings align with the theory of ego-resiliency proposed by (Farkas & Orosz, 2015), which emphasizes emotional adaptability and cognitive flexibility as the foundation of psychological resilience. The findings on resilience demonstrate that internal factors such as emotional regulation, self-efficacy, and self-confidence significantly contribute to adolescents' mental endurance in facing stress (Kuhlman et al., 2021; Li et al., 2024). This reinforces the view that emotional resilience is not merely a spontaneous response but a capacity developed through psychological growth processes. Furthermore, social support from family, school, and community has been shown to enhance adolescent resilience (Budiyati & Oktavianto, 2020; Theron et al., 2023), indicating that resilience is not solely an individual trait but also a product of interaction with the social environment.

In terms of AQ, the findings suggest that adversity quotient functions as a cognitive interpretive framework that determines how individuals perceive and respond to challenges. Adolescents with higher AQ tend to view difficulties as opportunities for growth rather than psychological barriers (Kwansumran et al., 2025; Utami et al., 2025). This implies that AQ is closely related to a growth mindset, which strengthens psychological endurance in both academic and social contexts (King et al., 2026). The interconnection between resilience and AQ becomes evident in adolescents' responses to complex stress situations. Individuals with high resilience may recover emotionally from adversity; however, without strong cognitive interpretation skills (AQ), such recovery may be temporary (Zhang et al., 2026). Conversely, high AQ enables adolescents to frame failure as a learning process, but without emotional resilience, such cognitive reframing may not translate into emotional stability (Horvath et al., 2026). Thus, both constructs operate complementarily: resilience strengthens affective recovery, while AQ enhances rational meaning-

making. Recent evidence also indicates that adversity-related capacities are associated with students' well-being and psychological resilience, particularly when emotional support and mental toughness are considered together (Shan et al., 2026). This finding strengthens the argument that AQ should not be treated only as an individual endurance trait, but as part of a broader adaptive system involving cognition, emotion, and social resources. Therefore, future studies on adolescents need to examine AQ together with resilience, coping style (Jiang et al., 2025), emotional support (Wang et al., 2026), and mental health outcomes (Sigal & Plunkett, 2024) to clarify its direct and indirect contribution to psychological adjustment.

Another important finding is the role of digital media in shaping both resilience and AQ. Latifian et al., (2024) found that resilience serves as a protective factor against smartphone addiction, while highlight the potential of digital media as a platform for positive psychological interventions (Hoque et al., 2026). This suggests that digital technology is not inherently detrimental but can function as either a risk or an opportunity depending on its use (Arif et al., 2025). Overall, these findings indicate that resilience and AQ do not operate as isolated constructs but rather form an integrated adaptive system that reinforces adolescent psychological well-being (Liu et al., 2025). Both serve as critical protective factors, particularly in the context of rapid social and technological changes. Therefore, educational and counseling interventions should aim to strengthen both capacities simultaneously through emotional regulation training, social support enhancement, mindfulness development (Gading et al., 2025), self-efficacy building (Haktanir et al., 2022), and the cultivation of positive (Xiong et al., 2023), resilient mindsets (Mufidah et al., 2026). Recent studies on adolescent digital mental health interventions further show that digital platforms can support depression, anxiety, well-being, stigma reduction, and self-guided psychological support, although evidence in low- and middle-income countries remains limited (Deng et al., 2023; Mufidah et al., 2026). This indicates that digital media-based resilience programs should be designed with careful attention to cultural appropriateness, accessibility, and long-term effectiveness. In this context, school counselors can use digital media not merely as an information channel, but as a structured psychoeducational tool to strengthen adaptive coping, self-reflection, and help-seeking behavior among adolescents (Choudhury & Choudhury, 2023; Owens & Mascarenas, 2026).

From a cultural perspective, studies conducted in Western contexts tend to emphasize internal factors such as self-efficacy, self-regulation, and personal competence as key drivers of resilience (Alvarez-Huerta et al., 2022; Choudhury & Choudhury, 2023). In contrast, research in Indonesia highlights the strong influence of external factors such as family support, spirituality, and social cohesion. This suggests that resilience cannot be understood through a universal model but must be interpreted contextually based on cultural values and social systems. Similarly, variations in AQ development are influenced by educational and cultural contexts (Vance et al., 2022). In Asian cultures, including Indonesia, AQ is often shaped by values such as responsibility, perseverance, and respect for authority, influenced by parenting styles and teacher roles (Zulmi & Tentama, 2024). In contrast, in Western contexts, AQ tends to be shaped by values of independence, academic competition, and individual achievement (Bhuiyan et al., 2026). These differences indicate that AQ development is culturally dependent and should be considered in efforts to strengthen adolescent psychological resilience. Recent findings also emphasize that family remains a central source of emotional security and resilience in several collectivist cultural contexts, especially during adolescence (Al-Smadi et al., 2024). This supports the need to place family, school, and community systems as core ecological resources in resilience and AQ development among Indonesian adolescents. Thus, culturally responsive interventions should integrate personal competence with relational values, spiritual meaning, family communication, and social support rather than relying solely on individual-based resilience training.

It is also important to note that many of the reviewed studies have not sufficiently addressed methodological limitations. For instance, the widespread use of cross-sectional designs limits the ability to establish causal relationships between resilience, AQ, and psychological well-being (Balay-odao et al., 2024). This limitation is critical, as it affects both the interpretation of findings and their practical application in interventions. Practically, the findings of this review provide an empirical foundation for schools, families, and counseling practitioners to develop more comprehensive adolescent support strategies. Interventions should not be limited to reactive and curative approaches (e.g., addressing depression or digital addiction after onset), but should also emphasize proactive and preventive efforts (Gomaa et al., 2025; Thomas & Devora, 2025). These include fostering emotional regulation, developing coping skills, promoting mindfulness, and cultivating resilient and growth-oriented mindsets to help adolescents navigate the complexities of modern life (Ferreira et al., 2025).

Conclusions

This literature review demonstrates that resilience and Adversity Quotient (AQ) are two key psychological factors that function complementarily in helping adolescents cope with emotional pressures and developmental challenges, particularly within the context of modern digital life. Resilience provides affective strength through emotional regulation, optimism, and the capacity to recover from adversity, while AQ strengthens the cognitive dimension by fostering a mindset that interprets difficulties as opportunities for learning and personal growth.

The analysis of 27 selected studies indicates that the development of resilience and AQ is influenced by both internal and external factors. Internal factors such as self-efficacy, emotional regulation, mindfulness, and self-esteem play an important role in strengthening adolescents' psychological capacity. Meanwhile, external factors, including family support, peer relationships, school environment, and community context, contribute significantly to shaping adolescents' ability to adapt to challenges. In addition, the advancement of digital technology and social media presents a dual effect. On the one hand, digital media may increase the risk of psychological distress, negative social comparison, and emotional vulnerability. On the other hand, it can also serve as a platform for educational, preventive, and counseling-based interventions to enhance adolescents' mental resilience.

Overall, resilience and AQ function as protective factors that promote adolescents' psychological well-being and adaptive capacity in navigating contemporary social dynamics. Therefore, psychological, educational, and counseling interventions should be designed to strengthen both capacities simultaneously. Schools and families are expected to provide emotional support, promote open communication, and create supportive environments that help adolescents develop emotional regulation, self-confidence, and constructive coping strategies. Programs aimed at enhancing resilience and AQ should also be systematically integrated into educational activities, peer counseling initiatives, experiential learning, and ongoing character development programs.

Furthermore, adolescents' use of digital media should be accompanied by adequate social media literacy so that they can critically evaluate information, avoid negative social comparisons, and interpret digital experiences in a more adaptive manner. Future research is recommended to employ longitudinal or mixed-method designs to provide a deeper understanding of the development of resilience and AQ within the long-term dynamics of adolescent life.

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Author Contributions

M. Fiqri Syahril: Conceptualization, Methodology, Data Curation, Writing Original Draft; **Santy Andrianie:** Formal Analysis, Writing review, Supervision, Validation; **Elwas Berdha Krismona:** Writing review, Supervision, Validation; **Nor Zaiham Midawati Abdullah:** Conceptualization, Methodology, Data Curation.

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Conflicts of Interest

The authors declare no conflicts of interest related to this study.

Ethical Approval

This study did not require ethical approval as it was conducted as a literature review.

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