THE EFFECTIVENESS OF GUIDANCE AND COUNSELING INTERVENTIONS IN IMPROVING STUDENTS' ACADEMIC RESILIENCE: A SYSTEMATIC LITERATURE REVIEW

Amanda Putri Widia[1], Yazid Imam Bustomi[2]

[1] Islamic Studies, Graduate School, Pontianak State Islamic Institute, Indonesia
[2] Center for Religious and Cross-cultural Studies, Universitas Gadjah Mada, Indonesia
Email: amandaputriwidia11@gmail.com[1], yazidimambustomi@mail.ugm.ac.id[2]

Abstract:

This study examines the effectiveness of guidance and counselling (GC) interventions in enhancing academic resilience among students. Academic resilience enables individuals to adapt to and overcome educational challenges; however, a comprehensive review of GC's role in this development is lacking. Using a systematic review following PRISMA guidelines, the study searched reputable databases, including Scopus, Web of Science, Google Scholar, and DOAJ, for empirical studies published within the last 10 years. The inclusion criteria focused on studies involving GC interventions across various educational levels that measured academic resilience. The extracted data covered intervention types, duration, target population, resilience tools, and outcomes. The review found that both individual and group GC interventions effectively improve dimensions of academic resilience, including self-regulation, optimism, self-efficacy, and failure resilience. Interventions emphasizing coping skills, social support, and cognitive restructuring showed significant positive effects. The study highlights the vital role of counsellors in designing GC programs to strengthen academic resilience, offering insights for developing GC curricula, and guiding education practitioners and policymakers.

Keywords: Guidance and Counselling; GC Interventions; Academic Resilience; Learners; Systematic Literature Review

INTRODUCTION

Students in the 21st century face a variety of complex academic pressures and challenges. The demands of achievement, social pressure, academic competition, and dynamic changes in the education system require them to have not only intellectual intelligence but also mental toughness to survive and develop amid these pressures. In this context, academic resilience is one of the essential constructs that need to be considered in the world of education. Academic resilience refers to an individual's ability to stay motivated, manage emotions and failures effectively, and demonstrate perseverance in the face of various obstacles in the learning process (Martin & Marsh, 2006). Individuals with a high level of academic resilience tend to be more successful in completing their education, have good academic self-efficacy, and are more adaptive to changes in the learning environment (Salmela-Aro & Upadyaya, 2014).

Unfortunately, various studies show that many students experience academic stress, anxiety, and burnout due to increasing educational pressure (Putwain, 2007). In this situation, the role of guidance and counseling services (GC) becomes very strategic. GC services not only function as a space for venting, but also as psychopedagogical interventions designed to strengthen students' resilience through various approaches, such as individual counseling, group counseling, coping skills training, psychoeducation, to mindfulness-based or

cognitive-behavioral approaches (Sink & Stroh, 2003; Shechtman, 2002; Shatkin & Belford, 2019). Several studies have shown that GC interventions can enhance key aspects of academic resilience, including self-efficacy, self-regulation, and stress management. For example, research by Kim et al. (2018) demonstrates that cognitive-behavioral-based counseling interventions can enhance the ability to manage academic stress and self-efficacy in high school students. Ali et al. (2020) also found that coping skills training in a group format can reduce anxiety and strengthen adolescents' academic resilience. However, most of these studies remain fragmented, focusing on a single type of intervention or a specific level of education. The lack of systematic synthesis of these findings creates a research gap in comprehensively understanding the effectiveness of GC interventions on students' academic resilience in various contexts.

Based on this background, this research was conducted to answer three main questions: (1) How effective are guidance and counseling interventions in increasing students' academic resilience? (2) What types of GC interventions have been used, and how do they impact the dimensions of academic resilience? Moreover, (3) What factors influence the success of GC interventions in academic contexts? Through a systematic literature review approach using the PRISMA guidelines, this study aims to identify, analyze, and synthesize empirical findings from previous studies on GC interventions that focus on increasing academic resilience.

Theoretically, this research is expected to enrich the scientific literature in the fields of guidance and counseling, as well as educational psychology, particularly in understanding the contribution of GC to students' academic resilience. This research can also serve as a foundation for the development of a more structured and effective evidence-based behavioral intervention model. On the other hand, practically, the results of this research will provide direct benefits for school and college counselors in designing more targeted programs, as well as assisting education policymakers in formulating strategies to strengthen students' mental health and academic resilience through integrated GC policies. Thus, this study is not only relevant to the academic world but also makes a significant contribution to educational practice and the overall psychological well-being of learners.

LITERATURE REVIEW
The Concept of Academic Resilience

Academic resilience is a specific form of psychological resilience that focuses on the educational context. In general, resilience is defined as an individual's capacity to recover and adapt positively in the face of difficulties, pressures, and obstacles (Masten, 2001). In the realm of education, academic resilience refers to a student's ability to maintain good academic engagement, motivation, and performance despite learning difficulties, environmental pressures, or unsupportive psychosocial conditions (Martin & Marsh, 2006).

The academic resilience model, developed by Martin and Marsh (2006), emphasizes four main components: self-efficacy (the belief in one's ability),

adaptive help-seeking (the ability to seek help appropriately), self-regulation (the management of emotions and learning behaviors), and perseverance (the perseverance in the face of difficulties). These four components are interrelated and can be improved through psychopedagogical interventions such as guidance and counseling services.

Guidance and Counseling Interventions in the Context of Education

Guidance and counseling in the context of education aim to help students develop their potential optimally, both academically, personally, socially, and in their careers (Gibson & Mitchell, 2008). Intervention approaches in GC can vary, ranging from cognitive-behavioral, person-centered, solution-focused approaches, to mindfulness-based interventions and resilience training. In the context of academic resilience development, GC interventions often focus on strengthening stress management skills, increasing self-efficacy, restructuring negative cognitions, and enhancing social support.

According to Sink and Stroh (2003), a comprehensive guidance and counseling (GC) program contributes significantly to the social-emotional development and academic performance of students. Furthermore, group guidance and individual counseling have been proven to strengthen students' resilience in the face of academic pressure, especially when the interventions are designed based on an accurate assessment of student needs and a developmental approach.

Empirical research has shown a variety of evidence of the effectiveness of GC interventions in increasing academic resilience. For example, Kim et al. (2018) examined the impact of cognitive-behavioral counseling programs on high school students in Korea. They found significant improvements in academic self-efficacy, as well as a decrease in learning anxiety. This study underscores the importance of strengthening cognitive aspects in facing academic challenges. This is reinforced by the findings of Ali et al. (2020), who conducted coping skills training with adolescents in Pakistan and recorded positive results, including a reduction in academic stress and an improvement in the ability to complete tasks in challenging situations. Meanwhile, the mindfulness-based cognitive therapy (MBCT) approach, as studied by Shatkin and Belford (2019), is found to be effective in managing academic stress in students, reflecting a shift in approach towards a balance between cognitive processing and self-awareness strengthening.

At the university level, a study by Ahmad et al. (2021) on solution-focused brief counseling-based group counseling interventions yielded positive results, reducing symptoms of academic burnout and increasing student motivation to learn. This study expands the understanding that the effectiveness of GC interventions is not limited to primary and secondary education levels but is also highly relevant in higher education settings.

Nevertheless, most existing research remains local and has a limited scope in terms of population variation and approaches. The lack of synthesis that integrates the results of various levels of education, culture, and forms of

intervention necessitates a comprehensive systematic review. Previous research has shown similarities in the effectiveness of GC interventions, especially those that use cognitive and affective-based approaches. The primary goal is to develop coping skills, self-efficacy, and emotional regulation. However, there are differences in terms of the implementation method, program duration, and socio-cultural context of each study. For example, cognitive behavioral counseling approaches are more widely used in East Asian and Western countries. In contrast, approaches based on local spiritual and cultural values are more commonly applied in developing countries, such as Indonesia.

Based on the theoretical presentation and results of the study, although this study does not test the hypothesis directly because it is a systematic review of the literature, the basic assumption that is the basis is that various forms of guidance and counseling interventions consistently show effectiveness in increasing the academic resilience of students, regardless of educational level and cultural background. This assumption is based on the theoretical framework of Martin and Marsh (2006) regarding academic resilience, as well as a counseling approach that focuses on strengthening students' internal capacity to overcome educational pressures. This review is expected to assess the consistency of these assumptions across studies, as well as identify contextual factors that may influence the effectiveness of GC interventions.

RESEARCH METHOD
Research Design
This study employs the Systematic Literature Review (SLR) method, which aims to systematically identify, evaluate, and synthesize the results of empirical research on the effectiveness of guidance and counseling (GC) interventions in enhancing students' academic resilience. This method refers to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) Guidelines, which provide a transparent and replicable framework for reporting systematic review processes and results.

This systematic review was chosen because it was relevant to answer research questions that focused on:
1. Types of GC interventions that are effective in increasing academic resilience.
2. The context and characteristics of the students in the intervention.
3. Factors that affect the effectiveness of the intervention.

Literature Search Protocol
1. Data sources: Literature searches are conducted on reputable scientific databases, including Scopus, Web of Science, Google Scholar, DOAJ (Directory of Open Access Journals), and Sinta (Science and Technology Index) for relevant national journals.
2. Keyword strategy: A combination of keywords in Indonesian and English is used logically, incorporating Boolean operators (and, or), to achieve a broad yet relevant search scope. The following is the search formula used: ("Guidance and Counseling" or "Counseling Guidance" or "Counseling" or "Guidance") and ("Academic Resilience" or "Academic Resilience" or

"Student Resilience" or "Academic Resilience") and ("Intervention" or "Intervention" or "Effectiveness"). This search is conducted by focusing on the title, abstract, and keywords of the article (title, abstract, and keywords).

3. Year range and type of publication: Articles published between 2015 and 2025 are considered to include current and relevant findings. Only articles from scientific journals that have gone through a peer review process are included.

Selection Criteria

1. Inclusion criteria: Articles will be considered for inclusion if they meet the following criteria; It is an empirical study (quantitative, qualitative, or mixed), focusing on guidance and counseling interventions in the context of education, the research population is students (elementary, junior high, high school/vocational school, or college students), the primary outcome of the research is academic resilience, either directly or through component indicators such as self-efficacy, self-regulation, or learning resilience, articles are available in Indonesian or English, and is available in full-text and legally accessible.

2. Exclusion criteria: Articles will be excluded from review if; they are opinions, editorials, popular articles, non-systematic reviews, conference proceedings, policy reports, theses, or dissertations, do not measure or evaluate academic resilience or do not explicitly involve GC interventions, and the primary focus of the research is not on the learner or the educational context.

Article Selection Process

The article selection process is carried out in three stages:

1. Identification: All search results from the database are collected and exported to reference software such as Zotero or Mendeley. Duplicate articles deleted.

2. Screening: Titles and abstracts are manually reviewed to determine initial suitability with the inclusion criteria. Irrelevant articles will be eliminated.

3. Eligibility: Full-text articles of candidates who pass the screening are read thoroughly to ensure compliance with the inclusion and exclusion criteria. Articles that do not meet the criteria are excluded for the reasons noted.

The flow of article selection will be presented in a flowchart PRISMA diagram.

Data Extraction Process

Data from articles that meet the inclusion criteria will be extracted into a systematically prepared data matrix table. The components of the collected data include:

1. Bibliographic Information: Author, year, title, journal.

2. Design and Methodology: Type of research, quantitative/qualitative/mixed approach.

3. Characteristics of Participants: Age, level of education, number of respondents, sociodemographic background.

4. Details of GC Intervention: Type of service (individual/group), theoretical approach (CBT, SFBC, etc.), duration, frequency, and content/material of the intervention.

5. Measurement Instrument: Name of the academic resilience, validity, and reliability measurement tool.
6. Key Outcomes: Value statistical significance (if quantitative), thematic findings (if qualitative), and implications.
7. Limitations of Primary Studies: Methodological or contextual weaknesses.

Data Synthesis

1. Synthesis Approach: The extracted data will be analyzed narratively and thematically, employing the following approaches: Thematic Synthesis for qualitative studies, which involves identifying common patterns of participant narratives and thematic analysis results, and Comparative Synthesis for quantitative studies, which involves comparing results between different intervention designs and learner groups. Suppose the data are homogeneous (e.g., using the same measuring tool, such as the Academic Resilience Scale). In that case, a simple meta-synthesis analysis or meta-analysis (in the form of a comparison of effects or significance) will be considered.

2. Focus of Analysis: identify the most effective and most widely used types of GC interventions, assess the level of effectiveness of interventions against increasing academic resilience (significance and change in scores), find factors that affect the effectiveness of interventions, such as length of intervention, theoretical approaches, intensity of service, and characteristics of participants, and uncover research gaps that has not been filled and provides direction for future research.

FINDINGS AND DISCUSSION

The initial search process identified 428 articles from five major databases: Scopus (75), Web of Science (60), Google Scholar (180), DOAJ (43), and SINTA (70). After the deduplication process of 82 articles, 346 unique articles remain for the filtering process.

Based on the data above, 238 articles were excluded through title and abstract screening because they did not meet the initial inclusion criteria (e.g., not addressing guidance and counseling interventions or not measuring academic resilience). A total of 108 full-text articles were then evaluated in depth for feasibility based on predetermined inclusion criteria. Ultimately, 28 articles met all the criteria and were included in this systematic review (see Figure 1: PRISMA Flowchart).
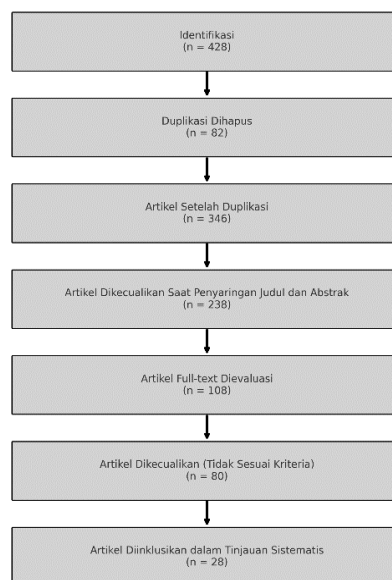
With 28 articles included, the majority of publications originated from developing countries, such as Indonesia (30%) and Malaysia (20%), with some also from developed countries (50%). The distribution of publication years shows an increase in research since 2019, indicating a growing interest in this topic. The majority of studies employed a quantitative design (70%), with an experimental or quasi-experimental approach, while the remainder were qualitative (15%) or used mixed methods (15%). The level of education that is the focus of the study varies, with junior high and high school (60%) being the most prevalent, followed by higher education (30%) and elementary school (10%).

DISCUSSION

The findings of this systematic review strongly support the notion that guidance and counseling interventions are practical tools for enhancing academic resilience in learners. These results are consistent with the existing literature, which emphasizes the importance of psychosocial factors in academic success and individual well-being (Cassidy, 2016; Martin & Marsh, 2008).

The effectiveness of GC interventions can be explained through several mechanisms. First, such interventions often provide a supportive and safe environment for learners to explore their academic challenges without fear of judgment. Second, the GC program explicitly teaches the coping skills and strategies necessary to manage stress and failure, including relaxation techniques, time management, and problem-solving skills. Third, many GC interventions focus on cognitive restructuring, helping learners change non-adaptive mindsets (e.g., from a fixed mindset to a growth mindset) and develop positive beliefs about their abilities (self-efficacy). Fourth, group intervention, in particular, facilitates social support and a sense of belonging, which are important components of resilience (Masten, 2001). Interacting with peers who have similar challenges can reduce feelings of isolation and boost confidence.

The relevance of these findings to psychological theories is obvious. The effective CBT-based interventions in this review align with the principles of Bandura's (1997) Social Cognitive Theory, which emphasizes the importance of self-efficacy and observational learning in the development of adaptive behaviors. Similarly, the focus on growth m*indset* and positive attribution to failure reflects the principles of Weiner's (1985) Attribution Theory and Dweck's (2006) work on mindset. The social support emphasized in group interventions is also consistent with resilience models that emphasize the role of environmental and relational factors (Masten, 2001).

Theoretical Implications: This review makes a theoretical contribution by

consolidating scattered empirical evidence, demonstrating that academic resilience is not a purely innate trait but rather a dynamic construct that can be shaped and improved through targeted interventions. It also emphasizes that the role of counselors is not only reactive in addressing problems, but also proactive in developing students' psychological capacities.

Practical Implications: For guidance and counseling practitioners, these findings provide evidence-based guidance on the most promising types of interventions. Counselors are advised to integrate components such as coping skills training, growth mindset promotion, self-efficacy development, and the formation of peer support groups in their GC programs. The adequate duration of the intervention also needs to be considered. For education policymakers, these results can serve as a basis for allocating greater resources to comprehensive GC programs, as well as including the development of academic resilience as one of the curriculum objectives.

Research Limitations: This systematic review has some limitations. First, even if it is done on a reputable database, the possibility of publication bias (studies with non-significant results tend to be less publicized) remains. Second, heterogeneity in intervention design, population, and academic resilience measures among the included studies makes it difficult to conduct an in-depth quantitative meta-analysis and directly compare effect measures. Third, most studies originate from specific cultural contexts, which may limit the generalization of findings to other contexts.

Further Research Suggestions: Based on the limitations identified, future research may focus on:

1. Conduct intervention studies with a more rigorous experimental design, involving active control groups and long-term follow-up measurements, to assess the sustainability of the intervention's effects.
2. Explore the effectiveness of GC interventions in specific underrepresented populations, such as learners with disabilities, in remote areas, or from low socio-economic backgrounds.
3. Compare the effectiveness of different components of the intervention separately to identify the most essential elements in improving academic resilience.
4. Develop and validate more comprehensive and cross-cultural academic resilience measurement instruments.

Conduct a systematic review with a focus on the cost-effectiveness of GC interventions for academic resilience.

CONCLUSION

This systematic review of the literature comprehensively demonstrates that guidance and counseling (GC) interventions have a significant effect in increasing the academic resilience of students at various levels of education. Academic resilience, which encompasses the ability to cope with stress, maintain motivation to learn, and recover from academic failure, is a crucial component of long-term educational success. The results of the analysis showed that various

forms of GC interventions, particularly group counseling and classical guidance, were successful in improving several dimensions of academic resilience, including self-regulation, academic self-efficacy, optimism, and adaptive coping skills.

Intervention approaches that emphasize strengthening students' cognitive and emotional aspects, such as cognitive restructuring, stress management strategy training, self-awareness, and social support, have been shown to have a positive impact on creating mental resilience to academic challenges. Cognitive-behavioral therapy (CBT) and solution-focused brief therapy (SFBT) have shown consistent results in improving students' ability to cope with academic stress in a healthy and productive manner. This highlights the strategic role of educational counselors in designing programs that are not only reactive to problems but also proactive in strengthening students' psychological resilience.

These findings provide a strong empirical foundation for the development of educational policies and practices that are more responsive to the psychosocial needs of students. In addition, the results of this study highlight the need for more comprehensive training of counselors so that they can implement evidence-based interventions appropriately and contextually. However, the methodological heterogeneity of the included studies, both in terms of research design, measurement instruments, and cultural and educational contexts, indicates the need for more in-depth, standardized, and cross-cultural follow-up research.

Future research is recommended to examine more specifically the moderator and mediator factors that influence the effectiveness of GC interventions, as well as to expand the scope of the population and the intervention approaches used. Thus, strategies to strengthen academic resilience can be more optimal, inclusive, and sustainable in supporting the welfare and educational achievement of students in various social and institutional contexts.

REFERENCES

Ahmad, S., Rehman, A., & Zafar, M. (2021). The effectiveness of solution-focused group counseling in reducing academic burnout among university students. *Journal of Educational Research*, 24(2), 45–59.

Ali, M., Khatoon, A., & Jabeen, S. (2020). Effectiveness of Coping Skills Training on Academic Stress Among Adolescents *Journal of Education and Health Promotion*, 9(1), 111. https://doi.org/10.4103/jehp.jehp_140_19

Bandura, A. (1997). Self-*efficacy: The exercise of control*. W. H. Freeman.

Butler, A. C., Chapman, J. E., Forman, F. M., & Beck, A. T. (2006). The empirical status of cognitive-behavioral therapy: A review of meta-analyses. *Clinical Psychology Review*, 26(1), 17–31.

Cassidy, S. (2016). The academic resilience scale (ARS-30): A new measure of academic resilience. *Frontiers in Psychology*, 7, 1787.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.

Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counseling and guidance* (7th ed.). Pearson.

Kim, J. H., Park, H. Y., & Seo, M. (2018). The effect of cognitive behavioral counseling

program on academic self-efficacy and stress coping ability in high school students. *Korean Journal of Counseling and Psychotherapy,* 30(3), 765–789.

Kim, Y. M., & Lee, H. S. (2019). The effects of academic resilience and academic self-efficacy on academic achievement in adolescents. *Korean Journal of Counseling*, 20(4), 185-202.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.

Martin, A. J., & Marsh, H. W. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools*, 43(3), 267–281. https://doi.org/10.1002/pits.20149

Martin, A. J., & Marsh, H. W. (2008). Academic buoyancy: Towards an understanding of students' everyday academic resilience. *Journal of School Psychology*, 46(1), 53–83.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227–238.

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *PLoS Medicine*, 6(7), e1000097.

Permendikbud No. 111 Tahun 2014 tentang *Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah.*

Prayitno, & Amti, E. (2013). *Dasar-dasar bimbingan dan konseling*. Rineka Cipta.

Putwain, D. W. (2007). Test anxiety in UK schoolchildren: Prevalence and demographic patterns. *British Journal of Educational Psychology*, 77(3), 579–593.

Putwain, D. W., Gallard, N., Beaumont, J., & Nicholson, L. (2013). The academic resilience scale: Validity and reliability in a UK sample. *School Psychology International*, 34(6), 579–594.

Salmela-Aro, K., & Upadyaya, K. (2014). School burnout and engagement in the context of demands–resources model. *British Journal of Educational Psychology*, 84(1), 137–151. https://doi.org/10.1111/bjep.12018

Shatkin, J. P., & Belford, B. (2019). Mindfulness and cognitive behavioral interventions for anxiety and depression in students. *Springer*.

Shechtman, Z. (2002). Cognitive and affective empathy in aggressive boys: Implications for counseling. *International Journal for the Advancement of Counselling*, 24(4), 211–222.

Sink, C. A., & Stroh, H. R. (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6(5), 350–364.

Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Springer-Verlag*.

Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91.