

THE EFFECTIVENESS OF ROLE-PLAYING TECHNIQUES IN GROUP GUIDANCE SERVICES TO IMPROVE ACADEMIC HARDINESS

Nadya Ayu Sukmawati*, Aprilia Setyowati, Amien Wahyudi, Rohmatus Naini

Universitas Ahmad Dahlan

*Corresponding author, *e-mail*: 2200001078@webmail.uad.ac.id

Abstract: The low level of academic hardiness among junior high school students in coping with academic pressure indicates the need for interventions that can strengthen students' resilience in academic settings. This study aimed to examine the effectiveness of group guidance services using role-playing techniques in improving students' academic hardiness. A quantitative approach with a pre-experimental one-group pretest-posttest design was employed. The participants consisted of 8 students selected based on their academic hardiness levels. Data were collected using an Academic Hardiness Scale developed based on Kobasa's theory, encompassing the dimensions of commitment, control, and challenge. The instrument was tested using the Rasch model and demonstrated good measurement quality, with person reliability of .90, item reliability of .99, and Cronbach's Alpha of .92. Group guidance services using role-playing techniques were conducted in four sessions to strengthen students' commitment, control, and challenge in dealing with academic demands. Data were analyzed using the Shapiro-Wilk normality test and a paired sample t-test. The findings indicated that group guidance services using role-playing techniques were effective in improving students' academic hardiness. These findings suggest that role-playing can be implemented as a practical strategy in group guidance services to help students strengthen resilience, maintain learning commitment, and cope more effectively with academic pressure.

Keywords: academic hardiness; group guidance; role-playing; junior high school students; guidance and counseling

INTRODUCTION

The development of technology and science has brought many changes to the field of education. This condition requires students to adapt to a range of new challenges, both academically and psychologically. The transition from elementary school to junior high school often causes students to experience difficulties due to increasingly complex subject matter, higher demands for independent learning, and exposure to a new social environment (Chai & Lin, 2021). At the same time, students enter early adolescence, which is characterized by

physical, emotional, and social changes, including developmental tasks such as establishing social relationships and developing emotional independence (Husna & Wungu, 2018).

Increased academic pressure can lead to stress if it is not managed properly. Academic stress arises when there is an imbalance between academic demands and students' abilities (Hemasti, 2023) and can affect sleep quality and learning concentration (Annisa, 2025; Djoar, 2024; Jagiello, 2024). This indicates that students need the ability to remain resilient, maintain positive thinking, and cope with academic pressure, which is referred to as academic hardiness. Academic hardiness enables students to better control stress, maintain motivation, and view challenges as opportunities for learning (Wardani, 2020; Zhavira & Palupi, 2022). Research has also shown that academic hardiness is associated with psychological well-being and a lower risk of burnout (Heru, 2024; Rifani & Ayuningtias, 2022; Suci & Ifdil, 2023).

These findings are consistent with Setyowati's (2024) study, which finds that academic hardiness helps students cope with academic pressure, enabling them to remain confident, experience lower stress, and adapt to academic demands. In addition, Kamtsios & Karagiannopoulou (2013) reported that academic hardiness is positively related to students' achievement goals. Academic hardiness consists of three main aspects: commitment, control, and challenge (Kobasa, 1979), which can be developed through guidance and counseling services. In this context, guidance and counseling teachers play an important role in helping students manage academic stress through counseling services that focus on students' self-understanding of the academic demands they face (Berneditas Milihati Laia, 2022). Through these services, students are guided to recognize their abilities, limitations, and strategies for effectively coping with academic pressure.

The role of guidance and counseling teachers in helping students cope with academic pressure is increasingly evident in the various services they provide. Several studies have shown that appropriate guidance and counseling services can help reduce students' anxiety and stress, enabling them to better cope with learning demands (Fergina, 2022). This condition provides a basis for guidance and counseling teachers to implement services that are not only preventive but also developmental, particularly to strengthen students' academic hardiness. One service available is group guidance. Through structured group activities, students can share experiences, engage in self-reflection, and learn to solve problems collaboratively, thereby enhancing academic hardiness (Setyowati, 2024).

In addition, group guidance services have also been proven to improve students' learning discipline and motivation (Amalia Anjani Purba & Ade Chita Putri Harahap, 2023; Asy Syauqi & Suhaili, 2022; Zuhaerani, 2021). To ensure that group guidance is implemented more effectively and is easily understood by students, role-playing techniques can be used. Through role-playing, students are encouraged to understand problem situations they frequently encounter in academic settings through simple simulations, allowing them to become more active and engaged in the guidance process (Muhammad, 2025).

Various studies indicate that role playing techniques offer significant benefits in guidance and counseling services. This technique has been shown to help students strengthen their resilience in facing academic demands (Zulaikah & Ismanto, 2023), manage emotions more effectively (Anggraini & Harahap, 2023), and develop social skills through direct learning experiences (Nasution, 2023). In addition, role playing has been found to reduce learning

fatigue and enhance students' self-confidence (Al-Ghifary, 2024; Khair, 2024). Through students' active involvement in enacting specific situations, they gain a deeper understanding of problems and identify appropriate problem-solving strategies.

Although previous studies have demonstrated the benefits of role-playing techniques in improving emotional regulation, social skills, self-confidence, and learning engagement, limited research has specifically examined their effectiveness in strengthening academic hardiness among junior high school students. Academic hardiness is an important protective factor that enables students to remain committed, maintain a sense of control, and perceive academic challenges as opportunities for growth. However, empirical evidence regarding the use of experiential counseling approaches, particularly role-playing techniques within group guidance services, to develop academic hardiness remains limited.

Furthermore, preliminary discussions with guidance and counseling teachers at SMP Muhammadiyah 4 Yogyakarta indicated that several students experienced low motivation to learn and difficulty maintaining persistence when facing academic challenges. These conditions suggest the need for interventions that can help students develop greater resilience and adaptability in responding to academic demands. Therefore, this study aims to examine the effectiveness of role-playing techniques in group guidance services for enhancing students' academic hardiness.

METHOD

This study employed a quantitative approach with a one group pretest-posttest design to examine changes in students' academic hardiness after the implementation of group guidance services using role playing techniques. The research subjects consisted of 8 junior high school students selected from one class to participate in the series of group guidance services. The research instrument was an academic hardiness scale adapted from Aprilia Setyowati based on Kobasa's theory, encompassing the aspects of commitment, control, and challenge. The scale consisted of 36 favorable items with four response alternatives, namely Strongly Appropriate (4), Appropriate (3), Less Appropriate (2), and Not Appropriate (1). The instrument had been tested using the Rasch Model and demonstrated good measurement quality with person reliability of .90, item reliability of .99, and Cronbach's Alpha of .92, with most items meeting the Infit MNSQ criteria of .75–1.25.

Group guidance services were conducted in four sessions, each lasting 35 minutes, following the stages of formation, transition, core activities, and termination. During the core activities, role-playing techniques were applied through the steps of warm-up, action, sharing, and closing, aimed at helping students understand academic pressure, strengthen academic commitment, and control their responses in challenging learning situations. Prior to the study's implementation, participants were provided with an informed consent form to ensure voluntary participation and data confidentiality. Data were analyzed using a Paired Sample t-Test through the SPSS program. Before hypothesis testing, a prerequisite analysis was conducted using the Shapiro-Wilk normality test at the .05 significance level. Data were considered normally distributed when $p > .05$.

RESULT AND DISCUSSION

Result

This study involved 8 students as research participants who took part in group guidance services that used role-playing techniques. Based on the results of the initial measurement (pretest) of academic hardiness, students' levels of academic hardiness varied. Some students demonstrated an unstable commitment to learning, limited self-control under academic pressure, and a less positive perspective on academic challenges. These conditions indicate that students still require efforts to strengthen their academic hardiness. The research subjects consisted of 8 junior high school students selected from a single class to participate in a series of group guidance services. Participants were selected using purposive sampling based on their academic hardiness levels. Students were first categorized into high, moderate, and low academic hardiness groups according to the results of the initial assessment. To ensure representation from each category, participants were selected from the identified groups, with the final participants determined through a spinner-based selection procedure within each category.

Group guidance services using role-playing techniques were conducted over four sessions. Each session was carried out through several stages, namely warm-up, the action, the sharing, and closing. During the warm-up stage, the counselor sought to create a comfortable group atmosphere so that students felt more relaxed and prepared to participate in the activities. This stage also aimed to help students focus their attention before entering the main activities. The action stage served as the core activity, during which students engaged in role-playing based on predetermined scenarios. These scenarios depicted situations commonly experienced by students during learning activities, such as dealing with difficult assignments, academic pressure, and time-management challenges. Through these activities, students were expected to gain a better understanding of the problems they faced and learn more effective ways to respond to academic challenges.

Next, during the sharing stage, students were encouraged to share their experiences and feelings during the role-playing activities. At this stage, the counselor guided the discussion to help students relate their experiences to aspects of commitment, self-control, and approaches to academic challenges. Through this sharing activity, students were expected to better understand their experiences and view them as part of the learning process. Each session was then concluded with a closing activity consisting of a brief summary of the activities that had been carried out. The counselor invited students to jointly reflect on the key points they gained during the session. In addition, the counselor provided general reinforcement of positive attitudes that emerged during the activities, without evaluating students individually, to maintain a comfortable group atmosphere.

In addition, during the closing activity, the counselor reinforced positive attitudes and behaviors that emerged throughout the sessions, particularly those related to commitment, self-control, and students' approaches to learning challenges. After the entire series of group guidance services using the role playing technique had been completed, the researcher administered a posttest to eight eighth-grade students using the same academic hardiness scale as in the pretest. The pretest and posttest data were analyzed using the Shapiro-Wilk

normality test and the Paired Samples t-Test. These tests were conducted as prerequisite analyses to ensure that the data met the required statistical assumptions before further inferential analysis was carried out. The test results indicated that the data were suitable for further analysis using inferential statistical methods. A summary of the statistical analysis results is presented in the following tables.

Table 1. Descriptive Statistics of Pretest and Posttest Academic Hardiness

	Pretest	Posttest
Mean	118.88	131.12
SD	17.349	11.395

As summarized in Table 2, the data met the normality assumption required for further statistical analysis. The paired-samples t-test confirmed a significant increase in students' academic hardiness after participating in group guidance services that used role-playing techniques ($t = -2.593$, $p = .036$), leading to the rejection of the null hypothesis.

Table 2. Results of the Statistical Analysis of Academic Hardiness

Indicator	Data	Statistic	df 1	df 2	Sig.	Description
Normalitas (Shapiro-Wilk)	Pretest	.927	8	-	.489	Normal
	Posttest	.893	8	-	.249	Normal

As presented in Table 2, both the pretest and posttest data met the normality assumption required for parametric statistical analysis. Since the data were normally distributed, further analysis was conducted using the Paired Samples t-Test to examine changes in students' academic hardiness following the group guidance intervention.

Table 3. Results of the Paired Samples t-Test

Comparison	Mean Difference (Pretest-Posttest)	Std Deviation	T	df	Sig. (2-tailed)	Description
Pretest-posttest (based on mean)	-12.24	13.360	-2.593	7	.036 (2-tailed)	signifikan

As summarized in Table 2, the pretest and posttest data met the normality assumption required for parametric statistical analysis. Therefore, hypothesis testing was continued using the Paired Samples t-Test. As shown in Table 3, the paired-samples t-test revealed a significant increase in students' academic hardiness following participation in the group guidance

program using role-playing techniques ($t = -2.593$, $p = .036$). These findings indicate that students demonstrated higher levels of academic hardiness after the intervention, suggesting positive changes in their ability to cope with academic demands, maintain learning commitment, and respond more adaptively to academic challenges. Consequently, the null hypothesis was rejected.

Discussion

The findings of this study indicate that group guidance services using role-playing techniques improved students' academic hardiness, thereby supporting the research objective of examining the effectiveness of role-playing techniques in enhancing academic hardiness among junior high school students. According to Kobasa (1979), academic hardiness consists of three aspects, namely commitment, control, and challenge. These three aspects are related to students' ability to persist and cope with pressure during the learning process. The improvement in academic hardiness observed in this study indicates that students become more engaged in learning activities, better able to regulate themselves under academic pressure, and more prepared to deal with learning difficulties. The findings of this study are consistent with research showing that group services can improve students' academic hardiness by increasing learning motivation. Other studies have also shown that group activities involving direct experience can help students become more active and better able to cope with academic pressure (Setyowati, 2024). In addition, Suci & Ifdil (2023) state that academic hardiness helps reduce academic stress, so students with a high level of academic hardiness are better able to manage learning pressure and maintain their emotional well-being during the learning process. Strengthening academic hardiness through group guidance services is important as a preventive effort to help students cope with increasingly complex academic demands. Participatory and experience-based services also enable students to develop more effective coping strategies in dealing with everyday academic pressure.

The role-playing technique improved students' academic hardiness by providing opportunities to actively experience and respond to situations commonly encountered in academic settings, such as assignment overload, learning difficulties, academic pressure, and time management challenges. Through these simulations, students were encouraged to recognize their emotional and behavioral responses to academic demands, explore alternative problem-solving strategies, and learn from their peers' experiences during group discussions. This active and experiential learning process enabled students to strengthen their commitment, develop greater self-control, and view academic challenges more positively. These findings are consistent with previous studies indicating that role-playing techniques can enhance students' resilience, self-regulation, social skills, and self-confidence through direct learning experiences (Anisahria, 2025; Irhamna et al., 2022; Septiani et al., 2025; Zulaikah & Ismanto, 2023).

In this study, group guidance services were conducted in four sessions. The first session introduced the concept of academic hardiness and its three aspects using real school-related examples. The second session focused on control, helping students regulate emotions and respond appropriately to academic pressures. The third session emphasized commitment by training students to maintain learning consistency and engagement. The fourth session

addressed challenges, encouraging students to view academic difficulties as opportunities for growth through case simulations, strategy planning, and peer discussion. Overall, students were guided to face academic problems, develop solutions, and perceive learning challenges more positively.

The findings of this study have several important implications for implementing guidance and counseling services in schools, particularly for school counselors. First, counselors can utilize group guidance services with role-playing techniques to enhance students' academic hardiness. Through these activities, students learn to cope with academic pressure, maintain focus, regulate emotions, and sustain commitment in completing academic tasks. Counselors can design activities that encourage critical thinking, decision-making, and the exploration of various problem-solving strategies, making the services more relevant and responsive to students' needs.

In the area of academic guidance, role-playing can help students address real challenges such as low motivation to learn due to difficult subject matter, difficulty managing time between study and other activities, or anxiety before examinations. For example, counselors can design a simulation on "managing difficult assignments while balancing study time and rest." Through this activity, students learn to prioritize tasks, experiment with different learning strategies, and provide feedback to one another. This approach makes guidance services more practical and helps students manage academic pressure more effectively (Sri Maisyaroh, 2024).

In the area of social guidance, this service supports the development of cooperation skills, communication, and healthy emotional expression. For instance, through simulations of minor conflicts over group assignments, students learn to express their opinions politely, listen to peers, and find solutions collaboratively. Counselors can use these activities to train students' social skills, such as empathy, collaboration, and interpersonal communication (Septiani et al., 2025). Such direct experiences help students better understand the dynamics of social interactions they commonly encounter in the school environment. Therefore, group guidance services that use role-playing techniques can be an effective means of fostering positive and adaptive social behaviors among students.

In the area of personal guidance, role playing also helps students develop self-awareness, regulate emotional responses, and enhance self-confidence. Through these activities, students can recognize their strengths and weaknesses when facing academic or social challenges and experiment with new strategies to overcome difficulties. Therefore, school counselors can provide meaningful learning experiences that support students' character development and prepare them to face challenges both at school and in everyday life (Zulaikah & Ismanto, 2023). The findings of this study further indicate that group guidance services that use role-playing not only improve academic hardiness but also support the development of students' academic, social, and personal competencies. This enables counselors to deliver practical, relevant services that help students become better prepared to manage academic pressure and peer interactions in the school environment.

Although group guidance services using role-playing techniques were found to be effective in enhancing academic hardiness, this study has several limitations. The sample consisted of only eight students and lacked a control group, making it difficult to determine

whether the observed improvement was attributable solely to the intervention. The services were conducted in only four sessions, data were collected exclusively through pretest–posttest measures without observations or interviews, and all participants were drawn from the same class, limiting the diversity of student characteristics. In addition, external factors such as academic pressure from parents or involvement in other activities were not controlled. Therefore, future studies are recommended to involve larger samples, include control groups, extend the duration of the intervention, and employ more comprehensive data collection methods to strengthen the findings and enhance their generalizability.

CONCLUSION

Based on the study's results, group guidance services using role-playing techniques are effective in improving students' academic hardiness at SMP Muhammadiyah 4 Yogyakarta. After participating in the service, students showed better ability to cope with academic pressure, became more active in learning activities, demonstrated improved self-control, and were less likely to give up when facing academic difficulties. These findings indicate that group guidance using role-playing techniques can serve as an alternative guidance and counseling service to strengthen students' academic hardiness. Therefore, school counselors are encouraged to apply this technique by providing simulations of learning situations that students commonly experience and facilitating discussion and the sharing of experiences to enhance students' ability to manage academic pressure.

One limitation of this study is the relatively small sample size ($N = 8$), which may limit the generalizability of the findings to broader student populations. In addition, the study employed a one-group pretest–posttest design without a control group, making it difficult to fully rule out the influence of external factors on the observed changes in academic hardiness. For future research, it is recommended to conduct large-scale experimental studies with a greater number of participants and a control group to strengthen the generalizability of the findings. In addition, further studies are encouraged to focus on research and development (R&D) to design and evaluate more comprehensive guidance and counseling services or media aimed at enhancing students' academic hardiness.

REFERENCES

- Al-Ghifary, B. G., Nurmala, M. D., & Wahyuningsih, L. (2024). Efektivitas teknik role playing dalam meningkatkan kepercayaan diri siswa kelas XI di SMA Negeri 1 Bayah. *Edu Sociata: Jurnal Pendidikan Sosiologi*, 7(2), 411–419. <https://doi.org/10.33627/es.v7i2.2805>
- Anggraini, A. A., & Harahap, A. C. P. (2023). Efektivitas layanan bimbingan kelompok teknik role playing untuk meningkatkan regulasi emosi siswa. *Jurnal Bimbingan Konseling Islam dan Kemasyarakatan*, 7(2), 155–163. <https://doi.org/10.19109/ghaidan.v7i2.19470>
- Anisahria. (2025). Jurnal bimbingan dan konseling Pandohop to increase learners' self-confidence. *Jurnal Bimbingan dan Konseling Pandohop*, 5, 51–58.

- Annisa, T. (2025). Analisis penyebab dan penanganan stres akademik (studi kasus siswa di SMPN 4 Sunguminasa). *Sustainability*, 11(1), 1–14. <https://doi.org/10.1016/j.resenv.2025.100208>
- Asy Syauqi, R. F., & Suhaili, N. (2022). Efektivitas layanan bimbingan kelompok dalam meningkatkan disiplin belajar peserta didik. *Jurnal Penelitian Guru Indonesia*, 7(2), 303–309.
- Benishek, L. A., Feldman, J. M., Shipon, R. W., Mecham, S. D., & Lopez, F. G. (2005). Development and evaluation of the revised Academic Hardiness Scale. *Journal of Career Assessment*, 13(1), 59–76. <https://doi.org/10.1177/1069072704270274>
- Chai, X., & Lin, D. (2021). School transition during adolescence: Turning crisis into opportunity. *Advances in Psychological Science*, 29(5), 864–874. <https://doi.org/10.3724/sp.j.1042.2021.00864>
- Darmawati. (2019). *Aplikasi psikologi di sekolah: Teori dan praktik layanan bimbingan dan konseling*. Deepublish. <https://books.google.com/books?id=cqzqDwAAQBAJ>
- Dewi, A., Ayuningtias, L., & Wibowo, M. E. (2023). The effectiveness of group counseling with the motivational interviewing approach to improve academic hardiness. *Jurnal Bimbingan Konseling*, 12(1), 28–34.
- Djoar, R. K., Putu, A., Anggarani, M., Airlangga, U., & Fisioterapi, P. S. (2024). Faktor-faktor yang mempengaruhi stress akademik. *Jambura Health and Sport Journal*, 6(1), 52–59.
- Fahriyah, N. D., & Nursalim, M. (n.d.). Efektivitas konseling kelompok strategi reframing untuk meningkatkan motivasi belajar siswa kelas XI di SMA Muhammadiyah 2 Surabaya. *Jurnal Bimbingan dan Konseling*.
- Fergina, A., Wicaksono, L., & Putri, A. (2022). Peranan guru bimbingan dan konseling dalam mengelola stres siswa SMP. *GERVASI: Jurnal Pengabdian Kepada Masyarakat*, 6(3), 572–582.
- Hemasti, R. A. G., Rahman, P. R. U., Rumanti, G. K., & Simatupang, M. (2023). Stres akademik ditinjau dari self-regulated learning dan student well-being pada siswa kelas X di SMKN 1 Karawang. *Jurnal Ilmiah Global Education*, 4(1), 88–95. <https://doi.org/10.55681/jige.v4i1.548>
- Heru, H., Suryanti, S., & Riyadi, U. S. (2024). Hubungan antara tingkat hardiness dengan academic burnout pada siswa kelas IX di SMP Budi Utomo Surakarta tahun pelajaran 2023/2024. *Jurnal Psikologi, Filsafat dan Saintek*, 9, 55–63.
- Husna, A. N., & Wungu, E. (2018). Kemandirian emosional remaja awal. *Psikologi Sains dan Profesi*, 2(3), 222–228.
- Irhamna, N., Sugiyo, S., & Awalya, A. (2022). The effectiveness group counseling with role playing to improve. *Jurnal Bimbingan Konseling*, 11(3), 221–225.
- Jagiello, T., Belcher, J., Neelakandan, A., Boyd, K., & Wuthrich, V. M. (2024). Academic stress interventions in high schools: A systematic literature review. *Child Psychiatry and Human Development*. Advance online publication. <https://doi.org/10.1007/s10578-024-01667-5>

- Kamtsios, S., & Karagiannopoulou, E. (2013). The development of a questionnaire on academic hardiness for late elementary school children. *International Journal of Educational Research*, 58, 69–78. <https://doi.org/10.1016/j.ijer.2012.12.001>
- Khair, A., Rizqi Al Khair, M., Ridha, U., & Mardhatillah, L. S. (2024). Efektivitas teknik role-playing dalam menangani academic burnout siswa. *Journal Hurriah: Journal of Educational Evaluation and Research*, 5(2), 179–184.
- Kobasa, S. C. (1979). Stressful life events, personality, and health: An inquiry into hardiness. *Journal of Personality and Social Psychology*, 37(1), 1–11. <https://doi.org/10.1037/h0031423>
- Maisyaroh, S. A. D. A. (2024). Penerapan teknik role playing dalam bimbingan kelompok untuk meningkatkan toleransi siswa di SMA Negeri 1 Jeneponto. *Counsellia: Jurnal Bimbingan dan Konseling*, 14(1), 11–26. <https://doi.org/10.25273/counsellia.v14i1.17730>
- Muhammad, F., Rahkmat, C., Rusmana, N., & Saripah, I. (2025). Efektivitas bimbingan kelompok dengan teknik group exercise untuk meningkatkan academic hardiness siswa SMP. *G-Couns: Jurnal Bimbingan dan Konseling*, 9(2), 1289–1302. <https://doi.org/10.31316/g-couns.v9i2.6241>
- Nasution, S. H., Lubis, L., & Rusman, A. A. (2023). Penerapan layanan bimbingan kelompok dengan menggunakan teknik role playing di MAS Al-Washliyah 22 Tembung. *Research and Development Journal of Education*, 9(2), 1036. <https://doi.org/10.30998/rdje.v9i2.19534>
- Purba, A. A., & Harahap, A. C. P. (2023). Efektivitas layanan bimbingan kelompok untuk meningkatkan resiliensi akademik mahasiswa. *G-Couns: Jurnal Bimbingan dan Konseling*, 7(2), 252–260. <https://doi.org/10.31316/gcouns.v7i02.4596>
- Rifani, E., & Ayuningtias, A. D. L. (2022). Academic hardiness tinjauan dari jenis kelamin dan usia siswa sekolah menengah atas di Kota Semarang. *Advice: Jurnal Bimbingan dan Konseling*, 4(2), 68–73. <https://doi.org/10.32585/advice.v4i2.3576>
- Samsaifil, N. S. (2022). Bimbingan kelompok teknik role playing dalam meningkatkan komunikasi interpersonal siswa. *Jurnal Pendidikan dan Konseling*, 4, 8641–8648.
- Septiani, D., Madira, J., Utami, D. K., Cahyani, B., & Sari, R. (2025). Efektivitas teknik role playing dalam layanan bimbingan kelompok untuk pengembangan sosial dan emosional peserta didik. *Jurnal Pendidikan dan Ilmu Sosial*, 3.
- Setyowati, A., Partini, S., Wahyudi, A., Rahayu, Y. I., Ardini, F. M., & Widiatmoko, M. (2024). Melatih academic hardiness melalui petualangan: Dampak adventure based counseling pada siswa. *Indonesian Journal of Educational Counseling*, 8(2), 217–227. <https://doi.org/10.30653/001.202482.384>
- Suci, R. D., & Ildil, I. (2023). Hubungan academic hardiness dengan stres akademik pada siswa. *Journal IICET*, 4(1), 55–59.
- Wardani, R. (2020). Academic hardiness, skills, and psychological well-being of new students. *Jurnal Psikologi*, 19(2), 188–200. <https://doi.org/10.14710/jp.19.2.188-200>

- Zhavira, R., & Palupi, L. S. (2022). Ketangguhan akademis dan kesejahteraan psikologis pada mahasiswa. *INSAN Jurnal Psikologi dan Kesehatan Mental*, 7(2), 145–155. <https://doi.org/10.20473/jpkm.v7i22022.145-155>
- Zuhaerani, S. (2021). Penerapan bimbingan kelompok untuk meningkatkan motivasi belajar bimbingan konseling peserta didik SMP Negeri 4 Mataram. *Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran*, 6(1), 60. <https://doi.org/10.33394/jtp.v6i1.3604>
- Zulaikah, F., & Ismanto, H. S. (2023). Pengaruh layanan bimbingan kelompok teknik role playing terhadap resiliensi akademik siswa. *Jurnal Pendidikan Tambusai*, 7, 1611–1622.