

The Effectiveness of Guidance and Counseling Services in Improving Academic Resilience in Adolescents: A Systematic Literature Review

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Abstract. Secondary education requires students to develop academic resilience in dealing with pressures and challenges. This study aimed to identify and synthesize guidance and counseling interventions used to improve academic resilience among adolescents through a systematic literature review following PRISMA 2020. Literature published between 2016 and 2026 was searched through Google Scholar using Publish or Perish (PoP). Eleven studies published between 2020 and 2025 met the eligibility criteria. Findings were synthesized descriptively by intervention characteristics, research designs, and reported outcomes. The included studies examined cognitive restructuring, REBT, reality-based counseling, SFBC/SFBT, narrative therapy, psychodrama, person-centered counseling, and psychoanalytic counseling. Overall, the studies reported statistically significant improvements in academic resilience; however, the strength of evidence varied because several used pre-experimental or quasi-experimental designs and lacked untreated control groups. Group-based services were the most frequently used interventions. Guidance and counseling interventions show promise for supporting adolescents' academic resilience, although stronger controlled studies are needed.

Keywords: Academic Resilience, Adolescents, Guidance and Counseling.

Abstrak. Pendidikan menengah menuntut peserta didik mengembangkan resiliensi akademik dalam menghadapi tekanan dan tantangan akademik. Penelitian ini bertujuan mengidentifikasi dan mensintesis intervensi bimbingan dan konseling untuk meningkatkan resiliensi akademik remaja melalui systematic literature review berdasarkan PRISMA 2020. Literatur terbitan 2016–2026 ditelusuri melalui Google Scholar menggunakan Publish or Perish (PoP). Sebanyak 11 studi terbitan 2020–2025 memenuhi kriteria kelayakan. Temuan disintesis secara deskriptif berdasarkan karakteristik intervensi, desain penelitian, dan hasil statistik yang dilaporkan. Intervensi yang ditinjau meliputi cognitive restructuring, REBT, konseling realitas, SFBC/SFBT, narrative therapy, psikodrama, konseling person-centered, dan

psikoanalisis. Secara keseluruhan, studi melaporkan peningkatan resiliensi akademik yang signifikan secara statistik; namun, kekuatan bukti bervariasi karena beberapa studi menggunakan desain pra-eksperimental atau kuasi-eksperimental dan tidak memiliki kelompok kontrol tanpa perlakuan. Layanan berbasis kelompok merupakan intervensi yang paling sering digunakan. Intervensi bimbingan dan konseling berpotensi mendukung resiliensi akademik remaja, tetapi penelitian terkontrol yang lebih kuat masih diperlukan.

Kata kunci: Bimbingan dan Konseling, Remaja, Resiliensi Akademik.

A. INTRODUCTION

The dynamics of education in the modern era require adolescents to have strong resilience in facing various complex academic pressures. Academic resilience itself is defined as an individual's ability to improve success in education despite being in stressful and challenging situations (Cassidy, 2016). In line with this, Martin and Marsh (2006) describe academic resilience as the capacity of students to deal with obstacles, setbacks, and pressures in the daily learning process. Academic resilience is not merely an innate trait, but a dynamic capacity that can be developed by strengthening protective factors within individuals.

However, phenomena in the field show that many teenagers actually experience psychological vulnerabilities that hinder their academic functioning. Various recent studies confirm high levels of academic anxiety and stress among students when faced with exam demands or excessive workloads. This vulnerability is clearly evident in maladaptive behaviors such as academic procrastination due to accumulated assignments, to a drastic loss of interest in learning when receiving unsatisfactory grades. If this condition is left unaddressed, the risk of declining academic performance will increase, especially during adolescence when teenagers are still emotionally searching for their identity and are highly sensitive to stressors in the school environment.

To address these issues, Guidance and Counseling services play a strategic role through various evidence-based interventions. In the context of group services,

previous research has reported that group guidance using psychodrama techniques may support the development of students' academic resilience through interactive group dynamics (Niswah & Setiawati, 2025).

The interventions were classified by service format (group counseling, group guidance, or individual counseling) and by the approach or technique used. Cognitive restructuring and REBT were categorized within the cognitive-behavioral orientation; reality counseling as a reality approach; SFBC/SFBT and narrative therapy as postmodern approaches; psychodrama as a group-guidance technique; and person-centered and psychoanalytic counseling according to their respective theoretical orientations. SFBC and SFBT terminology was retained according to the primary studies. This classification distinguishes service format from the theoretical approach or technique used.

Previous systematic reviews have examined the measurement and operationalization of academic resilience (Rudd et al., 2021) and its protective factors among children and adolescents (Ye et al., 2024). However, these reviews did not specifically synthesize guidance and counseling interventions for academic resilience among adolescents in secondary education. Addressing this gap, the present review examines intervention strategies, service types, research designs, and reported outcomes to provide more context-specific evidence for school counseling practice.

Based on the above explanation, this study aims to answer the following research questions:

1. What are the intervention strategies in guidance and counseling services used to improve academic resilience in junior high school and high school students?
2. How effective are these intervention strategies based on the design and results of the analysis?

- What is the distribution of the types of guidance and counseling services predominantly used to improve academic resilience in adolescents?

B. RESEARCH METHODS

This study employed a systematic literature review (SLR) (Synder, 2019) following PRISMA 2020 guidelines (Page et al., 2021). The literature search was conducted on February 26, 2026, using Google Scholar through Publish or Perish (PoP), with publications limited to 2016–2026. The exact search string was: (“classroom guidance” OR “group counseling” OR “individual counseling” OR “group guidance”) AND “academic resilience” AND (“adolescent” OR “teenager”). Google Scholar via PoP was selected for its broad coverage of scholarly literature relevant to guidance and counseling. However, reliance on a single search source may limit database coverage and increase the risk of publication-selection bias; therefore, this limitation was considered when interpreting the findings.

Articles were selected based on eligibility criteria established by the researchers. These criteria are detailed in Table 1 as follows:

Table 1. Research Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Research Method	Quantitative with experimental design (RCT, Quasi-Experimental, Pre-Exprimental)	Qualitative, correlation studies, Literature Review, or R&D
Subject	High school students (junior high school/senior high school/vocational high school)	University students or other teenagers junior high school/senior high school/vocational high school
Intervention	Guidance and Counseling Services (Group and Individual)	Pure psychoeducation services or interventions outside the field of guidance and counseling
Variable	Focus primarily on improving academic resilience	Focus on resilience in general or other psychological variables
Statistical Data	List the significance value (p-value or Sig.)	Did not include statistical test results on the effectiveness of the intervention

The study selection process was conducted in stages to ensure that the selected articles were highly relevant and of high quality. In the identification stage, an initial search using Publish or Perish software yielded 362 pieces of literature. From this total, the researchers checked for duplicates and found 12 identical articles, leaving 350 pieces of literature for further processing. The second stage was initial screening, which was carried out by reviewing the titles and abstracts. At this stage, the researchers eliminated 270 articles because they were not relevant to the focus of the study, such as discussing resilience outside the academic sphere and subjects that were not in the adolescent age group. This left 80 pieces of literature, which were then checked for accessibility. From the results of this check, 28 pieces of literature were found to have files that could not be accessed in full or only provided abstracts, so these pieces of literature had to be excluded. The third stage was eligibility assessment through full-text review of the remaining 52 articles. In this rigorous selection stage, 41 articles were eliminated for the following reasons: (1) they used R&D methods that did not present statistical data on effectiveness; (2) the focus of the research variables did not discuss academic resilience; and (3) they did not include p-values. The final process in the inclusion stage resulted in 11 selected articles that were deemed to meet the criteria of quality and relevance for synthesis in this systematic review. All stages of title/abstract screening and full-text eligibility assessment were conducted by one reviewer; therefore, no inter-reviewer disagreement-resolution procedure was applicable.

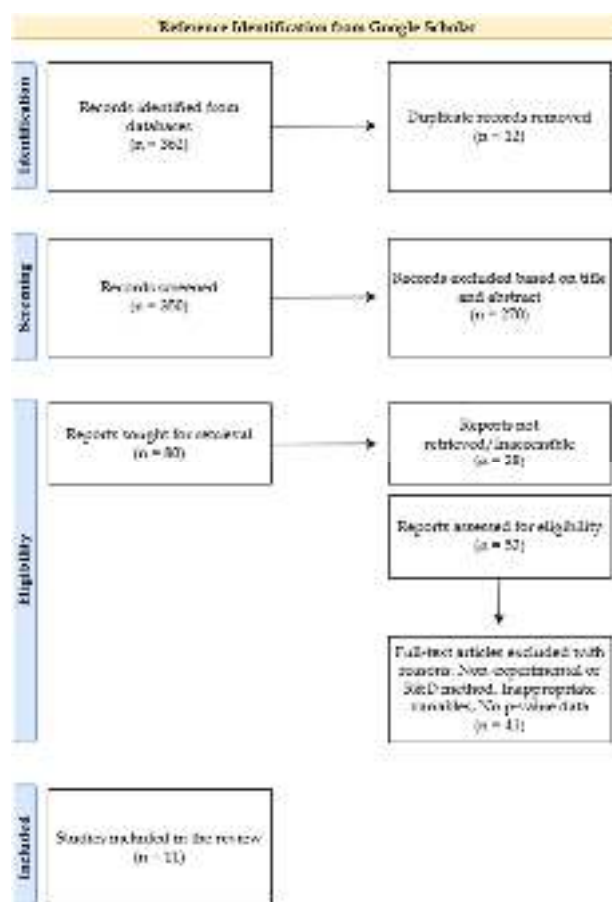


Figure 1. PRISMA Flow Diagram

C. RESEARCH RESULTS

These research results will describe the Literature Review findings in response to three questions, as explained below:

1. Intervention strategies in guidance and counseling services used to improve academic resilience in junior high school and high school students

Table 2. Characteristics of the Studies Analyzed

N o.	Author	Coun try	Le vel	Gra de	N	Service Strateg y	Approac h or Techniqu e	Research Design	Resilien ce Instrum ent	Durat ion
1	Naimah, et al. (2023).	Ind	VH S	X	5	Group Counse ling	Reality Approac h	Pre-experimental, One Group Pretest-Posttest	Resilienc e Scale	NR

N o.	Author	Coun try	Le vel	Gra de	N	Service Strateg y	Approac h or Techniqu e	Research Design	Resilien ce Instrum ent	Durat ion
2	Saputri & Nursali m. (2024).	Ind	VH S	XI	5	Group Counse ling	Cognitive Restructu ring	Pre-experimental, One Group Pretest-Posttest	ARS-30	5 sessio ns
3	Sopah, et al. (2023).	Ind	SH S	XI	15	Group Counse ling	Reality Approac h	Experimental Comparison/ Control Group Design	Academi c Resilienc e Scale	7 sessio ns
4	Zarisma n & Netrawa ti. (2025).	Ind	JH S	VIII	20	Group Counse ling	REBT	Quasi-experimental, Pretest-Posttest Control-group	Academi c Resilienc e Scale	5 sessio ns
5	Oktava, et al. (2022).	Ind	VH S	XI	16	Group Counse ling	SFBC & Narrative Therapy	Randomized Pretest-Posttest Comparison-Group Design	Academi c Resilienc e Scale	3 sessio ns
6	Masdeli na, et al. (2023).	Ind	VH S	X	4	Group Counse ling	Cognitive Restructu ring	Pre-experimental, One Group Pretest-Posttest	Academi c Resilienc e Question naire	2 sessio ns
7	Hendar, et al. (2020).	Ind	SH S	XI	14	Group Counse ling	SFBT	Pretest-Posttest Control-Group Design	DMF Resilienc e Subscale	6 sessio ns
8	Permata sari, et al. (2025).	Ind	JH S	VII	14	Group Counse ling	SFBC with Scaling Question	Quasi-experimental, Nonequivalen t Control-Group Design	Academi c Resilienc e Scale	NR
9	Yunita & Aziz. (2020).	Ind	SH S	XI	10	Group Counse ling	Person-Centered Approac h	Pre-experimental, One Group Pretest-Posttest	Academi c Resilienc e Scale	4 sessio ns
10	Niswah & Setiawat i. (2025).	Ind	VH S	X	8	Group Guidan ce	Psychodr ama	Pre-experimental, One Group Pretest-Posttest	ARS-30	7 sessio ns
11	Karnang syah &	Ind	SH S	XI	65	Individ ual	Classical Psychoan	Pre-experimental,	Academi c	NR

N o.	Author	Coun try	Le vel	Gra de	N	Service Strateg y	Approac h or Techniqu e	Research Design	Resilien ce Instrum ent	Durat ion
	Prasetia. (2020).					Counse ling	alytic Approac h	One Group Pretest-Posttest	Resilienc e Question naire	

Note. NR = not reported in the primary study; ARS-30 = Academic Resilience Scale-30; SFBC = Solution-Focused Brief Counseling; SFBT = Solution-Focused Brief Therapy; REBT = Rational Emotive Behavior Therapy.

The studies employed diverse approaches, including cognitive restructuring, REBT, reality counseling, SFBC/SFBT, narrative therapy, psychodrama, person-centered counseling, and psychoanalytic counseling. Given the small number and heterogeneity of studies, no single theoretical approach can be considered clearly dominant; however, group counseling was the most frequently used service format.

2. The effectiveness of the intervention strategy based on the design and results of the analyzed research

Table 3. Effectiveness of Guidance and Counseling Interventions on Academic Resilience

N o.	Author	Lev el	Strateg y	Approach or Technique	Design	Control or Compar ator	Main Statisti cal Result	Reported Outcome
1	Naimah, et al. (2023).	VH S	Group Counsel ing	Reality Approach	Pre-experimental	No	p < 0.001	Significan t pre-post improve ment
2	Saputri & Nursalim . (2024).	VH S	Group Counsel ing	Cognitive Restructur ing	Pre-experimental	No	p = 0.042	Significan t pre-post improve ment
3	Sopah, et al. (2023).	SH S	Group Counsel ing	Reality Approach	Comparison/C ontrol Group	Yes	F = 124.582 , p < 0.001	Significan t group difference
4	Zarisman & Netrawati. (2025).	JHS	Group Counsel ing	REBT	Quasi-experimental	Yes	p = 0.001, r = 0.85	Significan t between-group difference

5	Oktava, et al. (2022).	VH S	Group Counseling	SFBC & Narrative Therapy	Comparison-Group	Active Compar ator	Within groups p < 0.05; between groups p > 0.05	Both groups improved ; no significant difference between approaches
6	Masdelina, et al. (2023).	VH S	Group Counseling	Cognitive Restructuring	Pre-experimental	No	t = -5.702, p = 0.011	Significant pre-post improvement
7	Hendar, et al. (2020).	SH S	Group Counseling	SFBT	Control-group	Yes	p < 0.01, partial η^2 = 0.916	Significant intervention-related difference
8	Permatasari, et al. (2025).	JHS	Group Counseling	SFBC with Scaling Question	Quasi-experimental	Yes	p = 0.003	Significant between-group difference
9	Yunita & Aziz. (2020).	SH S	Group Counseling	Person-Centered	Pre-experimental	No	t = -2.858, p = 0.019	Significant pre-post improvement
10	Niswah & Setiawati. (2025).	VH S	Group Guidance	Psychodrama	Pre-experimental	No	Z = -2.524, p = 0.012	Significant pre-post improvement
11	Karnangsah & Prasetya. (2020).	SH S	Individual Counseling	Psychoanalytic Approach	Pre-experimental	No	p < 0.05	Significant pre-post improvement

Note. Effect sizes are presented only when explicitly reported in the primary studies; no pooled effect-size analysis was conducted.

The included studies generally reported statistically significant improvements in academic resilience or intervention-related differences. However, the strength of evidence varied because several studies used pre-experimental designs without control groups. Effect sizes were not consistently reported; therefore, no pooled effect-size conclusion was made.

3. Distribution of types of guidance and counseling services predominantly used in improving adolescent academic resilience

Table 4. Distribution of Guidance and Counseling Service Strategies

types of Guidance and Counseling Services	Number of Studies	Percentage	Dominant Design
Group Counseling	9	81,8%	Quasi-experimental & Pre-experimental
Group Guidance	1	9,1%	Pre-experimental
Individual Counseling	1	9,1%	Pre-experimental

Group counseling was the most frequently represented service format, accounting for 9 of the 11 included studies (81.8%). Group guidance and individual counseling were each represented by one study (9.1%). This distribution reflects the frequency of service formats in the included literature and should not be interpreted as evidence that one service format is more effective than another.

D. DISCUSSION

1. Intervention strategies in guidance and counseling services used to improve academic resilience in junior high school and high school students

The literature shows that various guidance and counseling strategies can be used to improve adolescent academic resilience, especially through cognitive-based approaches such as cognitive restructuring, Rational Emotive Behavior Therapy (REBT), and solution-focused approaches. These approaches focus on changing students mindsets in viewing academic difficulties so that they are able to develop more adaptive coping strategies. Theoretically, academic resilience is closely related to an individual's ability to manage their thoughts, emotions, and behavior when facing learning challenges. Martin and Collie (2017) explain that academic resilience develops through a process of adaptation to academic pressure, in which students learn to maintain motivation and engagement in learning despite experiencing obstacles. Therefore, counseling interventions that target students' cognitive and

emotional aspects are considered effective in helping them develop more adaptive responses to learning difficulties.

In addition, counseling interventions that focus on strengthening coping strategies have also been shown to contribute to increased academic resilience. According to Putwain and Daly (2018), students with good coping skills tend to be better able to manage academic stress and maintain their learning performance. Counseling interventions that teach stress management, problem-solving, and emotion regulation techniques can help students deal with academic pressure more constructively. Furthermore, solution-based approaches such as Solution-Focused Brief Counseling (SFBC) are also considered effective because they help students focus on their potential and strengths. Kim and Park (2019) state that solution-based counseling encourages students to set realistic goals and identify strategies that can be used to achieve academic success. Thus, students do not only focus on the problems they face, but also on opportunities to develop and achieve learning success.

2. The effectiveness of the intervention strategy based on the design and results of the analyzed research

The reviewed studies generally reported statistically significant improvements in academic resilience or intervention-related differences. However, these findings should be interpreted cautiously because several studies used pre-experimental or quasi-experimental designs, and some lacked untreated control groups. Consequently, the reported improvements cannot always be attributed solely to the interventions, and study-level bias cannot be ruled out. Studies with comparison or control groups provide stronger evidence than uncontrolled pre-post studies, although methodological limitations remain across the evidence base.

From an educational psychology perspective, the effectiveness of counseling interventions in improving academic resilience is also related to the ability of these

interventions to improve students' self-regulation and learning skills. Cassidy (2016) explains that students with high academic resilience tend to be able to regulate their learning strategies, maintain motivation, and continue to try even when faced with academic failure. Thus, counseling interventions that help students develop adaptive learning strategies have the potential to increase their academic resilience. In addition, the effectiveness of interventions is also influenced by the process of reflection and learning experiences that occur during counseling activities. Masten (2018) states that resilience develops through a process of positive adaptation to the difficulties experienced by individuals. In the context of counseling, the process of reflecting on learning experiences can help students understand how to deal with academic difficulties in a more constructive way.

3. Distribution of types of guidance and counseling services predominantly used in improving adolescent academic resilience

The results show that group counseling was the most frequently represented service format in the included studies. Its predominance, however, should not be interpreted as evidence of greater effectiveness than other service formats because the number of studies was limited and the service types were not directly compared. Group counseling may nevertheless provide opportunities for peer interaction and social support, factors associated with resilience development (Ungar, 2017).

From the perspective of guidance and counseling practices in schools, group services are also more efficient because they allow counselors to help several students at the same time. Corey (2021) states that group counseling is an effective approach in educational settings because it integrates social learning processes, emotional support, and interpersonal skill development simultaneously. Therefore, the use of group counseling in academic resilience interventions is considered relevant to the needs of guidance and counseling services in schools.

E. CONCLUSION

This systematic review indicates that guidance and counseling interventions show promise for improving academic resilience among adolescents. The included studies reported significant improvements or intervention-related differences across various approaches, with group counseling being the most frequently represented service format. However, the evidence should be interpreted cautiously because several studies used pre-experimental or quasi-experimental designs and lacked untreated control groups. School counselors may consider these interventions according to students' needs and school contexts, while avoiding assumptions that one service format is superior to another. Future research should employ stronger controlled designs and consistently report effect sizes to strengthen the evidence on intervention effectiveness.

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