

Group Counseling Services in Improving Academic Resilience: A Systematic Literature Review

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Abstract. *This study aims to identify the effectiveness of group counseling in improving academic resilience, the techniques and approaches used, and factors that influence the success of group counseling using the Systematic Literature Review (SLR) method. Literature searches were conducted on the SpringerLink, Sinta, and Garuda databases, with publication limitations of 2020–2025. Of the 4,915 articles identified, only 7 articles met the inclusion criteria for further analysis. This study shows that academic resilience can be improved through group counseling by using various approaches and techniques, such as Reality, SFBC, Narrative, CGBC, and Assertive techniques. The success of group counseling is also influenced by external factors, such as social support from peers, teachers, and positive group dynamics. Meanwhile, from internal factors there is the ability to control emotions, stress regulation, and self-efficacy. The results of this study provide important contributions to various parties and counselors in designing effective strategy interventions to strengthen academic resilience through counseling groups.*

Key words: *Academic Resilience, Group Counseling, Systematic Literature Review*

INTRODUCTION

Increasingly massive developments and changes are creating increasingly complex changes in society. This condition is caused by technological advances, industrialization, and urbanization, which also give rise to numerous social dynamics. The development and changes in human development are inextricably linked to education. Education is a conscious path taken to develop knowledge and individual abilities. Education not only requires students to have strong academic abilities but also to be prepared and resilient in facing various challenges in their daily lives. One strength that plays a role in overcoming academic obstacles is academic resilience, which includes the ability to recover from failure, overcome stress, and effectively undergo positive changes (Masrifah & Hendriani, 2022). According to Murtiningrum (2021), academic resilience is the ability to adapt to academic pressures and obstacles and to thrive when facing academic setbacks and challenges. Furthermore, Harahap et al. (2020) also reinforce the notion that the ability to persist in the face of academic pressure is called academic resilience and is a key concept underlying the context of this research.

Academic resilience refers to an individual's ability to persist, recover, and succeed academically despite facing significant pressure, failure, and obstacles. Low academic resilience in students will certainly impact their academic performance and well-being at school. Research conducted by Cahyani et al. (2025) suggests that 45.06% (73 students) of grade 10 high school students have low academic resilience. Meanwhile, research by Riowati & Maulina (2022) in vocational high schools found that 5% (10 students) had low academic resilience and 30% (143 students) had moderate academic resilience. Low academic resilience in students can have serious consequences, such as an inability to adapt to difficulties, self-blame, and an inability to control oneself and emotions, which can lead to symptoms of self-blame, stress, and depression (Fakhriyani, 2021). Therefore, developing academic resilience in students is an important concern in the world of education and guidance and counseling services in schools.

If students already have academic resilience, it will provide many benefits to themselves, namely: increasing self-esteem (Sholichah et al., 2019), supporting the achievement of satisfaction in the learning process (Kumalasari & Akmal, 2020), being able to adapt positively (Mir'atannisa, et al., 2019), facilitating the process of self-forgiveness for academic failure (Setyawan, 2021), helping reduce stress levels (Budiyati & Oktavianto, 2020), and helping increase interest in learning (Cahyani et al., 2018). By having good academic resilience, students will be able to overcome and recover from the problems they face, optimally fulfill their role as students, and participate effectively in learning activities at school (Khomsah et al., 2018). One intervention approach widely applied to developing student academic resilience in schools is through group guidance and counseling. Group counseling aims to provide shared group experiences to support individual learning processes, foster positive

interpersonal relationships, increase self-confidence, and assist in planning specific behavioral changes in a more targeted manner (Kurnia & Ismail, 2022).

Group counseling services offer a platform for students to share experiences, gain emotional support, increase self-awareness, and develop adaptive coping strategies in a safe and structured environment. Through group dynamics, students learn to recognize personal strengths, manage emotions, improve problem-solving skills, and develop a positive outlook on academic challenges. Various studies have shown that group counseling has the potential to be an effective tool for enhancing academic resilience. One relevant study is Diana & Muwakhida's (2021) study, which demonstrated that SFBC-based group counseling services were effective in improving students' academic resilience. Furthermore, research by Satrianta et al. (2021) showed that guidance and counseling teachers providing group counseling services to students proved effective in improving students' academic resilience during distance learning. However, these studies are scattered across various contexts, use different methodologies, and produce mixed findings. This necessitates systematic integration to identify intervention patterns, the effectiveness of approaches, and supporting and inhibiting factors in implementing group counseling services to enhance academic resilience.

A Systematic Literature Review (SLR) is an appropriate method to address this need. By adopting the SLR approach, this study seeks to systematically collect, evaluate, and synthesize empirical findings related to the effectiveness of group counseling services in improving students' academic resilience. This article aims not only to provide an overview of existing research trends but also to determine the effectiveness of group counseling in improving students' academic resilience and techniques/approaches used in group counseling. Therefore, the results of this study are expected to serve as an important reference for school counselors, education practitioners, and researchers interested in developing group-based interventions to strengthen students' academic resilience in facing educational challenges.

METHODS

The method used in this article is a Systematic Literature Review (SLR) using the PRISMA literature review procedure, utilizing three databases to search for literature sources: SpringerLink, Sinta, and Garuda. Regarding the inclusion criteria used, they were determined before conducting the article search. The inclusion and exclusion criteria set by the researcher are:

Table 1. Inclusion and Exclusion Criteria

Criteria	Description
Inclusion	1. Literature in the form of journals in scientific articles 2. Literature sources come from SpringerLink, Sinta, and Garuda 3. Scientific journals have open access and articles must be accessible in full text. 4. Articles are written in Indonesian or English 5. The publication year of the scientific journal is between 2020-2025 6. Discussions in scientific journals include the effectiveness of group counseling in increasing academic resilience, the techniques/approaches used, and factors that influence the success of group counseling. 7. The population of the scientific journal is students and university students using the academic resilience variable. 8. The research design of scientific journals is qualitative, quantitative or uses mixed methods.
Exclusion	1. Literature in the form of proceedings, theses, dissertations, and books 2. Journal sources using others 3. Scientific journals are not open access and articles are locked and cannot be accessed in full 4. Using languages other than English and Indonesian 5. Year of publication of scientific journals under 2020

	6. The discussion does not include the effectiveness of group counseling in increasing academic resilience, the techniques/approaches used, and factors that influence the success of group counseling. 7. The scientific journal population is not students and university students 8. Journal research design is systematic, literature review and the like
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The following is a PRISMA flowchart for the article screening process used in this literature review, using three stages, namely identification, screening which includes eligibility, and drawing conclusions (included).

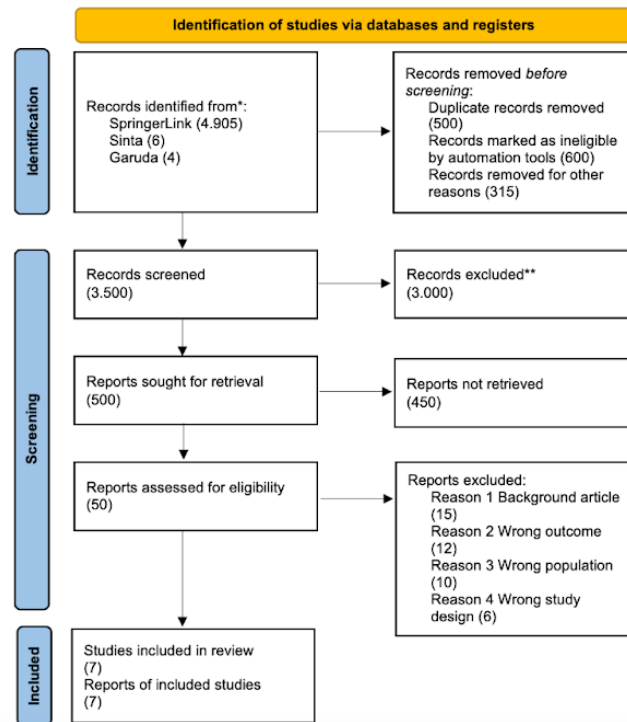


Figure 1. PRISMA Model Diagram

The study selection process in SLR, as stated above, began with the initial stage of identifying 4,915 records from various sources, namely 4,905 articles from SpringerLink, 6 articles from Sinta, and 4 articles from Garuda. The literature search keywords used were "Academic resilience OR student resilience OR academic resilience OR academic resilience AND group counseling OR group therapy OR group counseling AND factors affecting OR influencing factors OR determinant factors OR influencing factors OR internal factors OR external factors AND high school students OR high school students OR junior high school students OR university students". Before screening, a number of articles were removed, namely 500 duplicate articles, 600 articles marked as ineligible by the automation tool, and 315 other articles were removed because they did not match the title or abstract, which ultimately left 3,500 articles ready for screening.

During the screening phase, 3,000 articles were excluded after initial evaluation. Furthermore, 500 were submitted for retrieval, but 450 of these were not successfully accessed. Of the reports that were successfully accessed, only 50 met the inclusion and exclusion criteria for further evaluation. After eligibility evaluation, several reports were excluded for specific reasons: 15 articles had backgrounds that did not align with the objectives of this SLR, 12 articles had irrelevant results, 10 articles had inappropriate populations, and 6 articles used ineligible study designs. Consequently, only 7 studies met all inclusion criteria and were included in this SLR.

RESULTS AND DISCUSSION

Results

There are 7 articles that were further analyzed in this SLR, namely Sopah et al., (2023), Oktava et al., (2022), Hendar et al., (2020), Naimah et al., (2023), Liu et al., (2025), Darmawani et al., (2023), Afifah et al., (2022). Based on the results of the analysis related to the further systematic literature review are contained in the following table.

Table 2. Results of Systematic Literature Review

No	Title (Year)	Method	Approach /Technique	Research result
1.	Sopah et al., (2023) Academic Resilience through Reality Approach Group Counselling: Quantitative Study taking Social Support and Independence into Account	Quantitative with experimental design	Reality Approach	Involving 15 high school students, the experimental group received a seven-session reality-based group counseling intervention, while the control group only attended regular discussions. The results showed that the reality-based group counseling significantly improved academic resilience, while the variables of independence and social support had no significant effect.
2.	Oktava et al., (2022) The Effectiveness of Postmodern Approach Group Counseling: SFBC and Narrative Therapy in Improving Academic Resilience of Bullying Survivors	Experiment, randomized pretest-posttest comparison group design	SFBC and Narrative Approach	Sixteen vocational high school students who were victims of bullying and had low academic resilience were divided into two groups for three sessions: one SFBC group and one Narrative group. Results showed that both SFBC and Narrative were effective in increasing students' academic resilience, with no significant difference in effectiveness between the two.
3.	Hendar et al., (2020) Solution-Focused Brief Therapy Group Counseling to Increase Academic Resilience and Self-Efficacy	Quantitative, experimental design pretest-posttest control group design	SFBT Approach	The subjects were 14 high school students with low levels of academic resilience and self-efficacy. The MANOVA analysis showed that SFBT significantly increased academic resilience in the experimental group. A Wilcoxon test revealed a significant increase in both academic resilience and self-efficacy in the experimental group, while the control group experienced only a small increase in resilience and no significant change in self-efficacy.
4.	Naimah et al., (2023)	Quantitative, pre-	Reality	Five 10th-grade vocational high

	Group Counseling: A Reality Approach To Increase Resilience Student Academics	experimental design type one-group pretest-posttest design	Approach	school students with low academic resilience. The intervention used a reality-based approach with the WDEP technique over several sessions. Reality-based group counseling was effective in improving students' academic resilience based on pretest and posttest results. Other contributing factors include internal factors (gratitude and religiosity), and external factors (peer support and student-teacher relationships).
5.	Liu et al., (2025) Efficacy of cognitive behavioral groups Counseling in enhancing the psychology resilience and academic emotion of urban primary school students	design with a pretest-posttest control group design	Cognitive behavioral group counseling approach	Involving 36 elementary school students in China, 18 in the experimental group received cognitive behavioral group counseling and 18 in the control group, for eight sessions. Results showed that CBGC significantly improved resilience, increased positive academic emotions, and decreased negative emotions.
6.	Darmawani et al., (2023) The Assertive Technique of Online Group Counseling on Student Academic Resilience	Quantitative with a classroom action research approach	Assertive Techniques	The subjects were six students who experienced decreased academic resilience during online lectures with six group counseling sessions. The results showed an increase in pre- and post-test scores. This indicates that online group counseling with assertiveness techniques is effective in improving academic resilience, as indicated by increased self-confidence, self-control, commitment, and academic anxiety.
7.	Afifah et al., (2022) The Effect of Reality Therapy Group Counseling with the WDEP Technique on Increasing Student Academic Resilience	Quantitative, pre-experimental one-group pretest-posttest design	Reality Approach	The research subjects were 8 junior high school students who underwent 6 group counseling sessions using the WDEP technique, with a different focus at each meeting (emotional regulation, problem-causing analysis, and strengthening self-efficacy). The results showed an increase in students' academic resilience scores, with an

				average academic resilience score of 20.22% with a significance value of 0.000 ($p < 0.05$).
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Discussion

Group counseling services have been proven effective in increasing academic resilience at various levels of education, as evidenced by several studies, including those showing that the use of the WDEP technique in reality-based group counseling can improve junior high school students' academic resilience to academic pressure (Afifah et al., 2020). Similarly, assertive techniques in group counseling are effective in increasing academic resilience by enhancing self-confidence, communication skills, and stress management (Darmawani et al., 2023). Other studies using a reality approach have been shown to significantly help vocational high school students build academic resilience through the process of identifying needs, self-evaluation, and action planning (Naimah et al., 2023). Furthermore, Sopah et al., (2023) also confirmed that using a reality approach in group counseling can improve students' academic resilience.

Furthermore, various approaches have been used to test the effectiveness of group counseling for academic resilience. The study used a reality-based approach with WDEP, SFBC, Narrative, and Cognitive Behavioral Group Counseling (CGBC) techniques. Research conducted by Hendar et al. (2022) showed that SFBC was effective in increasing academic resilience and self-efficacy in high school students through a focus on internal strengths and solution-finding. Furthermore, Oktava et al. (2022) used SFBC and Narrative approaches in group counseling to improve academic resilience in students who were victims of bullying. The results showed that both were able to improve students' academic resilience and found no significant difference in effectiveness between the two approaches. Finally, research by Liu et al. (2025) in China also found that CBGC was proven to be able to increase resilience and positive academic emotions in elementary school students, targeting emotional control and positive cognition.

The success of group counseling services in improving academic resilience is influenced by internal and external factors. Internal factors include emotional control, stress regulation, self-efficacy, and goal orientation (Afifah et al., 2022; Oktava et al., 2022; Hendar et al., 2020). Meanwhile, external factors include social support from peers, teachers, and positive group dynamics, which also influence the success of group counseling (Sopah et al., 2023; Liu et al., 2025). Research by Liu et al. (2025) found that building emotional connections and collaboration during counseling sessions is crucial to foster resilience and create a genuine atmosphere similar to that experienced in a competitive social environment.

All approaches and techniques used in group counseling to improve academic resilience have different focuses, although they are equally effective. The SFBC and Narrative approaches focus on strengthening internal strengths rather than exploring the client's past, enabling counselors to more quickly build optimism and academic resilience (Oktava et al., 2022; Hendar et al., 2020). Furthermore, the reality approach with the WDEP technique focuses on helping students develop a sense of responsibility for their academic choices and commit to change (Naimah et al., 2023; Afifah et al., 2020). The cognitive-behavioral group counseling approach focuses on cognitive restructuring and strengthening emotional control, which has been proven effective in reducing negative emotions that hinder students' academic achievement (Liu et al., 2025).

The diversity of techniques used in group counseling to enhance academic resilience demonstrates the flexibility of group counseling in adapting to the needs and challenges of clients at various levels of education. The increasing complexity of academic challenges has prompted the need to develop more innovative, effective, sustainable, and evidence-based group counseling service models, ultimately contributing not only to enhancing academic resilience but also to supporting student learning success.

CONCLUSION

Group counseling services with various approaches have proven effective in increasing academic resilience at various levels of education, using approaches and techniques such as WDEP, SFBC, Narrative, and CGBC. Internal factors influencing the success of group counseling include emotional control, stress regulation, self-efficacy, and goal orientation. External factors include social support from peers and teachers, and positive group dynamics. Therefore, implementing group counseling services with these approaches and techniques is necessary as a guideline for increasing academic resilience in facing complex academic challenges.

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