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Review Article

Overview of Resilience in High School Students

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Abstract

Aim: This study aims to determine the description of resilience in students at Bandung High School.

Method: This study used a descriptive design with purposive sampling technique, involving 100 respondents consisting of students from grades X to XII aged 12 to 19 years. Data were collected using the Connor-Davidson Resilience Scale (CD-RISC), which consists of 25 statements with a score range of 0-100. The results of the validity and reliability tests showed that the instruments used were valid and reliable.

Results: The results showed that 30% of respondents had a high level of resilience (30 students), 42% were at a moderate level of resilience (42 students), and 28% had low resilience (28 students). The average resilience score was 60.94, with a score range between 35 and 100. These findings indicate the need for special attention to students with low resilience, who are at risk for psychological problems such as anxiety and depression. Social support, coping skills, and specially designed intervention programs can help improve resilience among students.

Conclusion: This study underscores the importance of understanding high school students' resilience levels to support their mental and academic well-being. More effective support programs for students with low resilience are needed, as well as further research to explore factors that influence resilience.

Keywords:

Coping Skills, High School, Psychological, Resilience, Students

INTRODUCTION

Resilience is the ability of an individual to bounce back and adapt positively after experiencing stress, adversity, or change. In the context of psychology, resilience is often defined as the mental and emotional resilience that allows a person to overcome challenges and respond constructively to stressful situations (1). Resilience is not an innate trait, but rather the result of an interaction between internal and external factors, such as social support, coping strategies, and an optimistic mindset (2).

Key elements of resilience include the ability to regulate emotions, courage to face challenges, problem-solving skills, and the ability to stay focused on goals despite obstacles. In adolescents, resilience plays a critical role in helping them navigate complex transitions and cope with the academic, social, and emotional pressures they experience during school (3).

Adolescence is one of the most critical developmental stages in a person's life, marked by significant physical, emotional, and social changes. During this stage,

adolescents face a variety of challenges, such as increased academic pressure, complex social relationship dynamics, and the search for self-identity (4,5). Resilience is an important factor for high school students. The school environment is often a source of significant stress, both in terms of academic and social demands. Students who have high levels of resilience are more likely to cope with academic failure, navigate complex social relationships, and stay focused on their long-term goals (6). Resilience also plays a role in supporting mental well-being, as it helps students develop effective coping skills, reducing the risk of excessive stress, anxiety, and depression (7).

High school students face a variety of academic and social challenges that can affect their mental well-being. Academic pressures such as exams, overwhelming assignments, and preparation for higher education are often major sources of stress (7,8). In addition, social changes that adolescents experience, such as the dynamics of peer relationships and the search for self-identity, add to their emotional burden (8,9). The transition from adolescence to adulthood also introduces new challenges, including the pressure to determine a future life and career direction, which can lead to confusion and anxiety (10). These challenges put students at high risk for psychological disorders, such as anxiety, depression, and excessive stress, which, if not managed properly, can affect their mental health and academic performance (11).

Resilience in high school students plays a vital role in helping them face various academic and social challenges. By having strong resilience, students can more effectively manage stress due to academic pressure, such as exams and assignments piling up, as well as adapt to social changes in the school environment (10). The ability to bounce back from these difficulties not only improves mental well-being but also has a positive impact on their academic performance. Resilient students tend to

have high learning motivation, are able to deal with failure with a positive attitude, and are more confident in facing future challenges (12).

Research on resilience in high school students, both in Indonesia and internationally, has shown that resilience plays an important role in helping students cope with academic and social pressures. In Indonesia, previous research found that social support from family, peers, and teachers was closely related to the development of resilience in students (13). Previous study emphasized the importance of individual factors, such as coping skills and emotional regulation, in building adolescent resilience across cultures (14). However, there are still research gaps, such as the need for a deeper understanding of the influence of cultural and socioeconomic background on resilience, as well as the lack of school-based interventions specifically designed to strengthen student resilience. The aim of this study to determine the description of resilience in students at Bandung High School.

METHODS

Study Design

This study used a descriptive design, which aimed to describe resilience in high school students. The descriptive design was chosen because it aligned with the study's objectives, which sought to provide an overview of the students' resilience levels based on measurement results using standardized instruments. The sampling technique used in this study was purposive sampling, a method that involved selecting samples based on predetermined inclusion criteria. The inclusion criteria included high school students in grades X to XII at one of the high schools in Bandung, aged between 12 to 19 years, and those willing to participate in the study. The minimum number of respondents determined for this study was 100 students. This sampling technique allowed researchers to obtain relevant data from respondents who met

specific criteria, ensuring that the sample aligned with the research objectives.

Data Collection

Data were collected using the Connor-Davidson Resilience Scale (CD-RISC) questionnaire, developed by Connor and Davidson (2003), which measured individual resilience. The CD-RISC consisted of 25 statements rated on a Likert scale, with each item scored from 0 to 4. The overall score range of the scale was from 0 to 100. Resilience was categorized as high (67-100), moderate (34-66), or low (0-33). The validity test showed a correlation value of > 0.7 for each item, indicating the instrument's validity, while the reliability test showed a Cronbach alpha coefficient of 0.971, confirming the instrument's high reliability for measuring resilience in high school students.

Ethical Consideration

In this study, ethical considerations were of utmost importance to protect the rights and well-being of respondents. The principle of autonomy was upheld by providing clear information about the study's purpose, procedures, and benefits, ensuring that

participation was voluntary. The principle of justice was maintained by ensuring that the selection of respondents was unbiased and did not consider social, economic, or academic backgrounds. Beneficence and non-maleficence were emphasized by avoiding harm to respondents and ensuring the study's benefits, including an enhanced understanding of the importance of resilience. Confidentiality was strictly observed, with respondents' identities and personal information kept private and only used for research purposes.

Data Analysis

The data obtained from the questionnaires were analyzed using frequency distribution tests. These tests were conducted to describe the demographic characteristics of the respondents, such as age, gender, and class. Additionally, the frequency distribution analysis was used to describe the level of resilience in high school students, which was presented in the form of frequency distribution tables. Through this approach, the researchers were able to comprehensively describe the distribution of resilience levels among the students based on the CD-RISC scale measurements.

RESULTS

The research results obtained a sample of 100 respondents. The data tabulation based on demographic data includes age, gender, and class can be seen in the following table (Table 1).

Table 1.
Distribution of Respondents (n=180)

	Characteristics	Frequency	Percentage
Age	15	14	14
	16	40	40
	17	37	37
	18	9	9
Gender	Male	34	34
	Female	66	66
Class	X	34	34
	XI	45	45
	XII	21	21

The research findings indicated that the largest age group among respondents was 16 years, accounting for 40% of the total sample (Table 1). This suggests that a significant portion of the respondents are in the age range typically associated with the second year of high school. Additionally, the gender distribution revealed that 66% of the respondents were female, indicating a predominance of female students in the study. Finally, the largest proportion of respondents came from the XI grade, comprising 45% of the sample, highlighting the representation of students in their final year of high school.

Table 2.
Result of Classification of Resilience

Variable	Mean	Min - Max	Frequency (f)			Percentage (%)		
			High	Medium	Low	High	Medium	Low
Resilience	60.94	35-100	30	42	28	30	42	28

The research results indicate that the average resilience score among the respondents was 60.94, with scores ranging from a minimum of 35 to a maximum of 100 (Table 2). Out of the 100 respondents, 30 individuals (30%) exhibited high levels of resilience, 42 individuals (42%) demonstrated medium resilience, and 28 individuals (28%) displayed low resilience (Table 2).

DISCUSSION

The results of this study indicate that the level of resilience in high school students has significant variations, with an average resilience score reaching 60.94. Of the 100 respondents, 30% showed high resilience, 42% were in the moderate resilience category, and 28% were classified as low resilience. This finding is in line with previous studies stating that many adolescents face emotional and academic challenges that affect their ability to cope with stress. For example, previous study showed that adolescents who have higher levels of resilience are able to cope better with social and academic pressures, which is in line with the social context that students face today (15).

Students who demonstrate high resilience generally have characteristics that include the ability to cope with stress, optimism, and good social skills. Based on the results of the study, around 30% of respondents

were classified in the high resilience category, indicating that they were able to face various challenges with a positive attitude and effective coping strategies. Factors that contribute to this high resilience include strong social support from family and friends, as well as good mastery of coping skills, such as emotional management and problem solving (16). Previous research showed that solid social support plays an important role in increasing resilience, providing individuals with emotional resources to deal with difficulties (17). The positive impact of high resilience cannot be ignored, because students with high levels of resilience tend to have better academic performance, thanks to their ability to stay focused and motivated even when faced with academic pressure (18).

A total of 28% of respondents in this study were classified as low resilience, indicating significant challenges these students face in coping with emotional and academic stress. Factors that may contribute to low levels of resilience include lack of social support, experiences of trauma, and inadequate coping skills (19). Students with low resilience often feel isolated and have difficulty forming healthy relationships with peers, which can worsen their emotional well-being. Previous study suggests that students with low levels of resilience are at higher risk for psychological problems, such as anxiety and depression (7). This risk can

become a vicious cycle, where poor mental health further reduces their ability to adapt to stress.

Factors that can influence resilience in high school students are very diverse and interrelated, including individual, social, and environmental aspects. At the individual level, personal characteristics such as optimism, coping skills, and adaptability play an important role in shaping resilience (13). Students who have the ability to manage emotions and solve problems tend to be better able to deal with stress and challenges that arise in everyday life. In addition, social support from family, friends, and teachers also contributes significantly to the level of resilience (10). Previous research shows that students who feel supported by those around them are better able to overcome difficulties and tend to be more positive in facing various challenges (20,21). A positive school environment, which creates a safe and inclusive atmosphere, can also increase student resilience.

Programs and interventions to improve resilience in high school students are essential to addressing the challenges they face in academic and social settings. One effective approach is through social and emotional skills training programs, which are designed to help students recognize and manage their emotions, as well as improve their ability to interact with peers (22,23). For example, programs that teach coping skills can help students better cope with stress and deal with pressure. In addition, social support-based interventions, such as peer support groups, can also serve as a means of building strong social networks, where students can share experiences and strategies for coping with adversity (10,24). Individual counseling programs are also valuable, as they provide a space for students to explore their feelings and challenges with the guidance of a professional. Research shows that interventions that integrate these elements can result in significant improvements in students' resilience levels (25).



<https://doi.org/10.33755/jkk>

This study has several limitations. The sample was limited to high school students from a single school in Bandung, which may not fully represent the broader population of high school students across different regions or cultural backgrounds. This limits the generalizability of the findings to other areas or schools with different socio-economic and educational contexts.

CONCLUSION

The results of this study indicate that the level of resilience among high school students varies, with 30% of respondents indicating high resilience, 42% at a moderate level, and 28% having low resilience. These findings underscore the importance of understanding resilience among adolescents, given the social and academic challenges they face. Discussion of factors influencing resilience indicates that social support, coping skills, and positive environments play a significant role in shaping student resilience. Programs and interventions designed to improve student resilience, such as social skills training, peer support, and counseling, have been shown to be effective in helping students cope with stress and adversity.

NURSING IMPLICATIONS

The implications of these findings are highly relevant to nursing practice, particularly in the context of adolescent mental health. Nurses working in school or community settings need to be trained to recognize signs of low resilience and other mental health issues among students. Further research is needed to analyze factors that influence resilience in high school students.

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