RESILIENCE CHARACTERISTICS AND THEIR IMPLICATIONS FOR GUIDANCE SERVICES

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Abstract

This study aims to obtain an overview of the characteristics of the resilience of class XI students at SMA Negeri 2 Tasikmalaya. The background of this problem arises along with the challenges faced by students in the adaptation process at school and adjusting to the new learning system. Good resilience is needed so that students can deal with various changes and pressures in the school environment, especially in dealing with growing academic and social demands. The method used in this research is descriptive quantitative, with a research population of 432 students and a sample of 335 grade XI students at SMA Negeri 2 Tasikmalaya. Data collection was carried out using *non-probability incidental sampling* techniques and data analysis methods with the calculation of mean, standard deviation, percentage, and sex difference tests through *SPSS* 24.00. The results showed that the resilience of grade XI students at SMA Negeri 2 Tasikmalaya tended to be in the moderate category, with an average score of 51%, 49% in the optimal category, and there was no resilience in the not optimal category (0%). This study shows that resilience in grade XI students at SMA Negeri 2 Tasikmalaya is at the highest percentage in the moderate category. Based on these findings, it is recommended to develop a group guidance service program with *experiential learning* techniques to improve student resilience.

Keywords: Resilience, Adolescents, Students, Group Guidance

Abstrak

Penelitian ini bertujuan untuk memperoleh gambaran mengenai karakteristik resiliensi siswa kelas XI di SMA Negeri 2 Tasikmalaya. Latar belakang permasalahan ini muncul seiring dengan tantangan yang dihadapi siswa dalam proses adaptasi di sekolah serta penyesuaian diri dengan sistem pembelajaran yang baru. Resiliensi yang baik diperlukan agar siswa mampu menghadapi berbagai perubahan dan tekanan di lingkungan sekolah, terutama dalam menghadapi tuntutan akademik dan sosial yang terus berkembang. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif, dengan populasi penelitian berjumlah 432 siswa dan sampel berjumlah 335 siswa kelas XI di SMA Negeri 2 Tasikmalaya. Pengumpulan data dilakukan menggunakan teknik non-probability incidental sampling dan metode analisis data dengan perhitungan rata-rata, standar deviasi, persentase, serta uji perbedaan jenis kelamin melalui SPSS 24.00. Hasil penelitian menunjukkan bahwa resiliensi siswa kelas XI di SMA Negeri 2 Tasikmalaya cenderung berada pada kategori moderat, dengan perolehan skor rata-rata sebanyak 51% pada kategori moderat, 49% pada kategori optimal, dan tidak terdapat resiliensi

pada kategori belum optimal (0%). Penelitian ini menunjukkan bahwa resiliensi pada siswa kelas XI di SMA Negeri 2 Tasikmalaya berada pada persentase tertinggi pada kategori moderat. Berdasarkan temuan ini, disarankan untuk mengembangkan program layanan bimbingan kelompok dengan teknik experiential learning dalam upaya meningkatkan resiliensi siswa.

Kata kunci*: Resiliensi, Remaja, Siswa, Bimbingan Kelompok*

INTRODUCTION

Adolescence is a transformative period characterized by significant changes in physical, emotional, social, and intellectual aspects. The ideal state of adolescent resilience refers to their ability to cope with the challenges and stresses that arise during this transitional period. Resilient adolescents can bounce back from difficulties in academic, social, and emotional areas and develop healthy adaptive strategies to deal with the various challenges they face (Adimayanti dkk., 2022). In everyday life, every teenager will never be free from difficulties or misfortunes. Adolescents need to have the ability to face and overcome difficulties in life in an adaptive way, and be able to learn from them while adapting to difficult conditions. (Angelina dkk., 2021). Being adaptive allows adolescents to learn from these difficult experiences and adjust themselves to be ready for similar situations in the future. Schools are one of the main environments that play a role in shaping identity and character, especially changes in the education curriculum. Curriculum changes in Indonesia, especially the implementation of the Merdeka Curriculum, are strategic steps to answer the challenges of education in the modern era. The independent curriculum is designed to provide freedom and flexibility to schools in determining teaching and learning methods that are more relevant to student needs.

Curriculum change is the government's step to improve the quality of education, as stipulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. The law is the basis for implementing an independent curriculum policy that aims to encourage freedom of thought, innovation, and independent and creative learning, with teachers acting as facilitators. The Ministry of Education, Culture, Research and Technology adapted the policy to the times, in order to prepare the future golden generation through quality education. (Hendri, 2020). These changes not only affect teaching methods but also the way students interact with subject matter and with the school environment as a whole. Students are required to be able to adapt to new conditions both in learning activities and be able to adapt to the environment along with different educational program conditions.

Laure dkk., (2020) common danger signs of adolescents' inability to adjust are irresponsibility, appearing in the behavior of ignoring lessons, for example, to have fun and get social support, feeling like going home when away from a familiar environment and feeling surrendered. Armstrong dkk., (2023) explained that resilience is a dynamic construct that refers to positive adaptation to adversity and pressure. The ability to control the dangers of maladjustment is then known as resilience. Adolescents have resilience in facing problems with different responses. Adolescents with high resilience tend to have the ability to interact with the surrounding environment, the ability to solve problems, be independent, have life goals, and have a sense of religion. However, students who have

low resilience will be vulnerable to stress and do not have the ability to manage problems well, resulting in negative changes (Astuty dkk., 2024).

Resilience is an individual's ability to survive and adjust, resilience includes individual thought processes and behaviors in dealing with stressful situations, which aim to overcome conflicts, pressures, difficulties, changes, and challenges that arise, with support from protective factors (Azwar & Abdurrahman, 2022). Therefore, a high level of resilience in a person can have a positive impact. Dewi & Taufik, (2022) explain that one of the benefits of resilience is the ability of individuals to cope with the stress and trauma they experience. Resilience is also seen as a measure of successful stress coping , According to Fan, (2024) resilience is a positive adaptation in the face of stress and trauma. Resilience can be interpreted as the ability to bounce back or recover from stress, able to adapt to stressful situations or difficulties. Feoh dkk., (2021) define resilience as the ability to adapt positively when in unpleasant and risky conditions. Doni & Naben, (2023) state that resilience is a dynamic process of adapting when facing misfortune or difficulty.

The importance of resilience in adolescents lies in the ability of students to cope, adapt, and recover from stress or life pressure. Adolescents are in a critical phase in student development, where students face various challenges and changes that can affect students' mental and emotional well-being. Increased resilience helps adolescents cope better with change and pressure, promotes solid personal growth, and prepares students for the transition to adulthood (Chuang, 2021). In research conducted by Achuthan dkk., (2022) that resilience in adolescents is shown from the high level of resilience possessed by the majority of late adolescents, which is in the good category. This shows that students are able to cope, adapt, and recover from stress or life pressure. Factors such as optimism, self-efficacy, and impulse control play a key role in the formation of positive resilience in students.

There is previous research conducted by Afsharnejad dkk., (2022) the results of the study show that adolescents who have a high level of resilience usually have a positive perception of adversity and a good behavioral response. In contrast, adolescents with low levels of resilience tend to have negative perceptions of adversity, experience long-distance relationships with parents, and are exposed to abusive behavior and negative events in the family. In addition, the quality of the school and community environment also affects the level of adolescent resilience. Based on the results of research conducted by Faruqi & Jarodi, (2023), 55% of respondents had a high level of resilience. When viewed from gender, there are significant differences, where the resilience of adolescent girls is higher than that of adolescent boys. This finding is consistent with previous research by Aune dkk., (2021) which also states that the level of resilience in adolescent girls tends to be higher than that of adolescent boys.

Based on the observation of counseling teachers at SMA Negeri 2 Tasikmalaya City, it was found that some students had difficulty in adapting to the new learning system at school. The change of curriculum and the implementation of more independent and project-based learning methods have been a challenge for some students. The guidance

and counseling teacher explained that factors such as friendships, the classroom or school environment, and diverse learning methods greatly affect students' adaptation process. The difficulties that occur include students' ability to follow learning, social interaction with peers, and emotional management when facing academic pressure. The situation reflects that significant changes in the learning environment require adaptive capacities that are not only academic but also emotional and social. Research shows that students who are unable to adapt tend to experience anxiety, decreased motivation to learn, and even apathetic behavior towards school activities (Ashcraft & Kirk, 2001).

Some of the findings that have been described previously have identified problems that have an impact on student resilience, and one of the efforts to overcome them is guidance and counseling services. Guidance and counseling services are an effort to assist students in developing personal life, social life, learning activities, and career planning and development. Guidance and counseling services facilitate the development of students individually, in groups, and / or classically, according to their needs, potential, talents, interests, development, conditions, and opportunities (Garritty dkk., 2021), guidance and counseling services not only help students with problems (curative) but also provide assistance in the form of prevention and self-development of students as optimally as possible (Gysbers, 2001).

Amalina & Musthafa, (2021) *experiential learning* is a process in which knowledge is created through the transformation of experience. Knowledge is the result of a combination of understanding and transformation of experience. *Experiential learning* activities succeed in building a level of awareness, precisely because *experiential learning* is not just "talking", but can be an evocative and memorable event based on individuals and groups. *Experiential learning* uses a wide range of methodologies such as active learning projects, creative play*, role play*, games, simulations, visualization, storytelling, improvisation, and adventurous activities (Habsy dkk., 2024). Based on the pre-research conducted, it can be concluded that grade XI students at SMA Negeri 2 Tasikmalaya City have obstacles, causing low resilience. Research on student resilience has been conducted in several schools, but the sample and population are still limited. There is a gap in research conducted by Angelicus et al., (2024) on student resilience research still focused on populations targeting students from outside Java, so research is needed on students from different backgrounds, and research is needed to identify inhibiting factors regarding resilience. The research aims to address the gap by conducting a quantitative descriptive study to assess the level of resilience of grade XI students at SMA Negeri 2 Tasikmalaya City. This study fills the gap by providing insight into student resilience. The research focuses on student resilience in the context of adaptation to independent curriculum change, the research contributes to bridging the gap in the literature regarding understanding student resilience.

METHOD

The study aims to describe the description of resilience in class XI students of SMA Negeri 2 Tasikmalaya City, so the method used in the study is a descriptive method with a quantitative approach. In line with the explanation of descriptive research according to

Djaali, (2021) which explains that to analyze data by describing or describing characteristics is useful for revealing variables that have been collected as they are without intending to make conclusions that apply to the public or generalizations. The research approach used is a quantitative approach, which is an inquiry approach that is useful for describing trends and explaining the relationship between variables found in the literature (Budianto, 2024). Sampling was carried out using the Isaac and Michael formula. With a research population of 442 students and an error rate of 5%, the number of samples taken from the population was 442 students. From the total population of grade XI students in SMA Negeri 2 Tasikmalaya City, which amounted to 432 students, with an error rate of 5%, the minimum sample size required is 204 students. However, based on the real data from the distribution of questionnaires, there were 335 students who filled out the questionnaire. Therefore, the researcher decided to take a sample of 335 students from the entire population.

The instrument used in the study is the result of adaptation from Ri Amelina (2024). Data collected from 335 students in class XI of SMA Negeri 2 Kota Tasikmalaya, to obtain a range of values that will be used to determine the category using the categorization formula (Hermawan, 2019). Based on the results of these calculations, a score range will be obtained which can be a limitation in categorizing high, medium and low on the resilience variable for students in grade XI of SMA Negeri 2 Kota Tasikmalaya which is listed in the table below.

Table. Category of Resilience in Students

SCORE RANGE	CATEGORY
144-205	Optimal
102-143	Moderate
101-41	Not Optimal

RESULT AND DISCUSSION
Resilience Characteristics of 11th grade students of SMA Negeri 2 Tasikmalaya City

a. General Characteristics of Resilience of XI Grade Students of SMA Negeri 2 Tasikmalaya City Based on General Description

Data regarding the general description of the resilience of class XI students at SMA Negeri 2 Tasikmalaya City obtained from the distribution of resilience instruments, in general the description is categorized into 3 parts, namely optimal, moderate and not optimal. The following is an overview of the resilience of grade XI students at SMA Negeri 2 Tasikmalaya City in the table below.

Table. General Description of Resilience of Class XI Students at SMA Negeri 2 Tasikmalaya City

CATEGORY	RANGE	SCORE RANGE	FREQUENCY	PERCENTAGE	AVERAGE
OPTIMAL	144-205	100%-70%	165	49,3%	71%

MODERATE	102-143	69%-50%	170	50,7%	
NOT OPTIMAL	41-101	49%-20%	0	0	
TOTAL			335	100%	

Based on the descriptive table above, the resilience of grade XI students at SMA Negeri 2 Tasikmalaya City from 335 students who filled out the research questionnaire, showed a percentage of 71% and was in the moderate category. 170 students are in the moderate category or equivalent to 50.7%. This shows that the student is quite capable of being able to rise and overcome the difficult conditions he is experiencing, which is indicated by being able to manage his emotions, being able to control his desires, being able to be optimistic when facing a problem, being able to be empathetic, being able to analyze the causes of the problems he is facing, having the confidence to succeed and also being confident enough when facing a failure.

Then, 165 students or equivalent to 49.3% are in the optimal category. This value shows that students already have the ability to rise and overcome stressful conditions which is indicated by having the ability to manage their emotions well, being able to control their desires, being able to be optimistic when facing a problem, having the confidence to succeed and also being confident when facing a failure. Meanwhile, there are no students who belong to the category of resilience that is not optimal with a percentage showing 0%. The results revealed show that the majority of the resilience category of class XI students at SMA Negeri 2 Tasikmalaya City is in the moderate category.

Utami & Masykur, (2020) explain "Resilience is an individual's ability to respond in a healthy and productive way when dealing with adversity or trauma, where it is very important to control the pressures of daily life." Students with good resilience will be able to turn difficulties into challenges, be able to rise from adversity, be able to adapt quickly, and be optimistic. Furthermore, most students show a strong level of resilience in the optimal resilience category. Students in the optimal category have a better ability to rise and overcome stressful conditions. Students are able to manage emotions well, control self-will, be optimistic, and have a strong belief in success. Students become confident when facing failure, indicating that their resilience skills are at a good level. In line with the opinion of Adorjan & Ricciardelli, (2021) states that adolescents who have a strong level of resilience usually have a positive perception of adversity and good behavioral responses. In contrast, adolescents with suboptimal levels of resilience tend to have negative perceptions of adversity, experience long-distance relationships with parents, and are exposed to abusive behavior and negative events in the family. In addition, the quality of the school and community environment also affects the level of adolescent resilience.

Individual, family or community factors influence the strength of resilience in students. Siddique dkk., (2023) identified several elements that make up resilience. First, it includes self-competence, high standards, and perseverance. Second, it relates to faith in one's own instincts, ability to tolerate negative impacts, and strength to deal with stress. Third, it is related to the ability to accept positive change and have secure relationships with others. Fourth, related to self-control, and fifth, related to spiritual influence or relationship with

God, as evidenced by the highest achievement of the resilience aspect, namely the impulse control aspect. Zhong dkk., (2022) impulse control is an individual's ability to control impulses or urges, desires, preferences, and pressures that arise within him, then will lead him to the ability to think clearly and accurately. Impulse control is not only closely related to emotional regulation, but also to certain desires of individuals that can interfere with and hinder their development. So it can be said that students are able to resist urges and impulses that can have a negative impact.

Furthermore, factors that can influence the strength of resilience in class XI students of SMA Negeri 2 Tasikmalaya City are optimism and empathy, this is evidenced by the achievement of the strongest aspects of resilience after impulse control, namely optimism and empathy. Students with high optimism scores mean that grade XI students at SMA Negeri 2 Tasikmalaya City have the belief that whatever problems there are in the future will be able to get through. This is in accordance with research conducted by Sabouripour dkk., (2021) who examined the resilience of class XI students of SMAN 1 Wuryanto with the results of the resilience of some students in the optimal category, including the optimism component. In the empathy aspect, namely the ability of students to understand and share the feelings of others. Meanwhile, Khan, (2021) empathy is the understanding of other people's thoughts and feelings by putting oneself into that person's psychological framework.

Meanwhile, the results showed that there were no students who were in the weak category, meaning that there were no students who had not been able to reach the optimal level of resilience in each aspect and indicator, students have stability in managing emotions (emotion regulation), the ability to control self-will (impulse control), have an optimistic attitude (optimism), have the ability to analyze problems (analysis of the causes of problems), the ability to empathize (empathy), have self-confidence to be able to solve problems and be successful and the ability to feel something that is successfully achieved (achievement). In other words, students at this level have a low level of resilience. Positive indicators that most students in grade XI of SMA Negeri 2 Tasikmalaya have a moderate to high level of resilience.

b. Characteristics of Resilience of Class XI Students at SMA Negeri 2 Tasikmalaya City Based on Aspects and Indicators

The aspects of resilience in the study are the development of Firdaus & Kaloeti, (2021) explain that aspects of resilience consist of emotion regulation, impulse control, optimism, empathy, problem cause analysis, self-efficacy, achievement. Based on seven aspects of student resilience criteria, it shows optimal to not optimal aspects, namely the impulse control aspect of 75% or the optimal score range category, followed by aspects of optimism and empathy of 73% or the optimal score range category, then the aspect of analyzing the causes of the problem 72% or the optimal score range category, then in the aspect of emotional regulation with a percentage of 71% or the optimal score range category, then the self-efficacy aspect with a percentage of 68% or the moderate score range category and finally the achievement aspect with a percentage of 66% or the moderate score range category. It can be concluded that the results obtained from the

instrument test based on the seven aspects of resilience that dominate the most are aspects of impulse control. Furthermore, an explanation based on aspects and indicators of resilience will be described as follows.

1) Emotion Regulation Aspect

Emotional regulation is related to students being able to calm down in dealing with problems and focus on solving problems. There is a percentage result of 71% which is in the optimal category, meaning that students have been able to manage and control their emotions in stressful situations. It can be observed from the percentage of indicators in the aspect of emotional regulation in graph below.

**Graph.** Overview of Resilience Per-Indicator in the Emotion Regulation Aspect
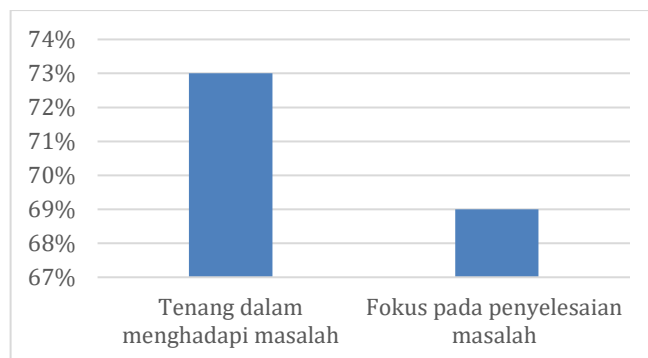
Based on the graph, the percentage results illustrate that the first aspect reaches a score of 73% or the optimal score range category of the calm indicator in dealing with problems. Students who are in this category reach the largest percentage of the total sample of 335 students. This indicator can be interpreted that students have emotional calmness when dealing with challenges and reflect good self-control. Then, the second indicator, namely focusing on problem solving, reached a percentage of 69% or a moderate score range category, meaning that 69% of students have the ability to stay focused on solutions in solving problems.

There are two indicators in the aspect of emotional regulation, namely calm in dealing with problems and focus on problem solving. The indicator of calm in facing problems shows that students' ability to remain calm in facing problems, and shows that students have emotional calmness when faced with challenges. The ability to be calm in dealing with problems reflects good self-control and mental readiness in dealing with difficult situations without overreaction. This kind of emotional resilience is important for resilience, as it helps students cope with stress and maintain a positive attitude during the problem-solving process. Furthermore, the focus on problem solving indicator shows students' ability to identify the cause of the problem reflects critical thinking skills in understanding the root of the problem. Both of these skills are important in improving resilience, as they enable students to handle situations with more effective and planned strategies.

2) Impulse Control Aspect

Impulse control relates to students being able to have the ability to control negative emotions and being able to control desires. There is a percentage result of 75% or the optimal score range category, meaning that students have been able to resist urges and impulses that can have a negative impact. It can be observed from the percentage of indicators on the aspect of impulse control in the graph below.

**Chart.** Overview of Resilience Per-Indicator in the Impulse Control Aspect
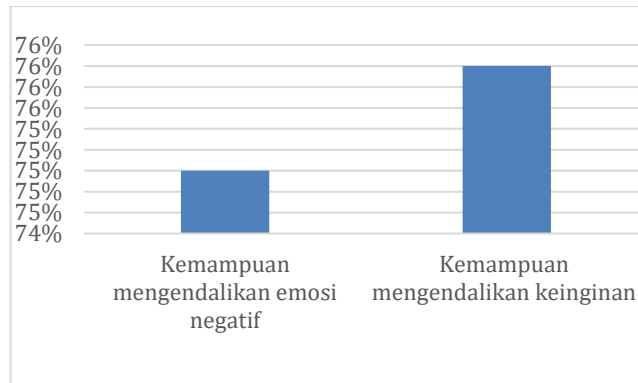
Based on the graph above, the percentage results illustrate the optimal indicator, namely the ability to control desires with a percentage of 76%. Students who are in this category can be interpreted that students have a good ability to control desires. The indicator of the ability to control negative emotions is in second place with a percentage result of 75% or the optimal score range category, meaning that students can maintain their emotional stability in dealing with difficult situations. It can be concluded that out of 335 students, achieving the optimal percentage on both indicators.

The impulse control aspect is the aspect with the strongest percentage when compared to the other six aspects, indicating that students tend to have the ability to resist urges and impulses that can have a negative impact. Vinish dkk., (2020) stated that impulse control is the ability to control desires, urges, preferences, and pressures that arise from within a person. Individuals with low impulse control often experience rapid emotional changes that tend to control behavior and thoughts. Individuals easily lose their temper, are irritable, impulsive, and act aggressively in small situations that are not too important, so that the surrounding social environment feels uncomfortable which results in problems in social relationships.

3) Aspects of Optimism

Optimism is related to students having confidence that everything will be good and having confidence in being able to deal with everything. The percentage in the optimism aspect shows a result of 73% or the optimal score range category, meaning that students already have a positive attitude good expectations for the future and the ability to overcome problems. It can be observed from the percentage of indicators on the optimism aspect in the graph below.

Chart. Overview of Resilience Per-Indicator in the Aspect of Optimism
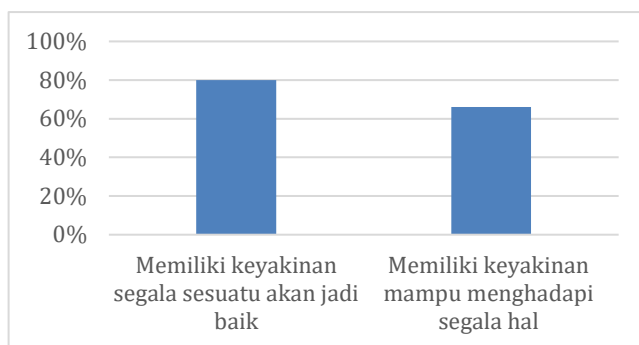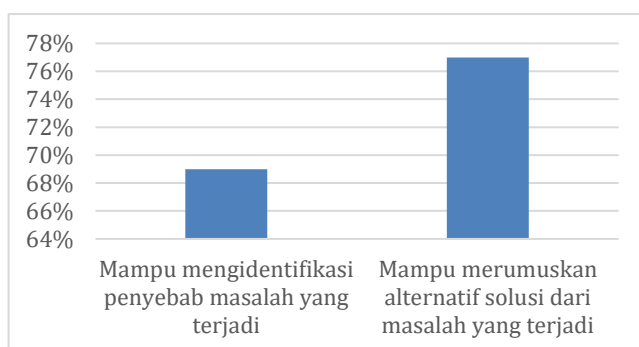

Based on the graph above, the percentage results illustrate the indicator of having confidence that everything will be good with a percentage result of 80% or the optimal score range category. Students who are in this category can be interpreted that students have optimism and a strong positive attitude in facing challenges. The second indicator is having confidence in being able to face everything with a percentage of 66% or a moderate score range category, meaning that students have the belief that the problems or obstacles faced are part of the learning and development process. It can be concluded that out of 335 students, reaching the optimal percentage in the indicator of having confidence that everything will be good.

Aspects of optimism that are in the high category indicate that students have a positive attitude and good expectations for the future and the ability to overcome problems. Siahaan & Wibowo, (2024) resilient students are optimistic students. Individuals have hope in the future and believe they can control the direction of their lives. Compared to pessimistic students, optimistic individuals are physically healthier, do not experience depression, perform better in school, are more productive at work, and excel more in sports. Optimism implies that students believe they can handle problems that arise in the future.

4) Aspects of Problem Cause Analysis

Problem cause analysis relates to students being able to identify the causes of problems that occur and being able to formulate alternative solutions to problems that occur. The percentage results show 72% or the optimal score range category, meaning that students have been able to accurately identify the causes of individual problems. It can be observed from the percentage of indicators in the aspect of emotional regulation in the graph below

Chart. Per-Indicator Resilience Overview in the Aspect of Problem Cause Analysis
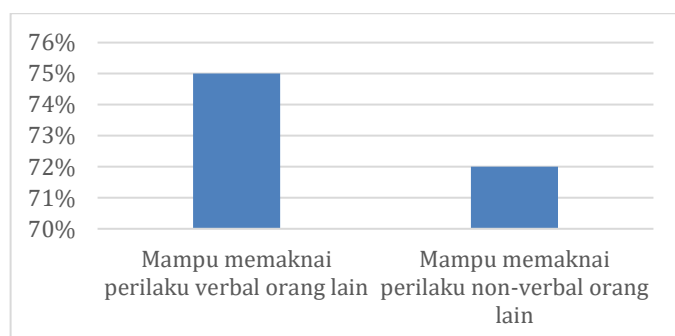
Based on the graph above, the percentage results illustrate the optimal results in the indicator of being able to formulate alternative solutions to problems that occur with a percentage of 77%. Students who are in this category have a good ability to formulate various alternative solutions when facing problems. The second indicator is being able to identify the causes of problems that occur with a percentage of 69% or a moderate score range category, meaning that students have the ability to identify the causes of problems and have the skills to understand the root of the problem. It can be concluded that out of 335 students, achieving the optimal percentage in the indicator of being able to formulate alternative solutions to the problems that occur.

The aspect of analyzing the causes of problems that are in the high category shows that students are able to analyze the causes of problems logically and effectively. According to Alyadani dkk., (2024) Problem cause analysis, which refers to the individual's ability to accurately identify the causes of individual problems. If individuals are unable to accurately estimate the causes of their problems, then individuals will make the same mistakes. There are two indicators in the aspect of analyzing the causes of problems, namely being able to identify the causes of problems that occur and being able to formulate alternative solutions to problems that occur.

5) Empathy Aspect

Empathy is related to students being able to interpret the verbal behavior of others and being able to interpret the non-verbal behavior of others, with a percentage result of 73% which is in the optimal category, meaning that students have been able to understand and share feelings with others. It can be observed from the percentage of indicators on the empathy aspect in the graph below.

**Graph. Overview of Resilience Per-Indicator in Empathy Aspect**

Based on the graph above, the percentage results illustrate the optimal indicator, namely being able to interpret the verbal behavior of others with a percentage of 75%. Students who are in this category have skills in empathizing and understanding communication effectively. The second indicator is being able to interpret other people's non-verbal behavior with a percentage of 72% or the optimal score range category, meaning that students have the skills to understand implied communication through expressions, gestures, or body language. It can be concluded that out of 335 students, they reached the optimal percentage on both indicators.

The empathy aspect is in the high category which shows that students have been able to understand and share the feelings of others Cahill, (2000) revealed that students are able to read psychological and emotional signs from others. Empathy reflects how well individuals recognize the psychological state and emotional needs of others. In the fourth aspect, namely the aspect of analyzing the causes of problems, namely the ability to analyze the causes of problems logically and effectively. There are two indicators in the empathy aspect, namely being able to interpret the verbal behavior of others and being able to interpret the non-verbal behavior of others. the indicator of being able to interpret the verbal behavior of others which shows the ability to understand the verbal behavior of others shows students' skills in empathizing and understanding interpersonal communication effectively. These two abilities contribute importantly to students' resilience, helping them to face and navigate social and emotional challenges.

6) Aspects of Self-Efficacy

Self-efficacy relates to students having the confidence to be able to overcome the problems they face and the confidence to be able to succeed, there is a percentage result of 68% or a moderate score range category, meaning that students already have confidence in their own ability to overcome challenges. Can be observed from the percentage of indicators on the aspects of emotional regulation in the graph below.

**Chart.** Overview of Resilience Per-Indicator in the Aspect of Self-Efficacy
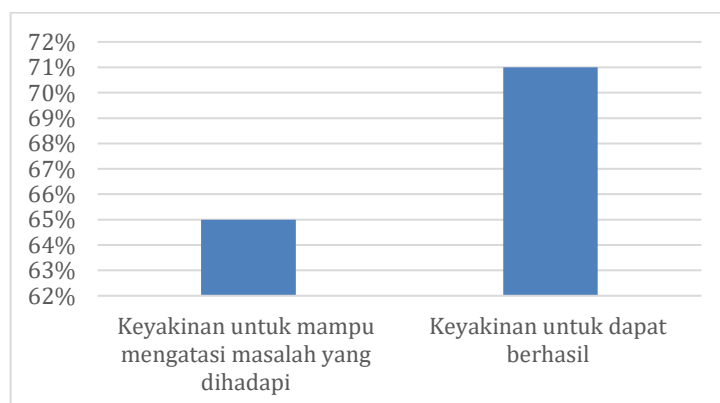
Based on the graph above, the percentage results illustrate the optimal results in the belief indicator to be able to succeed with a percentage of 71%. Students who are in this category have an optimistic attitude, confidence to achieve goals and have a positive view of themselves. The second indicator is the confidence to overcome the problems faced with a percentage of 65% or a moderate score range category, meaning that students have the confidence to solve problems. It can be concluded that out of 335 students, achieving the optimal percentage in the confidence indicator to be successful. The aspect of self-efficacy that is in the moderate category shows that students have enough confidence in their own ability to overcome challenges and have a commitment to solving their problems and will not give up when they find that the strategy being used is not successful. According to Al-Abyadh & Abdel Azeem, (2022) Self-efficacy, is a student's belief in their own ability to face and solve problems effectively. Self-efficacy also means believing oneself capable of success and success.

7) Aspects of Achievement

Achievement relates to students being able to optimize their abilities and be confident when they fail. The percentage results show 66% or a moderate score range category, meaning that students have been able to get out and achieve positive aspects of life after the misfortune that befalls. It can be observed from the percentage of indicators on the achievement aspect in the graph below.

Graph. Per-Indicator Resilience Overview in the Achievement Aspect
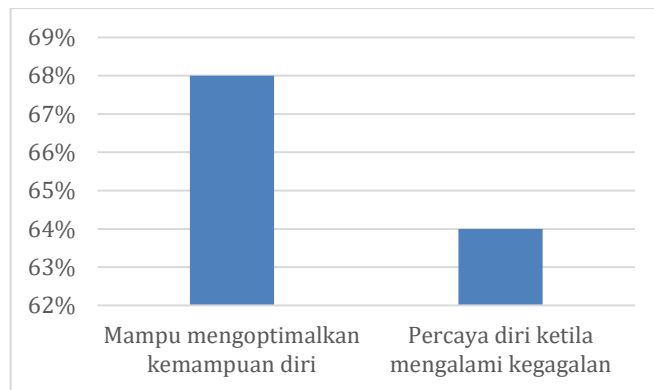
Based on the graph above, the percentage results illustrate moderate results in the indicator of being able to optimize one's abilities with a percentage of 68%. Students who are in this category have the awareness and confidence to maximize their abilities in various situations. The second indicator is confidence when experiencing failure with a percentage of 64% or a moderate score range category, meaning that students have the confidence to continue to believe in their abilities even when facing failure or difficulty. It can be concluded that out of 335 students, achieved a moderate percentage on both indicators.

The aspect of achieving or increasing positive aspects is in the moderate category, which shows that students have enough ability to get out and achieve positive aspects of life after misfortune. Doni & Naben, (2023) increased positive aspects of resilience is an ability that includes increasing positive aspects in life. Individuals who increase positive aspects in life are able to do these two aspects well, namely: (1) being able to distinguish realistic and unrealistic risks, (2) having meaning and purpose in life and being able to see the big picture of life. Individuals who always increase their positive aspects will find it easier to overcome life's problems, and play a role in improving interpersonal skills and emotional control.

As for knowing whether there is a difference between male and female students on the resilience of class XI students of SMA Negeri 2 Kota Tasikmalaya, namely by conducting a difference test using the *Mann-Whitney Test* based on *non-parametric* with the help of SPSS27 *software* with a significance value obtained of 0.299, meaning 0.299> 0.05 based on that, it is stated that there is no significant difference between men and women in the resilience score. A person's resilience is influenced by various factors which can generally be grouped into internal factors, external factors, and other factors. These factors interact with each other, shaping a person's ability to survive and rise above challenges. Internal

factors include characteristics and abilities that come from within the individual. One of these is thinking style, which influences how one views the world and solves problems. Non-resilient thinking styles often result in inaccurate beliefs and less effective problem-solving strategies, draining emotional energy.

Men's thinking styles tend to engage in aggressive or defensive thinking, which can reduce their effectiveness and women's thinking styles generally exhibit more constructive thinking styles, positively correlated with managerial effectiveness. Thus the complexity of passive or defensive styles varies between genders, suggesting nuanced differences in behavioral responses. The difference in thinking styles by gender is that males tend to use an aggressive or defensive mindset, which may affect their effectiveness in decision-making or problem-solving. In addition, emotional intelligence, which includes the ability to recognize, manage and utilize emotions in decision-making, plays a major role in helping a person stay calm under pressure. Research conducted Buchanan & Lovallo, (2001) shows that men and women demonstrate emotional intelligence differently. Women tend to excel in areas related to emotional expression and interpersonal relationships, while men often perform better in tasks that require spatial and problem-solving skills. This suggests that emotional intelligence has dimensions that vary according to context and individual characteristics.

Another important factor is self-confidence, the belief in one's ability to overcome problems encourages a person to keep trying despite failure, making it an important foundation in resilience. Maczulskij & Viinikainen, (2023) explains that there are factors that influence the level of self-confidence, the impact of the concept of self-confidence includes gender. Often people view the abilities of men and women differently. Akbari & Sahibzada, (2020) states that there are differences in the development of male and female abilities and competencies. There is often an assumption that men are easier to follow learning than women, giving the clear impression that the lower the assessment of women, the lower the confidence in their abilities. From the various findings of previous research, no conclusion can confirm that women have lower or higher resilience than men. The differences in the results of previous studies indicate that factors such as cultural context, age, and individual characteristics play an important role in shaping resilience, so no opinion can definitively state that one gender is more resilient than the other.

Design of Group Guidance Services with *Experiential Learning* Techniques

Group guidance is a group activity, in which the group leader provides information and directs discussion for group members to become more social or to help group members achieve common goals. Group guidance can be defined as assistance to individuals carried out in a group situation. Group guidance can be in the form of information delivery or group activities discussing educational, work, personal, and social issues (Soliha dkk., 2021). The term group guidance in a simple sense is guidance applied to a group of individuals. In addition, the term group guidance is often associated with part of the guidance program and is carried out in the context of tutoring and individual students, with guidance from the counselor or supervisor.

Group guidance services are a way of providing assistance (guidance) to individuals through group activities. In group guidance services, group activities and dynamics must be realized to discuss various matters that are useful for the development or problem solving of individuals (students) who are service participants. In group guidance services, general topics that are of common concern in the group are discussed. Problems that become topics of discussion in group guidance services are discussed through an atmosphere of intense and constructive group dynamics, followed by all group members under the guidance of the group leader (supervisor or counselor) (Gysbers, 2001). The purpose of organizing group guidance in schools is not much different when compared to the purpose of the guidance program in general, which is to help each student to develop as optimally as possible in accordance with their potential.

The *experiential learning* model is a model that focuses on direct experience as the main foundation in the learning process. This model was developed by Amalina & Musthafa, (2021) and is based on the concept that students acquire knowledge and skills through real experiences, reflection, conceptualization, and practical application. Experiential learning assumes that learning occurs through a cycle involving four stages: concrete experience, reflection, conceptual abstraction, and application in new situations. The first stage, concrete experience, involves engaging students in hands-on experiences that elicit emotions, physical interaction, and direct interaction with the environment. In the context of *experiental learning*, the techniques chosen should support the process of learning through experience. These techniques should allow students to actively engage, experiment and reflect on their experiences.

Researchers compiled a matrix of group guidance services to develop the resilience of class XI students at SMA Negeri 2 Tasikmalaya City with *experiental learning* techniques. Allen & Seaman, (2010) defines learning as a process in which knowledge is created through the transformation of experience, where knowledge results from a combination of efforts to capture and transform experience. This model was developed by David Kolb in 1984 and is based on the concept that students acquire knowledge and skills through real experiences, reflection, conceptualization, and practical application. The preparation of the service program begins with assessment activities or activities to identify aspects that will be used as material for compiling a service program . The assessment conducted by researchers using a questionnaire with the results discussed above. This needs assessment is very important and fundamental for researchers to make the development of group guidance service programs with *experiential learning* techniques. The assessment is used as a need to reveal the XI grade students at SMA Negeri 2 Tasikmalaya City. The implementation of the service program needs assessment is an activity of grouping problems that have been previously identified by researchers.

Conducting a needs assessment can be taken by identifying the data needed to plan program services, after the researcher chooses the instrument used to reveal resilience, then collecting data/information, processing the results of data/information, analyzing and interpreting the data from the needs assessment. Starting from identifying the data to be measured or revealed as the first step in planning the service program. Data that needs to be revealed in addition to the characteristics of student resilience in general, as well as

data based on male and female gender. The guidance program created by the researcher is a group guidance curriculum design for *experiential learning* techniques, or a set of activities systematically designed to facilitate the development of student resilience which includes aspects including emotion regulation, impulse control, optimism, empathy, problem cause analysis, self-efficacy, increasing positive aspects in life (Azad dkk., 2021). The group guidance service program matrix shows the importance of a collaborative and systematic approach in developing guidance and counseling programs. By involving various parties and designing a comprehensive curriculum, the program is expected to provide maximum benefits for the counselee and the surrounding environment.

CONCLUSION

Based on the results of research and data processing on the resilience of grade XI students at SMA Negeri 2 Tasikmalaya City, it can be concluded as follows. The results of a comprehensive overview of the resilience of grade XI students at SMA Negeri 2 Tasikmalaya City show that out of a total of three hundred and thirty-five students, the majority of students are in the moderate resilience category. In analyzing the aspects of resilience it was found that students showed the most optimal results in the aspect of impulse control. In addition, aspects of optimism and empathy also showed high results, followed by analyzing the causes of problems, emotional regulation, self-efficacy, and the last is the achievement of positive aspects. This indicates that although the majority of students are in the moderate category, there is optimal potential in the aspects of impulse control and optimism, which can be used as a focus for developing overall resilience. The results of research on the resilience characteristics of grade XI students at SMA Negeri 2 Tasikmalaya City show that there is no significant difference between male and female students. although the average resilience of female students is slightly higher (71.02%) than male (70.41%). Based on the results of gender difference test processing, the probability/significance is identical, so it can be explained that there is no difference between the resilience of male and female students in class XI at SMA Negeri 2 Tasikmalaya City. The preparation of a group guidance service matrix of *experiential learning* techniques that focus on 7 aspects of resilience, namely emotion regulation, impulse control, optimism, empathy, problem-cause analysis, self-efficacy, and increasing positive aspects in life. The matrix contains a series of activities designed to develop the resilience of class XI students at SMA Negeri 2 Tasikmalaya City.

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