

**GUIDANCE AND COUNSELING PROGRAM
(FOCUSING ON PERSONAL-SOCIAL) TO IMPROVE STUDENT RESILIENCE OF
CLASS X STUDENTS OF VOCATIONAL SCHOOL**

Irfan Fahriza¹, Yuniar Karima², Syari Fitrah Rayaginansih², Andre Julius²

¹ Universitas Ma'soem

² Ranselin Private Research for Education

¹ irfan.fahriza@gmail.com, ² sorainame.19@gmail.com, ³ syari.fitrah@gmail.com, ⁴ andre.juliuz@gmail.com

Abstrak

penelitian ini dilatarbelakangi oleh fenomena perilaku *maladjustment* remaja, dalam penelitian ini perilaku salah suai remaja dianggap sebagai dampak dari ketidakberhasilan remaja dalam menghadapi kondisi adversitas dalam hidupnya. Kemampuan individu dalam menghadapi kondisi adversitas disebut sebagai resiliensi. Produk penelitian ini adalah rancangan program bimbingan dan konseling pribadi sosial yang secara hipotetik efektif untuk meningkatkan resiliensi peserta didik. Metode penelitian menggunakan pendekatan kuantitatif, dengan metode deskriptif. Populasi dalam penelitian ini adalah 414 peserta didik kelas X SMK Profita Kota Bandung, dan 157 peserta didik sebagai sampel. Pengambilan sampel penelitian menggunakan teknik *simple random sampling*, yaitu sampel penelitian didapatkan secara acak. Penelitian ini menghasilkan : (1) gambaran umum resiliensi peserta didik kelas X SMK Profita Kota Bandung, yang sebagian besar berada pada kategori sedang; (2) tidak adanya perbedaan yang signifikan antara tingkat resiliensi peserta didik dari keluarga utuh dengan peserta didik dari tidak utuh; dan (3) rancangan program bimbingan dan konseling pribadi sosial hipotetik untuk meningkatkan resiliensi peserta didik. Hasil penelitian ini merupakan rekomendasi bagi: (1) Guru bimbingan dan konseling, sebagai upaya tindak lanjut dalam mengimplementasi program bimbingan dan konseling pribadi sosial dalam meningkatkan resiliensi peserta didik yang telah dirancang; (2) Peneliti selanjutnya, dapat melanjutkan penelitian yang dilakukan oleh peneliti dan mencari metode atau teknik yang lebih efektif dalam meningkatkan resiliensi siswa.

Kata Kunci: Pribadi, sosial, resiliensi, keluarga, Utuh

Abstract

This research is motivated by the phenomenon of adolescent maladjustment behavior. In this study, adolescents' wrong behavior is considered the impact of adolescents' failure in facing adversity conditions in their lives. The individual's ability to deal with adversity conditions is known as resilience. This research's product is the design of a personal social counseling and guidance program that is hypothetically effective in increasing students' resilience. The research method uses a quantitative approach, with descriptive methods. This study population was 414 students of class X SMK Profita Bandung and 157 students as a sample. The research sample was taken using a simple random sampling technique; the research sample was obtained randomly. This study resulted in (1) an overview of the resilience of class X students of Profita Vocational School, Bandung City, most of whom are in the medium category; (2) there is no significant difference between the level of resilience of students from intact families with students from not intact; and (3) the design of a hypothetical social, personal

counseling and guidance program to increase the resilience of students. The results of this study are recommendations for (1) guidance and counseling teachers, as a follow-up effort in implementing social, personal guidance and counseling programs in increasing the resilience of students that have been designed; (2) The next researcher can continue the research conducted by the researcher and look for methods or techniques that are more effective in increasing student.

Keywords: *social, personal, resilience, intact, family*

INTRODUCTION

Education is one of the main processes for achieving learning achievement to increase quality human resources. However, the educational process is often hampered by the increasing percentage of juvenile delinquency (Fatimah, 2017). Adolescence is a crucial period that needs to be considered more closely because, at this time, individuals experience moments of stress and hope. In this period, the individual experiences instability from time to time, various upheavals arise because the social function of adolescents is preparing themselves towards maturity (looking for self-identity and strengthening their position in society); physical growth (development of secondary sexual signs), development of intelligence (sharp and critical reasoning), and emotional changes (more sensitive, irritable and aggressive).

Adolescence is a period that is often referred to as a period of "storms and stress," namely as a time when there is high emotional tension caused by physical and glandular changes (Hurlock, 1994). Adolescents face various realities that may not match their expectations, and emotionally unstable adolescents still have to face every episode in their lives. Nowadays, the problem of juvenile delinquency is increasingly complex and alarming. Many teenagers finally fall into maladjustment behavior. Changes and developments in technology are also accompanied by a lack of attention and guidance from today's parents. Parents and children are busy with technological sophistication, which tends to be more individualistic so that sometimes the manifestation of affection is not conveyed because they feel that they have had enough with existing media and technology facilities, even though teenagers need affection that is reflected through warm interactions and communication when at home. The most felt impact is the lack of readiness of adolescents to face problems in their lives, namely when expectations are not following the reality that occurs so that when they have to experience adversity conditions in their lives, adolescents tend to be aggressive. Adversity can be a significant trigger for conflict and psychological problems for adolescents. Adversity can be in accidents, circumstances that are not as expected or difficult, bad experiences, unpleasant events, and stressors that are considered severe and can cause trauma. (Willis, 1992) says that unsuccessful attempts to match beliefs with reality on the ground will also result in social adjustment behavior, perhaps in the form of maladjusted behavior.

(Schoon, 2006) states that adversity can put adolescents at risk. Adolescents at risk are usually vulnerable adolescence, and such adolescents have a high tendency to become troubled adolescence. Adolescent misbehavior is also reflected in the form of problems other than drug abuse. Apart from drugs, teenagers also commit prostitution. Komnas PA reported, in 2010, there were 2,413, namely 2,508 cases, and according to ILO data, between 2002-2006, there were as many as 165 prostitutes. Around 49 thousand (30%) are children under 18 years of age, with several factors including family factors, economic factors, educational actors, environmental factors, and mental and psychological factors (Marliana et al., 2018). The failure of adolescents in dealing with and overcoming adversity conditions in their lives can cause adolescents to behave in maladjustment, and primarily if the environment does not support them to be able to rise and resolve conflicts in their lives, adolescents tend to give up and choose to be aggressive by running away to negative things. According to the National Family Planning and Coordination Agency (BKKBN), in 2010, it was recorded that more than half of adolescents had married husbands and wives. Wahyuni, Head of the BKKBN Sexual Health Sub-Section, revealed that "At this time, teenagers face significant problems related to HIV and AIDS transmission, due to three problems. One of them is the 51% increase in premarital sex for the Greater Jakarta area (Wirakusuma, 2010). This phenomenon occurs because harmful access is relatively easy in

this technological age. The data is linear with the erosion of morale among adolescents and the lack of supervision and parents' guidance.

According to Tedi Hidayat, a psychologist at the University of Indonesia (2011), currently, juvenile delinquency has moved towards a more chronic direction, namely crime, where adolescents endanger themselves and others. The case of sprinkling hard water by students in a brawl some time ago is an aggressive act that is no longer part of juvenile delinquency but has led to the crime (Santosa, 2013). According to the Profita Vocational School counselors, some students find it difficult to control themselves when facing unpleasant situations, from academic problems, family, friends, and relationships with the opposite sex. It is difficult to self-control here, and some students experience hysteria when experiencing adversity conditions; they cannot accept and feel unable to solve the problem. A person needs strength to be able to survive and face the problems he faces. The ability to survive and rise is known as resilience (flexibility). The same thing is expressed by (Reivich & Shatté, 2003), that resilience is the capacity to respond healthily and productively when facing difficulties or trauma, which is essential for managing the stresses of daily life. Many contemporary studies agree that resilience leads to positive outcomes, adaptation, or competence in dealing with significant dangers, adversity, and stress (Goldstein & Brooks, 2005).

Resilience development is significant for schools, so there needs to be an appropriate approach to develop it. One of them to develop student resilience is group guidance of the group exercises techniques. The technique is used because it makes group dynamics a medium for behavior change that is appropriate for adolescents (Fahriza et al., 2020). Guidance and counseling as an integral part of education can provide services to students. In this case, the counselor's role is needed because counseling is an educational effort that specifically addresses students' problems. Kartadinata in Yusuf and Nurihsan (2006) explains that guidance is an effort to help individuals develop their potential optimally. Therefore, a program design is needed to be used in increasing the resilience of students.

METHOD

This research was conducted at SMK Profita Kota Bandung, with ten class X students as the research subject, with a total population of 414 students and 157 students as a sample.

The data collection instrument used in this study was in the form of a questionnaire. The questionnaire technique developed was a Self-Administered Questionnaire. The questionnaire was given to be answered honestly by the respondent according to the speed of each process.

The resilience disclosing instrument in this study was developed based on the aspects and indicators that build resilience according to Reivich & Shatte (2002), including emotional regulation, impulse control, optimism, empathy, cause and effect analysis, self-efficacy, self-disclosure. The trial was conducted on 40 students who were not included in the sample. The trials conducted obtained five invalid items and 51 valuable items from 56 items which later became a questionnaire. The validity test results consisting of 56 statement items have a 95% confidence level at $n = 40$, and it is known that the value of t table = 1.684.

The research data processing to obtain the grouping of students' categories and the percentage of students' categories was carried out in the following way:

1. Data selection is made first by looking at the completeness of the instruments that have been distributed so that the instruments collected have the same number.
2. The scoring of each statement item (Very Fit (SS), Suitable (S), Doubtful (doubtful), Unsuitable (TS), and Very Unsuitable (STS)) depends on the choice of the student's answer and the nature of each statement with a score range of 1 to 5. In positive

questions, if the student answers, SS gives a score of 5, S is given a score of 4, RG was given a score of 3, TS was given a score of 2, and if students who answered STS were given a score of 1. Conversely, on a positive statement, if the student answered SS was given a score of 1 if the student answered S, the student was given a score of 2 if the student answered RG was given a score of 3 if the student answered TS was given a score of 4, and if the student answered STS the student given a score of 5. The score for the assessment of each item can be seen in table 3.4.

3. The data obtained were then grouped based on student resilience, whether at high, medium, or low levels. Grouping data to describe class X SMK Profita Bandung's resilience is base on three categories: high, medium, and low.

The preparation of a hypothetical program is base on the lowest ten indicators in building resilience

RESULTS AND DISCUSSION

Results

Overview of Student Resilience Class X Profita Vocational School Bandung City

Based on the study results, it was known that 10.83% of students were in the high level of resilience category. 77.71% of students are in the medium category resilience level. A total of 11.46% of students are in the low category resilience level. The data processing results showed an overview of students' resilience in the emotional regulation aspect of 10.83% in the high and low categories, 78.34% in the medium category. From the overall percentage of the general description of resilience, students' capacity to regulate emotions includes individuals' ability to focus on disturbing thoughts, control themselves when they are upset, control themselves when they are angry, and control themselves when anxious.

The level of student resilience in impulse control was 12.10% in the high category, 77.07 in the medium category, and 10.83% in the low category. The percentage shows the level of student resilience. Indicators characterize the ability to control impulses (impulses): controlling desires that hinder learning, control impulses, and control negative thoughts.

The level percentage in optimism is defined as the capacity for optimism that students have. Optimism in resilience is indicated by having hope for the future and the confidence to face the problems. The student resilience level's optimism level is 13.38% in the high category, 71.34% in the medium category, and 15.29% in the low category.

The level of student resilience in the empathy aspect of 9.55% is in the high category, 75.80% is in the medium category, and 14.65% is in the low category. The percentage shows the level of student resilience. Indicators characterize the ability to empathize with students: reading others' psychological and emotional signs and responding positively to emotions seen in other people.

The causal analysis aspect of students' resilience is 14.65% in the high category, 82.17% moderate, and 3.18% at the low category level. The percentage level of students' resilience in cause and effect analysis is the individual's capacity to identify cause and effect problems and develop solutions.

The self-efficacy aspect reached 15.29% in the high category, 71.34% in the medium category, and 13.38% at the low category level. Self-efficacy includes the individual's ability to face challenges, not give up quickly, and has a strong willingness and enthusiasm to go to school.

The aspect of reaching out includes indicators: being able to open oneself to make changes and being able to find the meaning and purpose of schools in SMK has a percentage

of 10.83% at the high category level, 82.17% at the medium category level, and 7, 01% in the low category.

Comparison of the Level of Resilience of Students from Whole and Not Whole Families

The following illustrates the comparison of class X SMK Profita students' level of resilience, seen in the table.

Table 2 Comparison of General Student Resilience Levels

Category	Intact Family	Incomplete Family
High	9,78%	7,69%
Average	79,35%	78,46%
Low	10,87%	13,85%

The general description above describes that at the high category level, students from intact families have a more significant percentage of students from incomplete families, and students from incomplete families have a more significant portion at the low category level.

Research data on intact family resilience and incomplete family resilience shows that family integrity is vital for students at SMK Profita because it affects thought patterns, emotions, and several other aspects that build resilience. Students from intact families have a more significant percentage in the high category than students from intact families. The result proves that family integrity is an influential protective factor for students. Garmezy in (Prianto et al., n.d.) identifies various protective factors: dispositional attributions that individuals own, such as temperament and intelligence, cohesiveness and family warmth, and existence and utilization of external support systems.

Warmth in the family also has an essential role in building students' resilience; when students' family is a harmonious, democratic family, mothers and fathers who support each other and are responsible will make individuals feel protected. (Gizella, 2011) suggests that the house's atmosphere is essential in forming and developing physical, behavior, personality, social, and education. The existence of good interaction in the family will positively impact the development of children and adolescents.

If we look at the research data, students at SMK Profita who come from intact families have higher resilience. The data show that most students from intact families receive affection from their parents well, where this feeling of worth forms a more positive behavior and a more flexible power in dealing with conditions of adversity in life. If students from intact families are fragile individuals, the feelings arising from parents' unconditional acceptance will be a significant factor in rebuilding hopes for individuals to become stronger and stronger figures. Support from a family that provides for her love makes her able to deal with subsequent problems that are more complicated and rise from the adversity she may or often experience.

When viewed from the background of incomplete family students, students from incomplete families should have a higher level of resilience because they are accustomed to facing adversity conditions, so that students are more trained and robust in facing stressful conditions. However, this study shows that students in the high category of intact families have substantial protective factors from a family perspective. Harmony and family warmth become

a strong foundation and roots for students facing the most challenging episodes in their lives. More students from incomplete families in the low category indicate that students who are in this low category do not get positive support from their families in living life. These students are low in regulating emotions, controlling impulses, empathizing, analyzing cause-and-effect problems, and opening themselves up to new things beneficial for their intellectual, physical, and personality development.

The family factor is not the only thing that influences students' resilience, but other factors such as culture, spirituality, and intelligence also affect students' resilience. So, when there is no significant difference in students' resilience from intact and incomplete families, family is not the only factor affecting students' resilience. Other things can affect the resilience of students even though their families are not intact.

(Reivich & Shatté, 2003) divide the main components in measuring individual resilience into seven abilities: emotional regulation, impulse control, optimism, empathy, causal analysis, self-efficacy, self-disclosure. The description of every aspect of the resilience of class X students of Profita Vocational School consists of emotional regulation, impulse control, optimism, empathy, cause, effect analysis, self-efficacy, and self-disclosure is described as follows. In each aspect, some indicators will then become a reference for the design of personal social guidance and counseling programs. Ten lowest indicators will be developed into a program, namely four indicators in the first aspect (Emotion Regulation), two indicators in the second aspect (Impulse Control), one indicator in the third aspect (Optimism), two indicators in the fifth aspect (Cause and Effect Analysis) and one indicator in the last aspect (Opening Up).

The following is the material design for personal social guidance and counseling programs to increase resilience based on the ten lowest indicators in building resilience.

Table 3. Ten Lowest Indicators of Aspects That Build Student Resilience

Theme	Goals / Competencies	Developed Indicators	Strategy
"Adjusting Positive Feelings"	<ul style="list-style-type: none"> a. Students can be positive and focus on positive thoughts b. Students can harmonize thoughts and feelings to be more positive c. Students can bring out a positive side in themselves so that they are always oriented to things that are useful to them d. Students can avoid things that are detrimental to them 	<ul style="list-style-type: none"> a. Able to control negative thoughts b. Able to focus on disturbing thoughts c. Able to control desires that hinder learning 	Classical Guidance
"Emotion Management"	<ul style="list-style-type: none"> a. Students can change negative emotions into positive emotions b. Students can ignore negative emotions that arise c. Students can perceive the emotions that arise before taking action 	<ul style="list-style-type: none"> a. Able to control when upset b. Able to control angry c. Being able to control anxious 	Classical Guidance

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"We Are Like Trees"	<ul style="list-style-type: none"> a. Learners find the causes and effects of the problems they are experiencing b. Students can make decisions in solving problems that come c. Students understand the essence of every problem they experience in life 	<ul style="list-style-type: none"> a. Be able to identify cause and effect in the problem b. Being able to come up with a solution 	Classical Guidance
"My Problem Diagram"	<ul style="list-style-type: none"> a. Learners find the causes and effects of the problems they are experiencing b. Students can make decisions in solving problems that come c. Students understand the essence of every problem they experience in life 	<ul style="list-style-type: none"> a. Be able to identify cause and effect in the problem b. Being able to come up with a solution 	Classical Guidance
"Rasanya Menyegarkan"	<ul style="list-style-type: none"> a. Learners find the causes and effects of the problems they are experiencing b. Students can be more grateful in their lives c. Students understand the essence of every problem they experience in life 	Believe in being able to solve problems that arise	Classical Guidance
"Open Up Your Mind"	<ul style="list-style-type: none"> a. Students are open to new information that is useful for them b. Students take the initiative to find new things that enrich their insights 	Able to open up to make changes	Classical Guidance
"I am a Climber."	<ul style="list-style-type: none"> a. Students can accept new things that can make them better b. Students are willing to improve themselves and make changes themselves c. Students can be more positive when facing adversity conditions and receive constructive suggestions and criticism from others 	Able to open up to make changes	Classical Guidance

	d. Students can see obstacles as opportunities and means to become stronger in facing problems		
"Rest for a while in a Fantasy World"	<ul style="list-style-type: none"> a. Students can see bad experiences into something meaningful b. Students can be grateful for every episode of life they pass c. Students can regain enthusiasm and optimism in dealing with life's problems 	<ul style="list-style-type: none"> a. Able to control negative thoughts b. Being able to come up with a solution 	Classical Guidance
"S-EFT"	<ul style="list-style-type: none"> a. Students can be calmer when remembering bad experiences in their life b. Students can more positively view the terrible events they have experienced c. Learners can take the positive side of experiences that are not pleasant for him 	<ul style="list-style-type: none"> a. Able to control negative thoughts b. Able to focus on disturbing thoughts c. Able to self-control when upset d. Able to self-control when angry e. Being able to self-control when anxious 	Classical Guidance

Discussion

Based on the research results' description, students' resilience from intact families with students' level of resilience from non-intact families does not significantly differ. The general picture shows that the percentage of students from intact families who enter the high category has a more significant portion than the percentage of students from non-intact families in the high category. It is different from previous research conducted by (Jauhari, 2012) untitled "The difference in adolescents' resilience in divorced families and adolescents in intact families in SMA Negeri Kota Malang." The results showed that most adolescents in divorced families compared to adolescents in intact families showed a high resilience level. Hypothesis testing concluded no difference in resilience between adolescents in divorced families and adolescents in intact families with a significance of 0.535 (sig.> 0.05).

Conversely, in this study, students from intact families at the high category level had a more significant portion than non-intact families at the high category level. Family is a factor that will affect students' resilience and has a significant role in increasing resilience. (Tousignant, 2009) revealed several protective factors that could help the resilience process, namely the individual, family, cultural and spiritual factors.

(Yusuf, 2010) said that adolescence is the peak of emotionality. Adolescence is a time that involves various feelings that have never been experienced before. Physical growth, especially the sexual organs, affects the emotional instability of adolescents. The most challenging thing to achieve at this time is emotional maturity. Emotional attainment is influenced by the family climate and social, environmental conditions. If adolescents' environment is not conducive, adolescents tend to be aggressive, leading to maladjustment behavior. Adolescents with low resilience skills have a high tendency to fall into maladjustment behavior. Hurlock suggests that if an individual can control his

emotions, it means that the individual feels comfortable with his emotions he positively faces frustration, depression, or stress (Yusuf, 2010).

Coleman (Nisfiannoor & Yulianti, 2005) states that parents' integrity (father and mother) in one family is needed so that the influence, direction, guidance, and value system realized by parents are always respected, coloring the attitudes and behavior patterns of their children. In line with the previous expression, (Gerungan, 1986) states that family integrity is one factor that influences children's social development. The family's integrity is the integrity of the family structure, which means a father and mother.

CONCLUSION

Based on research and discussion, most class X SMK Profita students are in the medium resilience category, meaning that most students have average resilience (average). Most students have sufficient ability to regulate emotions, control impulses, optimism, empathy, analyze the cause and effect of the problems faced, self-efficacy, and open up. Class X SMK Profita students' resilience ability can still improve with the help of school counselors' services.

Students from intact families do not have too significant a difference in the average level of resilience. However, when viewed from the general description of resilience levels, students from intact families in the high category level have a more significant percentage than students from divorced families. The data differs from previous studies that show that students' resilience ability from divorced families is higher than students from intact families. The family's protective factor plays an essential role in building the resilience of students. Likewise, other factors have an equally important role with family integrity that can build students' resilience abilities. A healthy social environment (school, neighbors, and friends) and individual dispositional attributions, such as temperament and intelligence, significantly influence building students' resilience.

The social, personal guidance, and counselling program is structured based on the lowest ten indicators, namely four indicators in the first aspect (Emotion Regulation), two indicators in the second aspect (Impulse Control), one indicator in the third aspect (Optimism), two indicators in the fifth aspect (Cause Analysis). Effect) and one indicator in the last aspect (Opening Up). Indicators in emotional regulation can focus on disturbing thoughts, control oneself when upset, control oneself when angry, and control oneself when anxious. In impulse control, two indicators become references in designing personal social counseling and guidance programs in increasing student resilience, namely controlling desires that hinder learning and control negative thoughts. The indicator on the optimism aspect is the belief in being able to overcome problems that arise. Indicators in cause and effect analysis can identify cause and effect in problems and come up with solutions. In the last aspect, namely the aspect of opening up, one indicator becomes one of the program design materials, namely being able to open oneself to make changes.

As a follow-up effort, guidance and counseling teachers can implement personal social guidance and counseling programs to increase student resilience, and the research results that researchers have carried out can be taken into consideration for guidance and counseling services.

Other researchers are expected to continue the research conducted by researchers and find methods or techniques that increase student resilience. Subsequent researchers can also research different levels and have not been carried out by many researchers in Indonesia, namely at the primary school level or the child phase.

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