The Role of Guidance and Counseling Services in Developing 21st-Century Students' Character Resilience Amidst Failure

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ABSTRACT

The changes of the 21st century pose significant challenges for education, particularly in developing students' character resilience. In practice, many students demonstrate low character resilience and poor emotional regulation, especially when facing academic failure. This study aims to analyze the impact of 21st-century changes on the development of student character resilience and to examine the role and effectiveness of Guidance and Counseling services in enhancing character resilience within a failure-averse culture. The method used is a literature review, analyzing various national and international studies. The findings indicate that guidance and counseling services contribute to the development of a growth mindset, emotional regulation, adaptive coping strategies, and social support, all of which strengthen students' character resilience. The study concludes that guidance and counseling teachers play a strategic role as agents of change in creating a school culture that is supportive of failure. Practical implications include the need to strengthen guidance and counseling teachers' competencies, provide ongoing supervision, and implement school policies that systematically support the development of student resilience.

ABSTRAK

Perubahan abad-21 membawa tantangan signifikan bagi pendidikan, khususnya dalam membentuk ketangguhan karakter siswa. Di lapangan, banyak siswa menunjukkan resiliensi karakter dan kemampuan regulasi emosi yang rendah, terutama saat menghadapi kegagalan belajar. Penelitian ini bertujuan untuk menganalisis dampak perubahan abad-21 terhadap pembentukan ketangguhan karakter siswa serta menelaah peran dan efektivitas layanan Bimbingan dan Konseling (BK) dalam meningkatkan resiliensi karakter di tengah budaya anti-kegagalan. Metode yang digunakan adalah studi literatur (Literature Review) melalui penelaahan berbagai penelitian nasional dan internasional terkait. Hasil kajian menunjukkan bahwa layanan BK berperan dalam pengembangan growth mindset, regulasi emosi, strategi coping adaptif, dan dukungan sosial yang memperkuat ketangguhan karakter siswa. Penelitian ini menyimpulkan bahwa guru BK memiliki peran strategis sebagai agen perubahan dalam menciptakan budaya sekolah yang ramah terhadap kegagalan. Implikasi praktisnya meliputi perlunya penguatan kompetensi guru BK, supervisi berkelanjutan, serta kebijakan sekolah yang mendukung pengembangan resiliensi siswa secara sistematis.

1. INTRODUCTION

In the 21st century, many fundamental changes have occurred across various domains (Barus, 2023). One significant domain is education, which has been reshaped to meet contemporary demands ranging from teaching methods and curricula to the very goals of education itself. Students are among the groups most affected by these

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changes. Jaya et al. (2023) argue that the massive transformations occurring today influence students' character development, which becomes problematic when people equate character solely with morality and personal attitude.

According to Lickona (as cited in Jaya et al., 2023), the components of good character include several indicators: moral knowledge, moral feeling, and moral action. However, current educational realities show the fragility of students' moral development due to a system overly focused on immediate academic achievement and insufficiently attentive to real-life learning experiences (Nababan & Panjaitan, 2022). Learning materials presented in ready-made formats without contextualization have led to passive students, diminished critical thinking skills, and inadequate training in coping with failure as part of the learning process (Nababan & Panjaitan, 2022). Consequently, the components of good character remain underdeveloped. Character resilience is critical, as it not only serves as a protective factor helping students recover from failure but also provides a foundation for developing moral knowledge, moral feeling, and moral action through adaptive capacity, emotional regulation, and positive social support (Ramadhani & Nur, 2025).

Based on the conceptual phenomenon described above, this topic was chosen to address the urgent need for an educational approach that focuses not only on academic achievement but also on strengthening students' moral and psychological resilience in responding to the dynamics of the modern era. This study seeks to integrate discussions of moral character with the psychological construct of resilience and to examine the role of guidance and counseling services in transforming the school paradigm from a "failure-averse" environment into a space that supports learning through mistakes.

This discussion is critical as it aims to fill several gaps in previous research. Existing studies have tended to focus solely on building resilience to achieve success, separating the discussion of character from 21st-century competencies, and relying on curative, individualized guidance and counseling interventions. This study distinguishes itself by contextualizing character development within the pressures of the 21st century, focusing on a paradigm shift in how schools address failure, and proposing a holistic, integrated guidance and counselingservice framework. Therefore, developing character resilience is urgent, and the strategic role of school guidance and counselingservices needs to be reassessed and optimized.

Previous research shows that resilience and guidance and counselingservices have been widely discussed; however, the approaches remain limited. Most studies focus on achieving partial psychological or academic outcomes and have not comprehensively integrated the moral dimension of character into resilience frameworks (Umar & Salahudin, 2025; Syah et al., 2025).

From this review, several research gaps emerge. First, there is an integrative gap: previous studies tend to separate discussions of moral character from psychological resilience, although both are closely interconnected in shaping students' character resilience. Second, there is a gap in focusing on school culture transformation. Most guidance and counselinginterventions remain curative and individually oriented, and thus have not been systematically designed to shift school culture from a "failure-averse" to a "failure-as-natural-to-the-learning-process" orientation. Third, there is a gap in holistic, context-based service models. Although various guidance and counselingstrategies and techniques have been tested for effectiveness, their implementation remains fragmented. It lacks an integrated, structured, and sensitive operational model that accounts for Indonesia's collectivist socio-cultural context. Fourth, there is a contextualization gap: many research findings originate from Western contexts, leaving local dynamics such as communal values, local cultural wisdom, and specific challenges faced by Indonesia's primary and secondary education systems underexplored.

The objectives of this study are to analyze the relationship between 21st-century changes and the challenges of building student character resilience, to examine the role and effectiveness of existing guidance and counselingservices in fostering character resilience while addressing a failure-averse culture, and to propose a comprehensive, contextualized guidance and counselingservice model for developing students' character resilience, with a focus on transforming school paradigms around failure. Consequently, this article is expected to provide a theoretical contribution to enriching the study of character resilience in the modern era, as well as a practical contribution in the form of operational guidance for school counselors in addressing increasingly complex contemporary challenges.

2. METHOD

2.1 Research Design

This study employs a Literature Review method. This approach was chosen to comprehensively collect, evaluate, and analyze empirical and conceptual evidence from previous studies. The goal is to develop a structured, objective synthesis of the role of guidance and counseling services in fostering 21st-century students' character resilience, particularly in coping with failure.

2.2 Research Object

The object of this study is scientific literature discussing school-based Guidance and Counseling services, character/resilience development, and learning from failure. The primary focus is on literature that examines these three aspects simultaneously or in an intersectional manner, with a target population of primary and secondary school students.

2.3 Data Collection

Data collection was conducted systematically across several reputable academic databases. Primary sources were obtained from Scopus, Taylor & Francis Online, SpringerLink, Zenodo, and Google Scholar. Literature searches used combinations of keywords such as "guidance counseling," "character resilience," "student," and "21st century," as well as their Indonesian equivalents: "Bimbingan Konseling," "ketangguhan karakter," "siswa," and "abad-21.".

2.4 Data Analysis

The collected data were analyzed qualitatively through two main stages: 1) Narrative Synthesis and Thematic Analysis: All literature was carefully reviewed and categorized based on key findings. Core themes were then identified, such as counseling intervention models, strategies for building resilience, and approaches to understanding failure; 2) Integrated Interpretation: Findings from various studies were connected and critically interpreted to address the research questions. This process provided a comprehensive understanding of the effectiveness, opportunities, and challenges of implementing guidance and counseling services to enhance character resilience in the contemporary era.

3. RESULTS AND DISCUSSION

3.1 Results

The findings indicate that previous studies consistently emphasize the importance of guidance and counseling services, adaptive coping strategies, and the development of resilience and a growth mindset in fostering students' character resilience. These findings highlight that student resilience is influenced by the interaction of personal factors, stress management strategies, and educational environmental support, as summarized in Table 1.

Table 1. Summary of Previous Research Findings

Author(s) & Year	Title	Research Method	Participants	Key Findings
Aloka, P. J. O., Ooko, M., Onyango, T. K. O., & Orao, R. (2024)	*Maladaptive Coping Mechanisms to Stress Among University Students: An Integrative Review*	Integrative literature review analyzing studies on stress coping mechanisms among university students	University students from diverse settings and contexts	Maladaptive coping strategies (e.g., avoidance, rumination, denial, substance use) exacerbate stress and negatively affect psychological well-being, academic performance, and health. Conversely, adaptive coping strategies (e.g., time management, seeking social support, problem-solving, mindfulness) are essential for managing stress and building resilience. Universities are encouraged to provide stress management training, peer support systems, counseling services, and institutional support to equip students with effective coping skills.

Author(s) & Year	Title	Research Method	Participants	Key Findings
Ardi, Z., Putra, A. H., & Mulia, F. D. (2024)	*Academic Resilience: The Foundation of Educational Success*	Conceptual and literature review analyzing theories and empirical studies on academic resilience	Students across various educational levels (school and university)	Academic resilience refers to students' capacity to maintain or quickly regain positive functioning after experiencing academic and personal stress, challenges, or failure. The study emphasizes resilience as not only overcoming difficulties but also developing sustainable adaptive capacities that underpin long-term educational success.
Armitage-Chan, E., & Maddison, J. (2019)	*The Influences of Curriculum Area and Student Background on Mindset to Learning in the Veterinary Curriculum: A Pilot Study*	Survey using an adapted version of the Implicit Theories of Intelligence Scale (Likert scale)	Third-, fourth-, and fifth-year veterinary students at the Royal Veterinary College, UK (n = 198; response rate 34%)	Findings reveal significant domain-specific variations in learning mindset. Growth mindset was observed in communication skills (59%), reflection (84%), and clinical reasoning (83%), but only 34% showed a growth mindset in professional reasoning, with 10% exhibiting a fixed mindset. This suggests disengagement from professional studies may result from limited growth mindset in professional reasoning.
Dhowi, B., & Andagsari, E. W. (2019)	*The Influence of Values on Resilience*	Structural Equation Modeling (SEM) using convenience sampling	150 students from Bina Nusantara University	Four value dimensions—openness to change, conservation, self-transcendence, and self-enhancement—show significant positive structural relationships with resilience. Stronger internalization of these values is associated with higher levels of resilience.
González-Yubero, S., Palomera, R., Mauri, M., & Falcón, C. (2025)	*The Role of Resilient Coping as a Mediator Between Trait Emotional Intelligence and Academic Motivation in University Students*	Quantitative self-report questionnaires with SEM mediation models	693 university education students (mean age = 19.65; SD = 2.8; majority female)	Resilient coping partially mediates the relationship between emotional intelligence and academic motivation. Students with higher emotional intelligence tend to employ more effective coping strategies, strengthening intrinsic motivation. Emotional repair plays a key role in reducing academic amotivation.
Hasanah, U. (2022)	*The Application of Reframing Techniques to Improve Students' Adversity Quotient at SMA Negeri 8 Makassar*	Pre-experimental one-group pretest–posttest design using reframing techniques in group counseling	High school students with low adversity quotient	Reframing techniques significantly improved students' adversity quotient, particularly in control, origin and ownership, reach, and endurance dimensions, indicating enhanced resilience in facing academic challenges.
Hue, M.-T. (2011)	*Developing Resiliency in Students with Behavioral Problems in Hong Kong Secondary*	Qualitative narrative approach with in-depth interviews	24 teachers working with students with	Four key strategies were identified: exploring students' inner strengths, consistent behavior management, curriculum

Author(s) & Year	Title	Research Method	Participants	Key Findings
	Schools: Teachers' Narratives from a School Guidance Perspective		behavioral problems	integration of resilience skills, and strengthening school–home–community connections. Resilience is developed through authentic relationships and supportive learning environments rather than imposed externally.
Xiong, Q., Fang, X., Wu, Y., Chen, H., Hu, W., & Zhang, Y. (2023)	*Guidance and Counseling Relations to High School Students' Positive Development and Psychopathology*	Non-recursive SEM modeling	High school students in China receiving guidance and counseling services	Guidance and counseling services (curriculum guidance, group counseling, individual counseling) are significantly related to students' positive development and reduced psychopathology. Positive development and psychopathology influence each other in complex ways, with counseling playing a central preventive and developmental role.

Analysis of Table 1 indicates that guidance and counseling services, coping strategies, and the development of resilience and a growth mindset consistently play a crucial role in fostering students' character resilience across educational levels. Cross-study findings suggest that resilience is not merely the ability to withstand academic pressure, but rather the result of an integration of personal factors (values, emotional intelligence, mindset), adaptive strategies (effective coping, problem-solving, reframing), and environmental support (counseling services, empathetic approaches, and supportive learning environments). Quantitative, qualitative, and literature review studies all demonstrate that structured guidance and counseling interventions, whether delivered individually, in groups, or through institutional programs, significantly enhance students' psychological well-being, learning motivation, and positive development, while simultaneously mitigating the adverse effects of stress, failure, and psychosocial challenges.

3.2. Discussion

Previous research on resilience tends to analyze components such as growth mindset, emotion regulation, and social support separately. This study takes a different approach, demonstrating that these components work synergistically and mediate one another to shape students' holistic resilience. For example, the relationship between emotional intelligence and coping strategies is not merely additive but involves complex mediating mechanisms. The effectiveness of emotion regulation depends on the quality of coping strategies employed, and vice versa. The implication is that resilience development programs should be designed with consideration of the interconnections among components, rather than developing each component in isolation.

This study also provides operational advantages by identifying specific techniques such as cognitive reframing, structured problem-solving, and guided reflection that have proven effective in facilitating learning from failure with quantifiable outcomes. For instance, cognitive reframing interventions in group counseling increased students' adversity quotient from 55.04% to 73.83%, an improvement of 18.79%. In the context of 21st-century students, who must navigate high complexity and uncertainty, the ability to learn from failure is a fundamental skill that cannot be overlooked. This operational clarity is valuable as it provides counselors with concrete guidance on which techniques to use to facilitate shifts in perception toward failure and how to measure their effectiveness, rather than relying on abstract principles.

Finally, this study explicitly examines the unique role of guidance and counseling services in creating a school ecosystem that supports character resilience by leveraging Indonesian collectivist values, such as peer support and community connection. Previous research often analyzed student resilience at the individual level without accounting for the systemic role of guidance services. This study demonstrates that counselors are not merely providers of individual services but agents of change who cultivate a "failure-friendly" learning environment that

supports the development of resilient character at the school level. The social dimension of resilience, often considered secondary in individualistic studies, becomes a primary and foundational element within the Indonesian collectivist context, aligning with 21st-century needs for collaboration and teamwork.

a) Integrating Growth Mindset as the Foundation of Guidance Services for Character Resilience

The findings confirm the importance of integrating a growth mindset as both a philosophical and practical foundation in guidance services to foster students' character resilience. Incorporating a growth mindset as the basis of counseling services can significantly enhance character resilience. A growth mindset, the belief that abilities and intelligence can be developed through effort and perseverance, promotes resilience by encouraging individuals to view challenges as opportunities for growth rather than insurmountable obstacles (Root Kustritz, 2017). This mindset fosters persistence and a positive attitude toward learning and personal development, which are essential for cultivating resilient character traits (Eisenman, 2024). Research shows that interventions aimed at developing a growth mindset can effectively increase resilience, cognitive flexibility, and overall psychological well-being (Zeng et al., 2016). For example, one study found that growth mindset interventions significantly improved resilience and cognitive flexibility among pre-service teachers, demonstrating that such interventions can be seamlessly integrated into educational curricula to nurture a resilient future workforce (Janapati & Vijayalakshmi, 2024). Furthermore, according to Zeng et al. (2016), fostering a growth mindset in students has been shown to predict higher psychological well-being and school engagement through enhanced resilience, highlighting its potential as a foundational element in guidance services aimed at character development.

b) Counseling as a Safe Space for Constructive Processing of Failure

Counseling provides a critical safe space for individuals to process failure constructively. This environment is essential for promoting personal growth and emotional healing. Safe spaces in counseling are characterized by attentive, trustworthy relationships in which clients feel secure enough to express and share concerns without fear of judgment (Breggin, 2008). Supportive environments enable individuals to critically reflect on their experiences, which is vital for learning and personal development (Nicolaides & Poell, 2020). Therapeutic relationships built on empathy and understanding help clients navigate failures and transform these experiences into opportunities for growth and resilience (Elvish et al., 2014). By fostering a non-judgmental, supportive environment, counseling helps individuals process failures constructively, ultimately leading to improved mental health and well-being (Remez, 2016).

c) Developing Emotion Regulation Skills as a Core Competency of Resilience

Developing emotion regulation skills is a critical aspect of building psychological resilience. Emotion regulation involves the ability to understand, manage, and accept emotions, all of which contribute to psychological well-being and the capacity to cope with stress and adversity (Braet et al., 2025). Studies indicate that adaptive emotion regulation skills, such as acceptance and understanding of emotions, as well as tolerance and engagement, are positively correlated with resilience and can reduce psychopathological symptoms such as depression and anxiety (Do et al., 2025). Moreover, emotion regulation acts as a mediator between social-emotional well-being and psychological resilience, which in turn can reduce behavioral problems in children (F., F. A. et al., 2024). Developing these skills from an early age, primarily through caregiver support and family interactions, is essential for building a cohesive, integrated emotion regulation system (Paley & Hajal, 2022). Interventions focused on emotion regulation training have also been shown to enhance executive function and psychological well-being, while promoting neuroplastic changes that support increased resilience (Dolcos et al., 2021). Therefore, developing emotion regulation skills is not only important for mental health but also represents a core competency in building effective resilience (Shi & Gao, 2025).

d) The Importance of Social Support and Peer Learning in the Indonesian Collectivist Context

Social support and peer learning play a crucial role in Indonesia's collectivist context. Research indicates that instructional support and peer support significantly influence student learning satisfaction and academic performance in Indonesia (Rahayu et al., 2024). In collectivist cultures, individuals tend to assess social support levels through self-evaluation, which can affect career adaptability and academic success (Tjhan & Salim, 2022). Additionally, peer learning helps bridge educational gaps between rural and urban areas, allowing students to share knowledge and skills more naturally (Hidayat et al., 2020). Social support also enhances student participation in collaborative learning activities, enriching learning experiences and fostering 21st-century skills such as

communication, collaboration, and problem-solving (Rahayu & Putri, 2021). Therefore, integrating social support and peer learning is essential for improving educational quality and addressing structural challenges in the Indonesian education system.

e) Counselors as Systemic Change Agents for a "Failure-Friendly" School Culture

Counselors play a critical role in cultivating a "failure-friendly" school culture, encouraging students to view failure as an opportunity for growth and learning rather than a setback. This approach aligns with broader educational goals of developing student autonomy and flexibility, as well as essential 21st-century skills (Syukriani et al., 2017). By fostering a supportive and understanding environment, counselors can help students overcome academic challenges and develop personal resilience.

A "failure-friendly" culture involves creating a safe, clean, healthy, and protective environment that supports meaningful learning for children with diverse abilities and backgrounds (Santoso, 2017). Such an environment allows students to feel secure enough to take risks and learn from their mistakes. Counselors can facilitate this by providing emotional support, fostering a growth mindset, and implementing strategies that promote positive mental health and self-esteem. Moreover, counselors can collaborate with teachers and administrators to develop teaching materials and learning models that accommodate diverse cognitive styles, thereby enhancing problem-solving skills and overall academic achievement (Syukriani et al., 2017). This collaborative effort ensures that the school culture is inclusive and supportive of all students, regardless of their individual learning needs. In short, counselors are essential to transforming school culture into a "failure-friendly" environment by promoting resilience, supporting diverse learning needs, and cultivating a positive, inclusive atmosphere. Such systemic change benefits not only academic achievement but also overall well-being and personal development.

f) Implications for Counselor Competency Development and Educational Policy

The findings of this study have significant implications for the development of counselor competencies and for the formulation of educational policy in Indonesia, particularly regarding the cultivation of 21st-century student character resilience. The review indicates that counselors require specialized competencies to facilitate student resilience. Herwin et al. (2025) emphasize that resilience is not merely an innate trait but a skill that can be developed through direct experience and habituation. This underscores the need for counselors to master intervention techniques based on experiential learning and positive habituation. Competency development includes designing structured resilience enhancement programs, using workshop approaches with educational games, and creating learning environments that reinforce resilient behavior.

Kusuma et al. (2023) demonstrate the effectiveness of resilience enhancement strategies through comprehensive teacher training. These findings reinforce the argument that counselors need not only a theoretical understanding of resilience but also practical skills to implement it effectively. Keo (2022) also found that social support from teachers significantly impacts students' academic resilience, with regression analyses showing that greater teacher support is associated with higher student academic resilience. Therefore, counselor education and training programs must integrate modules on student resilience development, emphasizing intervention techniques proven effective in the Indonesian context.

Counselors must also develop specific competencies for Indonesia's multicultural context. Marjo & Sodiq (2022) indicate that counselor ethics and professional competence require a systematic, comprehensive, literature-based approach. These findings suggest that competency development should cover four main domains: pedagogical, personal, social, and professional competencies, integrated holistically. Maharani et al. (2022) highlight the importance of multicultural awareness for prospective school counselors in Indonesia, a country with high cultural diversity (Adibah, 2025). Counselors must understand clients' socio-cultural backgrounds to provide relevant and appropriate services. Multicultural competence encompasses three main dimensions: beliefs and attitudes, cultural knowledge, and skills for handling cultural differences (Mani & Mansaray, M2025). Additionally, Azaria et al. (2023) emphasize that counselors supporting students with special needs (ABK) in inclusive education require specialized competencies, including mastery of fundamental counseling theories and concepts, the ability to design diverse guidance services in varied contexts, and adaptive managerial skills.

Supervision is a critical component in improving counselor professionalism. Nurismawan et al. (2022) emphasize that guidance and counseling supervision in Indonesia still faces several challenges, including: (1) the implementation of counseling supervision being more administrative rather than clinical in focus, (2) many schools not systematically scheduling evaluation and supervision processes, (3) numerous guidance and counseling supervisors lacking a counseling background, (4) reluctance from school principals to learn about and understand

guidance and counselingservices, and (5) limited availability of accurate supervision instruments suited to field contexts.

Defriansyah et al. (2023) found that implementing guidance and counseling supervision is essential for enhancing counseling service competencies. Adequate supervision involves reflective processes, constructive feedback, and systematic counselor competency development through analysis of reflections from ongoing counseling sessions. Zakia et al. (2024) found that adequate supervision significantly enhances professional development in guidance and counselingservices. This quantitative study, conducted with 113 school counselors in West Sumatra, showed significant results. Kurniati et al. (2021) also demonstrated that guidance and counseling supervision enhances high school counselors' skills, particularly in mastering more effective counseling techniques. Therefore, it is necessary to increase guidance and counselingsupervisors' capacity, allocate dedicated time for supervision activities, and develop comprehensive supervision instruments that meet counselors' needs in the digital era.

Counselors require ongoing training programs that are responsive to contemporary developments. Amelisa & Suhono (2018) indicate that guidance and counseling supervision effectively enhances counselors' mastery of counseling skills. Participatory training approaches are proven to be more effective than conventional instructional methods. Research on counselors' readiness for digital transformation indicates that school counselors in the digital era must possess digital competencies, technological adaptability, and ethical awareness when using digital media for career counseling services. Digitalization enables counselors to reach a broader student population while offering more personalized guidance.

These findings have important implications for national education policy. First, policies should strengthen counselors' roles as change agents within the educational ecosystem. Research shows that the success of guidance and counselingstrategies depends heavily on services tailored to individual needs, the active role of counselors as facilitators, parental involvement, and inclusive and supportive school environments. Second, educational policy should support the development of a structured and sustainable supervision system. Policies are needed to regulate guidance and counselingsupervisor competency standards, mechanisms for periodic supervision, and budget allocations for supervision activities and professional development. Practical solutions include: (1) providing supervision training led by guidance and counselingpractitioners and academics, especially for supervisors and school principals, (2) developing credible supervision models and instruments, (3) organizing workshops through the School Counselor Forum (Musyawarah Guru Bimbingan dan Konseling, MGBK) on supervision paradigms, and (4) progressively increasing the capacity of guidance and counselingsupervisors.

Third, education policy must facilitate the use of technology in guidance and counselingservices. Policies should support technology training, digital platforms for guidance and counselingservices, and the development of educational digital content tailored to 21st-century student needs. Fourth, policies should encourage multi-stakeholder collaboration in guidance and counselingservices. Policies must enable systematic collaboration among counselors, teachers, principals, parents, and external parties, such as psychologists and professional counseling agencies, to create a comprehensive support ecosystem for student development.

4. RESEARCH IMPLICATIONS

The findings of this literature review enrich the study of character resilience by emphasizing that 21st-century students' character resilience is developed through the integration of growth mindset, emotion regulation, and social support within a holistic guidance and counseling framework. In practice, this research provides a practical basis for school counselors to design guidance and counseling services that explicitly teach students to interpret failure positively, practice and develop adaptive coping strategies, and build peer support networks within schools. Consequently, school principals play a crucial role in institutional policy-making to strengthen the position of guidance and counselingservices as a strategic component of student character development.

5. CONCLUSIONS

This review confirms that 21st-century changes introduce new pressures for students, particularly the anti-failure culture, which can potentially weaken their resilience and character. Through a comprehensive literature analysis, this study demonstrates that students' character resilience is not an innate trait but can be systematically developed through appropriate educational interventions, notably through school-based Guidance and Counseling services. guidance and counselingservices play a strategic role in fostering character resilience by promoting a growth mindset, strengthening emotional regulation, facilitating learning from failure, and providing social

support. Holistic and collaborative counseling interventions have been shown to mediate key psychological mechanisms, including increased self-efficacy, the transformation of maladaptive coping strategies into adaptive ones, and the reinforcement of safe school relationships. Furthermore, counseling serves as a safe space for students to process failure constructively.

The findings of this study offer opportunities for further development, such as testing resilience-based guidance and counselingservice models across different schools and leveraging digital technologies in counseling. Additionally, enhancing counselors' skills in multicultural competence and digital literacy remains essential to meet the evolving demands of 21st-century education.

ACKNOWLEDGMENTS

AUTHOR CONTRIBUTION STATEMENT

All authors contributed equally and bear full responsibility for the preparation and content of this article.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this study.

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