



## The Effectiveness of Resiliency Training on Academic Stress and Psychological Well-Being

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### Abstract

Divorce thrusts individuals into the role of a single parent, leading them to enroll their children in Islamic boarding schools for heightened supervision. The impact of divorce on adolescents, especially those in boarding schools, is profound. These teenagers often grapple with increased academic stress due to rigorous learning demands and a lack of parental support, resulting in compromised psychological well-being. This study aims to implement resilience training as a pilot intervention to alleviate academic stress and enhance the psychological well-being of adolescents with divorced parents in boarding schools. The research design employs a non-randomized pretest-posttest control group format, involving 30 adolescents. Assessment tools include the ESSSA educational stress scale for adolescents (16 items), a psychological well-being assessment (42 items), and a resilience measurement (19 items). Through independent t-tests and paired t-tests, the findings reveal a significant reduction in academic stress ( $p=.000$ ) and a simultaneous improvement in psychological well-being ( $p=.000$ ).

**Keywords:** *divorced, academic stress, psychological well-being, resilience, adolescent*

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### Introduction

Divorce presents a persistent concern in Indonesia, characterized by an annual increase (Junaidi et al., 2023). In 2022, the recorded number of divorce cases surged by 15%, reaching 516,334, according to data from the Badan Pusat Statistik (2020). Key catalysts for divorce encompass diminishing shared interests, trust, and compatibility among married couples (Ramadhanty and Kinanthi, 2021). The ramifications of divorce extend to children, leading to a loss of parental support that detrimentally impacts their developmental tasks, particularly during adolescence—a pivotal period necessitating

substantial parental guidance (Santrock, [2016](#); Azizah et al., [2022](#); Ariani, [2019](#)).

Adolescents experiencing parental divorce may develop negative self-perceptions and engage in delinquent behavior (Irani & Laksana, [2018](#)). Such individuals are predisposed to deviant behavior, exhibit low motivation for learning (Munandar et al., [2020](#)), and demonstrate a diminished quality of life along with apathy in social interactions (Kusumaningrum & Riyanto, [2017](#); Hardjo et al., [2020](#)). Additionally, adolescents in these circumstances often experience a decline in academic achievement, leading to academic failure (Jenz & Apsari, [2021](#); Rochmah et al., [2021](#)). The lack of parental involvement in their academic pursuits significantly contributes to this academic decline (Savitri et al., [2016](#)).

Diminished parental attention and support are notably linked to many children being raised by single parents (Retnowati, [2021](#)). Feeling inadequate to guide or educate their children alone, single parents often choose to enroll them in boarding schools as a means of relieving themselves of childcare responsibilities (Solechah et al., [2022](#); Nurfiqriyah & Retnaningtiyas, [2021](#)). However, the learning environment in boarding schools exposes children to heightened stress, primarily due to substantial academic workload and memorization demands (Fahmi & Widyastuti, [2018](#)).

Academic stress encompasses physical responses, cognitive processes, and adverse emotions stemming from academic demands (Oktariani et al., [2021](#)). Renata et al. ([2023](#)) observed that 20% of students experience notably high levels of academic stress, while 40% fall into the high academic stress category. Consequences of academic stress include reduced motivation for learning, lower academic performance, a propensity for dropping out (Pascoe et al., [2019](#)), and the manifestation of maladaptive behavior (Mosanya, [2019](#)).

Addressing academic stress involves promoting psychological well-being, characterized by positive mental attributes, effective adaptation to the environment, and possessing a healthy personality (Aulia & Panjaitan, [2019](#); Hartati, [2021](#)). Importantly, a negative correlation exists between academic stress and psychological well-being (Aloia & McTigue, [2019](#)), indicating that individuals with strong

psychological well-being experience lower academic stress. These individuals exhibit resilience, the capacity to endure adversity, and confront challenges with optimism (Risnawati et al., [2019](#)). Strengthening resilience factors, such as the ability to persevere in challenging conditions (Malkoc & Yalcin, [2015](#); Saputra, [2020](#)), can contribute to enhancing psychological well-being.

Individuals with resilient qualities demonstrate optimism, high self-efficacy, persistence, and confidence in their potential for success (Utami et al., [2018](#)). Research underscores the substantial positive impact of resilience on psychological well-being (Purwanti & Kustanti, [2020](#)), with a reported impact of 77%. Furthermore, resilience not only enhances psychological well-being but also acts as a mitigating factor in reducing academic stress (Rahayu et al., [2021](#)). Aza et al. ([2019](#)) study highlights the crucial role of student resilience in influencing academic stress levels. Additional research supports a negative correlation between resilience and academic stress (Marthur & Sharma, [2015](#)).

Resilience is the capacity of an individual to recover and rebound from adverse experiences while adapting to new circumstances (Asy'ari et al., [2019](#)). This attribute is crucial for adolescents with divorced parents, as noted by Asriandari ([2015](#)). The enhancement of resilience can be achieved through interventions such as resilience training. Numerous studies have explored resilience training in various contexts, including its application to BIDIKMISI students to cultivate perseverance and fortitude (Wahyudi, [2019](#)), its implementation for retired civil servants facing stress, anxiety, and depression (Hatta, [2018](#)), and its provision to navy academic cadets to enhance psychological well-being (Wijaya et al., [2020](#)). Despite this, recent research on resilience training, especially for adolescents with divorced parents residing in boarding schools to alleviate academic stress and enhance psychological well-being, remains scarce. Consequently, this study aims to assess the effectiveness of a resilience training module specifically designed to address academic stress and promote psychological well-being in adolescents with divorced parents.

## **Method**

### *Design*

This study adopts a quasi-experimental design, wherein the treatment group (experimental) and non-



randomly selected comparison groups (control group) undergo pre-test and post-test measurements for comparison.

### *Participants*

Forty students, aged 14-16 and originating from divorced families at Pondok Pesantren X, underwent assessment using an academic stress scale. The evaluations covered academic stress and psychological well-being, resulting in the identification of 30 students with the highest levels of academic stress. Subsequently, the participants were purposefully allocated into experimental and control groups, each comprising 15 individuals.

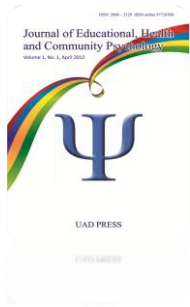
### *Measurement*

#### *Academic Stress Scale*

The level of academic stress was assessed using the Educational Stress Scale for Adolescents (ESSA), which comprises 16 items with 5 response options ranging from 1 (very unsuitable) to 5 (very suitable). Adapted from Sihotang & Dewi (2021) and drawing on aspects from Sun et al. (2011), the ESSA scale demonstrated an Aiken validity value of 0.716 and a reliability of 0.808. Examples of items contained in this scale include: "I feel that I have too much homework," "I feel that I have too many exams at school," and "I feel that it is very difficult to keep up with the lessons at school."

#### *Psychological Well-Being Scale*

Psychological well-being was measured using the Psychological Well-Being scale, which consists of 42 items and employs a 6-point scale (1 to 6) for responses. Adapted from Savitri & Listyandiri (2017) and developed based on aspects from Ryff (2013), this scale exhibited a reliability value of 0.812. The Resilience Scale, used to gauge resilience, comprises 19 items with 5 response choices (1 to 5). Adapted from Azzahra (2017) and developed from aspects in Connor & Davidson (2003), the resilience scale demonstrated a reliability value of 0.833 and Aiken validity of 0.547. Examples of items contained in this scale include: "I am not interested in activities that broaden the scope of my life," "I am confident in my opinions even if they go against the general consensus," and "I gave up on making major changes and improvements in my life a long time ago."



*Intervention Module*

Training for the experimental group was conducted over four sessions, with each session lasting three hours, resulting in a total of twelve hours of training. The sequence of events included administering pretests to both groups, delivering training to the experimental group, and conducting posttests for both groups. Table I below presents a detailed breakdown of the meeting schedule for the training sessions.

**Table I**  
*Training Modul Details*

Meeting	Sessions	Theme	Purpose
First	I	Pre-test	Assess academic stress, psychological health, and resilience levels prior to the commencement of the training
	II	Learning to be resilient	Comprehend the meaning, elements, and advantages associated with resilience.
	III	Get to know your potential	Gain self-awareness, unlock your capabilities, and courageously confront your shortcomings
	IV	Set personal standards	Establish individual benchmarks and elucidate the process of attaining them. Introduce stress by presenting an overview of its impacts
Second	I	Stress: Enemy or Mentor	Introduce stress by presenting an overview of its impacts
	II	Stress Less, Live More	Explain methods for stress management and emphasize self-prioritization
	III	Think Positively	Diminish stress levels and enhance self-confidence
	IV	Spiritual Influences	Grasp and apply the notion of gratitude
Third	I	Adolescents, problems and changes	Address adolescent challenges and develop coping techniques
	II	Letter to self	Discuss stress management strategies while emphasizing self-prioritization
	III	Self-control	Comprehend self-control and master emotional regulation
	IV	Post test	Observe improvements in academic stress, psychological well-being, and resilience following training



The module was developed based on Conner and Davidson's (2003) resilience theory. Three specialists, each possessing a doctoral degree and expertise in educational psychology and counseling, were appointed to assess the module. Their feedback played a crucial role in refining the intervention to ensure its alignment with the intended objectives. Their input encompassed various facets, including content delivery, worksheet design, duration, and implementation techniques.

Two trainers, both holding graduate degrees in counseling, were responsible for conducting the training sessions. Their ages ranged from 24 to 30 years. The pre-test and post-test assessments were administered by a trainer with an undergraduate degree in guidance counseling.

#### *Data Analysis*

Data analysis was performed using SPSS version 26.0 software, with a significance level set at  $p < 0.05$ . Mean scores for academic stress, psychological well-being, and resilience between the control and experimental groups were compared using the independent sample t-test. Additionally, differences in mean scores within paired samples for these variables were assessed using the paired sample t-test.

#### **Result**

The pre-test and post-test outcomes for academic stress in both the experimental and control groups are presented in Tables 2 and 3. The findings indicate that following the training, all participants in the experimental group exhibited a reduction in academic stress scores. Conversely, within the control group, nine subjects demonstrated an increase in academic stress, two maintained a consistent score, and four experienced a decrease in their scores.

Table 2

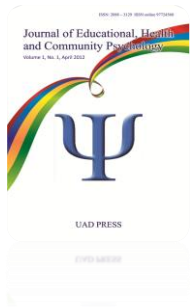
*Description of the research data on participants academic stress scores*

Experiment Group	Pre Test	Post Test	Category
1	51	38	13 points down
2	45	37	8 points down
3	45	36	9 points down
4	54	50	4 points down
5	64	60	4 points down
6	38	29	9 points down
7	53	44	9 points down
8	49	36	13 points down
9	56	48	8 points down
10	47	37	10 points down
11	58	43	15 points down
12	49	42	7 points down
13	58	48	10 points down
14	60	45	15 points down
15	58	51	7 points down

Table 3

*Description of the research data on participants academic stress scores*

Control Group	Pre Test	Post Test	Category
1	49	52	3 points up
2	55	57	2 points up
3	57	58	1 point up
4	59	60	1 point up
5	65	65	Stay
6	54	51	3 points down
7	37	32	5 points down
8	38	39	1 point up
9	38	55	17 points up
10	47	50	3 points up
11	61	55	6 points down
12	58	58	Stay
13	49	48	1 point down
14	59	60	1 point up
15	56	57	1 point up



The pre-test and post-test outcomes for psychological well-being in both the experimental and control groups are presented in tables 4 and 5, respectively. These findings indicate that all participants in the experimental group exhibited elevated psychological well-being scores following the training. Conversely, within the control group, one participant demonstrated an increase in psychological well-being, two maintained consistent scores, and twelve experienced a decline in scores.

**Table 4**  
*Description of the research data on participants psychological well-being scores*

Experimental Group	Pre Test	Post Test	Category
1	186	222	36 points up
2	197	220	3 points up
3	180	201	21 points up
4	149	165	16 points up
5	200	204	4 points up
6	194	202	8 points up
7	157	169	12 points up
8	162	211	49 points up
9	145	156	11 points up
10	208	215	7 points up
11	165	182	17 points up
12	167	174	7 points up
13	164	181	17 points up
14	176	194	18 points up
15	178	183	5 points up



**Table 5**  
*Description of the research data on participants psychological well-being scores*

Control Group	Pre Test	Post Test	Category
1	148	150	2 points up
2	147	147	Stay
3	167	165	2 points down
4	188	182	6 points down
5	192	184	8 points down
6	162	161	1 point down
7	141	147	6 points down
8	201	208	7 points down
9	198	197	1 point down
10	178	168	10 points down
11	153	145	8 points down
12	165	166	1 point down
13	181	172	9 points down
14	173	173	Stay
15	178	177	1 point down

The findings from both the pre-test and post-test assessments of resilience in the experimental and control groups are presented in Tables 6 and 7. These findings indicate that following the training, all participants in the experimental group demonstrated an improvement in resilience scores, with varying degrees of increase observed. In contrast, within the control group, only one participant showed an increase in resilience scores, while five participants maintained consistent scores, and nine participants experienced a decrease in scores.

**Table 6**

*Description of the research data on participants resiliency scores*

Experimental Group	Pre-test	Post-test	Category
1	66	77	12 points up
2	69	75	6 points up
3	69	79	10 points up
4	70	74	4 points up
5	68	73	5 points up
6	83	87	4 points up
7	64	77	13 points up
8	76	84	8 points up
9	61	79	18 points up
10	76	86	10 points up
11	81	83	2 points up
12	67	75	8 points up
13	62	83	21 points up
14	77	88	11 points up
15	86	89	3 points up

**Table 7**

*Description of the research data on participants resilience scores*

Control Group	Pre Test	Post Test	Category
1	68	68	Stay
2	62	62	Stay
3	80	78	2 points down
4	63	65	2 points up
5	73	73	Stay
6	64	60	4 points down
7	49	53	4 points down
8	77	72	5 points down
9	79	71	8 points down
10	71	71	Stay
11	75	74	1 points down
12	67	65	2 points down
13	64	64	Stay
14	62	57	5 points down
15	73	69	4 points down

This study employed a normality test to assess the distribution of the data and to determine the appropriate statistical approach, whether parametric or nonparametric. The results of the normality test for the three variables indicated a significance value greater than 0.05 in the Shapiro-Wilk test, signifying normal distribution. Consequently, parametric statistics were employed for data analysis. Hypothesis testing utilized parametric methods, specifically paired sample t-test analysis for the experimental group. Additionally, independent sample t-test analysis was conducted to compare differences between the experimental and control groups. Detailed results of the data analysis are presented in Tables 11, 12, and 13.

**Table 11**

*Pre-test test results using independent sample t-test in control and experimental groups*

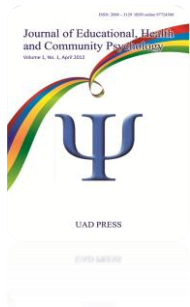
Pre-test	t	P
Academic stress	.069	.946
Psychological well-being	.539	.594
Resilience	1.099	.281

The pre-test results presented in Table 11 reveal p-values of .946 for academic stress, .594 for psychological well-being, and .281 for resilience. These findings suggest that there is no significant difference in the levels of academic stress, psychological well-being, and resilience between the control and experimental groups prior to receiving resilience training.

**Table 12**

*Pre-test and post-test test results using paired sample t-test in the experimental group*

Pre-test and Post-test	t	P
Academic stress	10.650	.000
Psychological well-being	4.649	.000



The hypothesis test results presented in Table 12 indicate a p-value of .000 for academic stress and a p-value of .000 for psychological well-being in both the pre-test and post-test assessments of the experimental group. These findings suggest significant differences in academic stress scores and resilience levels within the experimental group following resilience training.

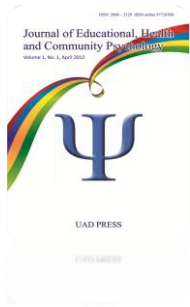
**Table 13**

*Independent T-Test with Gain Score Result (N=30)*

		N	Mean	SD	F	Sig.	t	df	Sig.
Academic	Experiment	15	-35.8102	16.986	.761	.391	-6.444	28	.000
Stress	Control	15	1.9795	15.078					
Psychological	Experiment	15	30.993	21.190	29.070	.000	5.813	28	.000
well-being	Control	15	-2.762	7.532					

The independent t-test analysis revealed significant differences in academic stress score alterations between the experimental and control groups ( $t = -6.444$ ,  $df = 28$ ,  $p = .000$ ). Notably, the experimental group exhibited a remarkable decrease in the average score by -35.8120, whereas the control group recorded an average score increase of 1.9795.

Furthermore, Table 13 highlights significant differences in psychological well-being score variations between the experimental and control groups ( $t = 5.813$ ,  $df = 28$ ,  $p = .000$ ). Specifically, the experimental group demonstrated a mean score of 30.993, while the control group displayed a reduction in the mean score of -2.762. This analysis underscores the efficacy of the resilience intervention in mitigating academic stress levels and enhancing psychological well-being within the experimental group.



## Discussion

The study's findings suggest that the implementation of a resilience training module, developed based on the dimensions of resilience outlined by Connor & Davidson (2003), yields positive outcomes in mitigating academic stress levels and augmenting psychological well-being among adolescents with divorced family backgrounds. The results indicate a significant reduction in academic stress levels within the experimental group subsequent to the intervention ( $p=.000$ ).

The structure of the resilience module adheres to the elements proposed by Connor & Davidson (2003), with a focal point on fostering an understanding of resilience. This thematic choice aims to ensure participants comprehend the advantages and strategies for cultivating resilience. Elevated levels of resilience have demonstrated efficacy in attenuating academic stress (Singh, 2016), placing students with heightened resilience in the low category of academic stress experienced (Heristyan et al., 2021). Furthermore, resilience training is associated with enhanced individual psychological well-being, as individuals with robust resilience tend to manifest positive mental states (Dyah & Fourianalistyawati, 2018).

The intervention also guides participants in recognizing their potential and establishing personal standards. A robust self-understanding, combined with the ability to set personal standards, fosters discipline, hard work, responsibility, and decisive decision-making (Husna, 2014). Additional modules address stress, introducing concepts such as understanding academic stress, promoting positive thoughts, and exploring the connection between spirituality, stress, and individual psychological well-being.

Concluding the intervention, a thematic discussion on adolescence and the associated changes seeks to inform participants about the developmental shifts occurring during this period. Adolescence encompasses physical, biological, socioemotional, and cognitive changes (Fitriani & Safithry, 2018). Subsequently, the module covers the theme of self-control, shedding light on effective self-control practices in daily life—a crucial aspect contributing to increased resilience (Arsini et al., 2022).

Following the implementation of resilience training in the experimental group, a significant disparity in academic stress levels ( $p=.002$ ) was identified between the control and experimental groups. These results affirm that the intervention led to a noteworthy reduction in academic stress levels within the experimental group.

The findings of this study align with Hatta's (2018) research, indicating that resilience training can alleviate academic stress among students. Andrew et al. (2017) also emphasized resilience as a pivotal factor in reducing academic stress, highlighting how resilient individuals employ internal problem-solving strategies, embrace challenges, and regulate behavior, as noted by Trigueros et al. (2019). Enhanced resilience, as observed by Zhang et al. (2020), correlates with improved mental health and decreased stress, even depression.

Furthermore, the study revealed a significant increase in psychological well-being scores ( $p=.000$ ) among students in the experimental group post-intervention. Initially, no notable difference in psychological well-being existed between the experimental and control groups ( $p=.594$ ), yet post-resilience training, a significant divergence emerged ( $p=.000$ ), with the experimental group exhibiting heightened psychological well-being.

The efficacy of resilience training in enhancing psychological well-being is reinforced by the resilience module trial, corroborated by Wijaya et al. (2020). Notably, research by Dyah & Fourianalistyawati (2018) underscores the direct correlation between resilience and psychological well-being, indicating that higher resilience corresponds with elevated psychological well-being.

Strong resilience skills empower adolescents to navigate adversity and stress, guiding them towards resources that bolster and sustain psychological well-being (Oktawirawan, 2020). Linawati & Desiningrum (2018) assert that optimal psychological well-being fosters balanced personal and social development, enabling individuals, particularly those with divorced parents, to maintain a positive mindset, motivation, and adaptive capabilities (Dalimunthe et al., 2023).



This research provides valuable insights into addressing academic stress and enhancing students' psychological well-being. However, limitations exist, including the study's focus on students from Pesantren X, necessitating caution when generalizing findings to other educational settings. Moreover, the modest sample size of 15 subjects in the module trial underscores the need for larger-scale investigations to consolidate results. Future studies should encompass diverse demographics and environments to broaden the module's applicability, especially considering its intended audience of adolescents, while exploring its potential efficacy for children and adults through further research.

## **Conclusion**

The results of the pilot test for the resilience training module indicate its efficacy in reducing academic stress levels and enhancing the psychological well-being of adolescent students from divorced-parent households enrolled in boarding schools. Participants who underwent resilience training exhibited decreased stress levels and improved psychological well-being.

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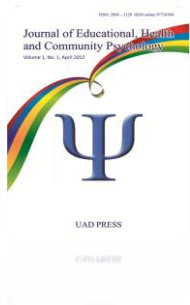


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