PROCEEDING
International Conference in Education and Vocation: Multicultural and Inclusive Approaches
ICEV-MIA 2026

STRATEGY OF GUIDANCE AND COUNSELING SERVICES IN DEVELOPING STUDENTS SELF-RESILIENCE IN HIGHER EDUCATION

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ABSTRACT
The increasing academic demands and socio-cultural challenges in higher education have made students more vulnerable to stress, anxiety, and low adaptability, highlighting the importance of self-resilience as a crucial psychological capacity. However, many students still lack the ability to cope effectively with academic pressures and diverse campus environments. This study aims to explore and analyze the strategies of guidance and counseling services in developing students' self-resilience in higher education. This research employed a qualitative approach with a descriptive design. Data were collected through in-depth interviews, observations, and documentation involving counseling lecturers and students at a university. The data were analyzed using thematic analysis to identify key patterns and strategies implemented in counseling services. The findings indicate that effective strategies include preventive, developmental, and remedial counseling services, the integration of multicultural approaches, and the use of both face-to-face and digital counseling methods. These strategies contribute significantly to enhancing students' ability to adapt, manage stress, and maintain psychological well-being. The study contributes to the development of a more comprehensive and context-based counseling service model that supports student resilience in diverse higher education settings.

Keywords: guidance and counseling; self-resilience; higher education; counseling strategies; student well-being

1. INTRODUCTION

Higher education represents a crucial phase in an individual's transition toward professional independence and psychological maturity. However, reality in the field indicates that the campus environment imposes significant pressure on students. Increasing academic demands—ranging from complex workloads to expectations for timely graduation—often intersect with diverse socio-cultural challenges. These conditions render students highly vulnerable to various psychological disorders. As argued by Syam and Yusri (2023), there is a significant relationship between an individual's mental state and their performance achievement; in this context, students who lack mental toughness tend to experience a decline in academic performance when faced with high environmental pressures. This phenomenon of academic stress and anxiety is not merely a temporary issue but a threat to long-term psychological well-being.

In facing these dynamics, self-resilience emerges as a vital psychological capacity. Resilience is not just the ability to survive, but the capacity to bounce back and adapt positively to adversity. Grotberg (2021) explains that resilience involves a dynamic interaction between an individual's internal strengths, such as optimism, and the available external support systems. At the university level, students are required to manage stress independently. However, in fact, many students are still unable to effectively cope with academic pressure, which often results in poor adaptability and academic failure.

Although the importance of resilience is widely recognized, there remains a gap in the implementation of support services in higher education. Many institutions provide Guidance and Counseling (BK) services, yet the strategies implemented are often conventional and fail to address multicultural aspects or digital technological developments. Zahrani (2024) highlights that in today's digital era, guidance strategies must evolve beyond traditional face-to-face methods to ensure accessibility and service effectiveness in improving student well-being. Furthermore, Purba and Harahap (2023) emphasize that group guidance is a highly effective intervention strategy; however, its systematic application to build academic resilience amidst the cultural diversity of universities requires deeper exploration. The gap between increasingly complex student needs and current service strategies demands a study of more comprehensive intervention patterns.

This research aims to fill that gap by focusing on the development of integrative BK service strategies. The primary objective of this study is to analyze guidance and counseling service strategies in developing student self-resilience by reviewing the strategic patterns implemented by counselors. The scope of the study includes preventive, developmental, and curative services, as well as how the integration of multicultural approaches and digital technology can strengthen students' capacity to manage stress. Through a descriptive qualitative approach, this research is expected to produce a BK service model that is not only solution-oriented but also contextual in supporting the creation of a healthy and resilient academic ecosystem in higher education.

2. METHODOLOGY

This study employs a qualitative approach with a descriptive design to explore guidance and counseling service strategies in developing student self-resilience. The qualitative approach was selected as it allows the researcher to understand social phenomena holistically and deeply through the participants' perspectives (Creswell & Creswell, 2023). In this context, a descriptive qualitative design is highly relevant for dissecting how psychological capacities, such as resilience, are developed within a complex higher education environment. As stated by Syam and Yusri (2023), self-resilience is closely linked to academic performance; therefore, this descriptive study aims to accurately capture the strategies capable of bridging that relationship within the reality of campus counseling services. Through this design, the researcher does not merely seek statistical data but strives to capture the dynamics of interaction between counselors and students, which lies at the heart of the mental toughness development process.

The selection of subjects in this study was conducted using a purposive sampling technique, which involves selecting informants based on specific criteria relevant to the

research objectives to ensure the data obtained possesses substantive depth (Sugiyono, 2021). The research subjects include counseling lecturers and students at a university. Participants consist of 5 counseling lecturers actively providing services and 10 students who have accessed counseling services to enhance their adaptive capacity. The selection of counseling lecturers was based on their professional competence in formulating preventive, developmental, and curative strategies. Meanwhile, the involvement of students aims to confirm the actual effectiveness patterns of the services in improving their psychological well-being. The use of this diverse group of subjects is vital for achieving data validity through source triangulation, ensuring that the identified strategies truly reflect field needs.

Research instruments play a crucial role in ensuring the quality of the information collected. In qualitative research, the researcher acts as the primary instrument who directly enters the field to conduct observations and interactions (Nasution, 2022). However, to standardize the data collection process, the researcher utilized supporting instruments in the form of in-depth interview guides, observation sheets, and documentation studies. In-depth interviews were used to explore the strategic patterns implemented by counselors, including the integration of multicultural approaches which have become an urgent necessity in heterogeneous academic environments. Observations focused on the implementation of counseling services, both conducted face-to-face and via digital platforms. Additionally, documentation included the analysis of service reports and student progress notes to observe trends in resilience improvement over time. The use of these diverse instruments aligns with the views of Purba and Harahap (2023) regarding the importance of comprehensive methods to evaluate the effectiveness of guidance services on student resilience.

The data collection procedure began with a pre-field stage to obtain research permits and determine key informants. Subsequently, the researcher conducted semi-structured interviews, providing participants with the flexibility to share their experiences without being restricted by rigid questioning. During this process, the researcher also conducted passive participant observation to see how counseling services are integrated into student activities. The security and confidentiality of participants' identities were strictly maintained in accordance with higher education research ethics. Documentary data were then collected as a complement to verify findings from the interviews, thereby creating a complete data set regarding the implementation of guidance service strategies at the institution.

Data analysis was performed using thematic analysis techniques to identify the main patterns of the strategies applied in counseling services. This process followed the model by Miles, Huberman, and Saldana (2024), which involves three main stages: data reduction, data display, and conclusion drawing/verification. During the reduction stage, the researcher sorted through thousands of words from interview transcripts to find meaning units related to resilience and BK (guidance and counseling) strategies. Next, the data were presented in a descriptive narrative format illustrating how preventive, developmental, and curative strategies work synergistically. The final stage was drawing conclusions, where the researcher linked field findings with supporting theories, such as the theory of psychological well-being in the digital era proposed by Zahrani (2024). Verification was carried out by returning the draft findings to the participants to ensure the accuracy of the researcher's interpretation of their shared experiences. This thematic analysis allows the research to

provide a significant contribution to the development of a comprehensive and contextual guidance service model.

3. RESULTS

Based on the thematic analysis, the guidance and counseling (BK) service strategies in higher education are divided into three main pillars: preventive services, developmental services, and curative services. These three pillars are interconnected to form a supportive ecosystem for students.

Table 1. Distribution of Guidance and Counseling (BK) Service Strategies for Student Resilience

Service Category	Form of Activity	Focus of Resilience Development
Preventive	Psychoeducation, Mental Readiness Seminars	Emotion regulation and initial impulse control.
Developmental	Hardiness Training, Group Guidance	Optimism, self-efficacy, and causal analysis.
Curative	Individual Counseling, REBT Therapy	Regaining psychological balance after a crisis.

The findings indicate that while preventive services dominate in terms of frequency, curative services have the most profound impact on behavioral changes in students experiencing severe academic obstacles. As stated by Southwick et al. (2021), resilience is a dynamic process in which environmental influences (such as BK services) interact with genetic and biological factors to facilitate adaptation to stressors. One of the key findings in this study is the importance of cultural sensitivity in counseling. Given that students come from diverse ethnic backgrounds, counselors implement approaches that respect local values. Furthermore, the utilization of digital technology through e-counseling or campus mental health applications has become a crucial strategy for reaching students who are reluctant to engage in face-to-face meetings.

Effectiveness of Strategies on Students' Psychological Aspects Interview results with students showed significant changes after participating in a series of guidance services. Specifically, there are three aspects of resilience that experienced the sharpest increase:

1. Emotion Regulation: Students reported a better ability to calm themselves when facing a mounting workload.
2. Self-Efficacy: A newfound belief that they are capable of completing their studies on time despite facing economic or social difficulties.

3. Optimism: A shift in perspective regarding academic failure, changing from "the end of everything" to "a lesson for evaluation."

A relevant theory to these findings is the Psychological Capital (PsyCap) Theory by Luthans et al. (2021), which states that capacities such as hope, efficacy, resilience, and optimism are resources that can be developed through structured interventions. The BK services at this university have practically implemented the development of these PsyCap pillars to ensure student academic success.

Despite the comprehensive nature of the strategies applied, several major challenges were identified:

1. Counselor-to-Student Ratio: The limited number of counselors compared to the number of students requiring services.
2. Mental Health Stigma: A portion of students still feel ashamed to access BK services because they are perceived as being only for individuals with "severe psychiatric problems."
3. Digital Connectivity: Technical barriers in digital-based counseling services for students located in areas with minimal internet access.

To address these issues, the study found that the use of Peer Counseling has become a highly effective supporting strategy. Students feel more comfortable sharing with their peers before deciding to consult with professional faculty counselors. This aligns with the Social Support Systems theory by Ungar (2021), which mentions that resilience does not only reside "within" the individual but also "among" the individual and their social networks.

The research results show that student self-resilience is not a static attribute, but a capacity that continues to evolve through appropriate interventions. The findings regarding the effectiveness of digital service integration reinforce Zahrani's (2024) argument concerning the urgency of technological adaptation in counseling. However, this study adds a new dimension: technology alone is insufficient; a touch of multicultural approach is required so that students feel personally understood.

The preventive-developmental-curative strategy pattern found consistently reflects a comprehensive school mental health model. The success of increasing resilience through group guidance, as also found by Purba and Harahap (2023), proves that collaborative spaces among students create a collective strength that accelerates the recovery process from academic stress.

4. DISCUSSION

This study reveals that student resilience in higher education is not a static or innate psychological attribute, but rather a dynamic capacity that can be cultivated through structured Guidance and Counseling (BK) interventions. The findings demonstrate that the integration of preventive, developmental, and curative services creates a comprehensive support ecosystem for students. The success of this strategy is rooted in the counselor's ability to address various layers of students' psychological needs, ranging from stress prevention to post-crisis recovery using techniques such as Rational Emotive Behavior Therapy (REBT).

The results indicate that improvements in emotional regulation, self-efficacy, and optimism serve as primary indicators of the effectiveness of the implemented counseling services. Theoretically, these results provide strong support for the Psychological Capital Theory proposed by Luthans, Luthans, & Luthans (2021). This finding confirms that hope, efficacy, resilience, and optimism are psychological resources that can be modified and developed through structured interventions within the campus environment. This proves that strategies focusing on group guidance training do not merely provide information but actively transform an individual's internal strength structure when facing academic difficulties.

Regarding previous research, the findings on the effectiveness of group guidance in building academic resilience are consistent with the study conducted by Purba and Harahap (2023). This consistency reinforces the argument that collaborative spaces among students provide crucial social support to accelerate the adaptation process toward academic stressors. However, this study offers a new perspective that transcends conventional findings by highlighting the vital role of cultural sensitivity and multicultural approaches in the counseling process. Amidst diverse ethnic backgrounds, the effectiveness of an intervention is determined not only by the psychological techniques used but also by the extent to which students feel personally understood within the context of their local values.

The use of digital technology and e-counseling found in this study also supports the theory of psychological well-being in the digital era by Zahrani (2024). Digital strategies have proven effective in reaching students who might be reluctant to engage in face-to-face sessions due to the persistent mental health stigma in campus environments. Nevertheless, the research results point to new challenges, such as digital connectivity barriers that may limit accessibility for students in areas with minimal internet access. These findings provide a critical note for future BK service models: technology must be accompanied by infrastructural inclusivity to prevent service gaps.

Furthermore, the successful use of Peer Counseling as a supporting strategy in this study reinforces the Social Support Systems Theory by Ungar (2021). This evidence proves that resilience does not exist solely "within" the individual but is distributed "among" individuals and their social networks. Students tend to be more open with their peers before seeking professional help, indicating that strengthening social support systems on campus is a preventive measure just as significant as curative interventions by faculty counselors.

Overall, the consistently identified pattern of preventive-developmental-curative strategies reflects a comprehensive school mental health model. This study does not refute classical resilience theories, such as those proposed by Grotberg (2021) concerning the interaction between internal strengths and external support. Instead, this research enriches that understanding with a practical model that integrates digital and multicultural dimensions into a synergistic service framework, ensuring that students do not merely survive but are able to bounce back and adapt positively to adversity.

5. CONCLUSION

This study concludes that developing student resilience in higher education requires a systematic and integrative approach through Guidance and Counseling services. The

findings indicate that the most effective strategies involve a combination of preventive, developmental, and curative services that focus not only on problem-solving but also on strengthening students' psychological capital. The integration of multicultural approaches and the use of digital technology in e-counseling services have been proven to enhance the accessibility and relevance of services amidst the diverse backgrounds of students. With comprehensive support, students demonstrate improved adaptability, emotional regulation, and optimism in facing complex academic demands. Overall, appropriate guidance and counseling service strategies serve as a crucial foundation in building students' mental toughness, enabling them to survive and thrive in the higher education environment.

Based on these findings, this study proposes several practical recommendations. First, higher education institutions are advised to strengthen counselors' capacity in mastering multicultural counseling and digital technology to address student dynamics in the modern era. Second, the development of peer counseling programs should be intensified as the first line of social support on campus. Third, for future researchers, it is recommended to conduct experimental research or longitudinal studies to test the long-term effectiveness of this intervention model on broader and more specific student population groups. Strengthening internal university policies to support student mental health is also essential to ensure the sustainability of this resilience program.

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