

THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON ACADEMIC RESILIENCE AMONG MALE STUDENTS AT SMP NEGERI 2 PANGKAH

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Abstract

Observations of male students at SMP Negeri 2 Pangkah revealed low emotional regulation, the use of harsh language, and a lack of empathy. These conditions potentially affect the students' ability to cope with academic challenges, resulting in low academic resilience. This study aimed to determine the levels of emotional intelligence and academic resilience, as well as the influence of emotional intelligence on academic resilience among ninth-grade male students at SMP Negeri 2 Pangkah. A quantitative approach using a correlational method was employed. The study population consisted of 152 ninth-grade male students, with a sample of 30 students selected via purposive sampling. Data were collected using questionnaires to measure emotional intelligence and academic resilience; both instruments underwent validity and reliability testing. Data analysis included descriptive statistics, simple linear regression, Pearson Product-Moment correlation, the coefficient of determination, and the t-test, using SPSS 26 software. The results indicated that 37% of the students fell into the low category for emotional intelligence, while 47% fell into the low category for academic resilience. Simple linear regression analysis yielded the equation $Y = 1.227 + 0.840X$ with an R^2 of 0.708, meaning emotional intelligence contributed 70.8% to academic resilience. Correlation analysis revealed a very strong positive relationship ($r = 0.840$), and hypothesis testing showed significant results (t -calculated $8.233 > t$ -table 2.056) with a significance level of 0.000 (below 0.05). Thus, it is concluded that emotional intelligence has a positive and significant influence on the academic resilience of male students at SMP Negeri 2 Pangkah.

Keywords: Academic Resilience; Adolescent; Emotional Intelligence;

1 INTRODUCTION

Education plays a crucial role in shaping individuals who are not only academically intelligent but also possess strong character and the adaptability to face life's various challenges. As times change, student success is no longer determined solely by intellectual intelligence; it is also influenced by the ability to manage emotions and effectively cope with pressure. At the junior high school level (SMP), students are in adolescence—a period marked by significant physical, psychological, and social changes. Consequently, they face various academic and social demands that require strong adaptability.

One essential skill for students in meeting educational demands is academic resilience. Academic resilience is an individual's ability to persevere, bounce back, and maintain optimal learning performance when facing difficulties, pressure, or failure during the learning process. Students with high academic resilience tend to maintain their learning motivation, complete tasks successfully, and persist in the face of academic obstacles. Conversely, students with low academic resilience often struggle to cope with academic pressure, lack self-confidence, and easily lose motivation when encountering failure.

One internal factor believed to influence academic resilience is emotional intelligence. According to Goleman, emotional intelligence encompasses the ability to recognize one's own emotions, manage emotions, self-motivate, recognize the emotions of others (empathy), and build positive social relationships. Emotional intelligence not only helps individuals control their emotions but also plays a role in shaping positive behavior, adaptability, and sound decision-making when facing stressful situations.

Theoretically, emotional intelligence is closely linked to academic resilience. Students capable of effectively managing their emotions remain calmer under academic pressure, control frustration arising from failure,

and stay motivated to achieve their academic goals. The ability to manage emotions also helps students build positive social relationships with teachers and peers, thereby gaining social support that reinforces academic resilience. Thus, the higher the emotional intelligence possessed by students, the greater their ability to persevere and bounce back from various academic challenges.

However, this ideal state is not yet fully evident among male students at SMP Negeri 2 Pangkah. Preliminary observations revealed behaviors indicating a limited ability to manage emotions. Some students frequently use harsh language with peers, employ offensive nicknames, lack empathy, and engage in interpersonal conflicts. Such behaviors point to issues regarding emotional management and social relationships—key components of emotional intelligence.

This phenomenon highlights a gap between the expected situation and the reality on the ground. Ideally, students should be able to manage their emotions positively, enabling them to effectively handle academic demands. In reality, however, some students struggle to control their emotions; this can dampen their enthusiasm for learning, disrupt concentration, and undermine their ability to cope with academic pressure. This situation indicates low academic resilience among the students, a matter requiring attention from the school.

Interviews with the Guidance and Counseling (BK) teacher at SMP Negeri 2 Pangkah corroborate these findings. The counselor noted that male students often use harsh language, disregard their peers' feelings, and easily become embroiled in conflicts when faced with differing opinions. Such situations not only affect peer relationships but also potentially hinder learning focus and the ability to tackle academic challenges. Students grappling with conflict and negative emotions often find it harder to sustain the motivation and perseverance needed for the learning process.

Given this context, this study aims to assess the levels of emotional intelligence and academic resilience, as well as the influence of emotional intelligence on academic resilience, among ninth-grade male students at SMP Negeri 2 Pangkah. The findings are expected to serve as a foundation for Guidance and Counseling teachers to design services that enhance emotional intelligence and strengthen academic resilience among the students.

2 METHODOLOGY

This study employs a quantitative approach with a correlational method to examine the influence of emotional intelligence on the academic resilience of male ninth-grade students at SMP Negeri 2 Pangkah. The study population consisted of 152 male students, while the sample comprised 30 students selected using a random sampling technique. Data collection was conducted using emotional intelligence and academic resilience questionnaires, both of which had undergone validity and reliability testing. Data analysis included descriptive statistics, normality tests, linearity tests, simple linear regression, the coefficient of determination (R^2), Pearson Product Moment correlation, and t-tests, utilizing IBM SPSS Statistics 26.0 software.

3 RESULTS

3.1 Analysis Prerequisite Tests

Analysis prerequisite tests are conducted prior to hypothesis testing to ensure that the research data meet the assumptions required for simple linear regression analysis. The prerequisite tests employed in this study include the normality test, linearity test, and heteroscedasticity test.

3.1.1 Normality Test

The normality test aims to determine whether the data for the variables of emotional intelligence and academic resilience are normally distributed. The testing was conducted using the Kolmogorov-Smirnov test with the aid of IBM SPSS Statistics version 26 software. The decision-making criterion is that if the significance value (Sig.) is greater than 0.05, the data are normally distributed, whereas if the significance value (Sig.) is less than 0.05, the data are not normally distributed.

Tabel 1. Normality Test Results
Tests of Normality

Kolmogorov-Smirnov^a

Shapiro-Wilk

	Statistic	df	Sig.	Statistic	df	Sig.
Kecerdasan Emosional	.112	30	.200*	.958	30	.268
Resiliensi Akademik	.120	30	.200*	.952	30	.197

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test results in the table above, significance values of 0.268 for the emotional intelligence variable and 0.197 for the academic resilience variable were obtained. Since the significance values exceed 0.05 (Sig. > 0.05), it can be concluded that the data for emotional intelligence and academic resilience are normally distributed. Thus, the research data meet one of the requirements for conducting a simple linear regression analysis.

3.1.2 Linearity Test

The linearity test aims to determine whether the relationship between the variables of emotional intelligence and academic resilience is linear. The test was conducted using the Test of Linearity function in IBM SPSS Statistics version 26. The decision-making criterion is that if the significance value for "Deviation from Linearity" is greater than 0.05, the relationship between the two variables is considered linear.

Tabel 2. Linearity Test Results
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Resiliensi Akademik * Kecerdasan Emosional	Between Groups (Combined)	1562.967	17	91.939	9.470	.000
	Linearity	1188.512	1	1188.512	122.422	.000
	Deviation from Linearity	374.455	16	23.403	2.411	.064
	Within Groups	116.500	12	9.708		
	Total	1679.467	29			

Based on the linearity test results in the table above, the significance value for "Deviation from Linearity" is 0.064. Since this significance value exceeds 0.05 (Sig. > 0.05), it can be concluded that there is a linear relationship between emotional intelligence and academic resilience. Thus, the two variables satisfy the linearity assumption, allowing the simple linear regression analysis to proceed.

3.1.3 Heteroscedasticity Test

The heteroscedasticity test aims to determine whether the residual variance in the regression model is unequal across observations. The test was conducted using the Glejser test with the aid of IBM SPSS Statistics version 26 software. The decision-making criterion is that if the significance value (Sig.) is greater than 0.05, heteroscedasticity is not present, whereas if the significance value (Sig.) is less than 0.05, heteroscedasticity is present.

Tabel 3. Heteroscedasticity Test Results
Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3.213	.461		6.968	.000
	Kecerdasan Emosional	14.595	8.774	.300	1.663	.107

a. Dependent Variable: ABS_RES

Based on the heteroscedasticity test results in the table above, a significance value of 0.107 was obtained. Since the significance value is greater than 0.05, it can be concluded that the regression model does not exhibit heteroscedasticity. Thus, the regression model satisfies the assumption of homoscedasticity and is suitable for further analysis.

3.2 Descriptive statistical analysis

Descriptive statistical analysis was employed to provide an overview of the levels of emotional intelligence and academic resilience among male ninth-grade students at SMP Negeri 2 Pangkah. The obtained data

were analyzed using descriptive statistics, involving the categorization of scores into five levels: very high, high, moderate, low, and very low.

3.2.1 Emotional Intelligence Level

Based on the results of administering an emotional intelligence questionnaire to 30 male ninth-grade students at SMP Negeri 2 Pangkah, the distribution of categories was obtained as presented in Table 1.

Tabel 4. *Distribution of Emotional Intelligence Categories*

Interval	Kategori	Frekuensi	Presentase
95 - 100	Sangat Tinggi	5	17%
89 - 94	Tinggi	1	3%
83 - 88	Sedang	7	23%
77 - 82	Rendah	11	37%
70 - 76	Sangat Rendah	6	20%
Jumlah		30	100%

Based on the table above, the most dominant emotional intelligence category is the "low" category, comprising 11 students (37%). This is followed by the "moderate" category with 7 students (23%), the "very low" category with 6 students (20%), the "very high" category with 5 students (17%), and the "high" category with 1 student (3%). Thus, it can be concluded that the emotional intelligence level of male ninth-grade students at SMP Negeri 2 Pangkah generally falls into the "low" category.

3.2.2 Academic resilience level

Based on the results of the academic resilience questionnaire administered to 30 male ninth-grade students at SMP Negeri 2 Pangkah, the distribution of categories was obtained as presented in Table 2.

Tabel 5. *Distribution of Academic Resilience Categories*

Interval	Kategori	Frekuensi	Presentase
85 - 90	Sangat Tinggi	3	10%
79 - 84	Tinggi	2	7%
73 - 78	Sedang	4	13%
67 - 72	Rendah	14	47%
60 - 66	Sangat Rendah	7	23%
Jumlah		30	100%

Based on the table above, the most dominant category of academic resilience is the "low" category, comprising 14 students (47%). This is followed by the "moderate" category with 5 students (17%), the "high" and "very low" categories with 4 students each (13%), and the "very high" category with 3 students (10%). These results indicate that the majority of male ninth-grade students at SMP Negeri 2 Pangkah fall into the low category of academic resilience.

Overall, the descriptive statistical analysis reveals that the emotional intelligence and academic resilience of male ninth-grade students at SMP Negeri 2 Pangkah tend to fall within the low category. This condition indicates that the students require further strengthening in areas such as emotional management, the ability to cope with academic pressure, and the capacity to bounce back when facing difficulties during the learning process.

3.3 Simple linear regression analysis

Simple linear regression analysis was used to determine the extent of the influence of emotional intelligence on the academic resilience of male ninth-grade students at SMP Negeri 2 Pangkah. The analysis was conducted using IBM SPSS Statistics version 26.

Tabel 6. *Results of Simple Linear Regression Analysis*

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	1.227	8.566		.143
	Kecerdasan Emosional	.840	.102	.841	8.233
					Sig.
					.887
					.000

a. Dependent Variable: Resiliensi Akademik

Based on the simple linear regression analysis results in the table above, the constant value (a) is 1.227 and the regression coefficient (b) is 0.840. These values yield the following regression equation:

$$Y = a + bX$$

$$Y = 1.227 + 0.840X$$

The regression equation indicates that the constant value of 1.227 means that if emotional intelligence is zero, academic resilience is 1.227. Meanwhile, the regression coefficient of 0.840 indicates that for every one-unit increase in emotional intelligence, academic resilience increases by 0.840 units.

The positive regression coefficient indicates a positive relationship between emotional intelligence and academic resilience. In other words, the higher the students' emotional intelligence, the higher their academic resilience; conversely, the lower the students' emotional intelligence, the lower their academic resilience.

3.4 Coefficient of Determination Test (R^2)

The coefficient of determination is used to determine the extent of the contribution of the emotional intelligence variable to students' academic resilience.

Tabel 7. Determination Coefficient Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841 ^a	.708	.697	4.18738

a. Predictors: (Constant), Kecerdasan Emosional

Based on the analysis results in the table above, the coefficient of determination (R-squared) value is 0.708. This value is then converted into a percentage as follows:

$$KD = R^2 \times 100\%$$

$$KD = 0.708 \times 100\%$$

$$KD = 70.8\%$$

These results indicate that emotional intelligence contributes 70.8% to the academic resilience of male ninth-grade students at SMP Negeri 2 Pangkah. The remaining 29.2% is influenced by other factors not examined in this study, such as social support, learning motivation, self-efficacy, family environment, school environment, and other psychological factors.

Based on these results, it is evident that emotional intelligence is a significant factor contributing to the enhancement of students' academic resilience.

3.5 Correlation Test

A correlation test was conducted to determine the degree of relationship between the variables of emotional intelligence (X) and academic resilience (Y) among male students at SMP Negeri 2 Pangkah. The analysis employed the Pearson Product Moment technique using SPSS version 26 software. The objective of this test was to examine the direction and strength of the relationship between the variables within the context of this correlational quantitative study.

Tabel 8. Correlation Test Results

Correlations		Kecerdasan Emosional	Resiliensi Akademik
Kecerdasan Emosional	Pearson Correlation	1	.840**
	Sig. (2-tailed)		.000
	N	30	30
Resiliensi Akademik	Pearson Correlation	.840**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the analysis results in the table above, the significance value is less than 0.05 (< 0.05). This indicates a significant relationship between emotional intelligence and academic resilience. The Pearson Correlation value of 0.840 demonstrates that the relationship between the two variables is positive and falls into the "very strong" category.

Thus, the relationship between emotional intelligence and academic resilience is positive (moving in the same direction). This means that the higher the students' emotional intelligence, the higher their academic resilience, and vice versa.

3.6 Hypothesis Testing

3.6.1 T-Test

The t-test is conducted to determine whether the emotional intelligence variable (X) has a significant effect on academic resilience (Y). Decision-making is based on comparing the calculated t-value (t-count) with the t-table value and examining the significance value (Sig.):

- a) $t\text{-count} < t\text{-table}$ = H_a is rejected and H_0 is accepted
- b) $t\text{-count} > t\text{-table}$ = H_a is accepted and H_0 is rejected

Meanwhile, based on the Sig. value, the criteria are as follows:

- a) Sig. < 0.05 = H_a is accepted and H_0 is rejected
- b) Sig. > 0.05 = H_a is rejected and H_0 is accepted

Tabel 9. T-Test Results Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.227	8.566		.143	.887
	Kecerdasan Emosional	.840	.102	.841	8.233	.000

a. Dependent Variable: Resiliensi Akademik

Based on the t-test results in the table above, the calculated t-value (t-count) is 8.233, while the t-table value is 2.048. Furthermore, the obtained significance value is 0.00, which is less than 0.05 (< 0.05). This indicates a significant influence of emotional intelligence on the academic resilience of male students at SMP Negeri 2 Pangkah.

Thus, based on the decision-making criteria—whereby H_a is accepted and H_0 is rejected if the calculated t-value exceeds the t-table value—the results of this study indicate that H_a is accepted. This means that emotional intelligence significantly influences academic resilience; consequently, the higher the students' emotional intelligence, the higher their academic resilience.

4 CONCLUSIONS

Based on the data analysis and research discussion regarding "The Influence of Emotional Intelligence on Academic Resilience among Male Students at SMP Negeri 2 Pangkah," the following conclusions can be drawn: a. The emotional intelligence level of Grade IX male students falls into the low category, with a dominant percentage of 37% (11 students). b. The academic resilience level of Grade IX male students also

falls into the low category, with a dominant percentage of 47% (14 students). c. Emotional intelligence has a positive and significant influence on academic resilience. This is evidenced by the simple linear regression analysis results (equation $Y = 1.227 + 0.840X$), which indicate a positive directional influence between variables X and Y. The coefficient of determination (R^2) of 0.708 indicates that emotional intelligence contributes 70.8% to academic resilience, while the remaining 29.2% is influenced by factors outside the scope of this study. The correlation test results show an r-value of 0.840, falling into the category of a very strong positive relationship, meaning the relationship between the two variables is unidirectional. Furthermore, the t-test results show that t-calculated (8.233) > t-table (2.056) with a significance level of $0.000 < 0.05$; thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Consequently, it can be concluded that higher emotional intelligence corresponds to higher academic resilience among male students at SMP Negeri 2 Pangkah.

ACKNOWLEDGEMENTS

The author extends gratitude to the editorial board of the *ICOTIONS* journal for the review and publication process of this scholarly work. This publication represents a significant step in disseminating knowledge regarding the enhancement of emotional intelligence and academic resilience through guidance and counseling—an initiative expected to benefit educators, counselors, and students across Indonesia.

The author also expresses sincere appreciation to all research subjects for their contributions and participation; without their active involvement and willingness to share their insights, achieving optimal results would not have been possible.

In conclusion, the author hopes that these research findings will contribute to the advancement of the guidance and counseling field, particularly regarding the enhancement of emotional intelligence and academic resilience.

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