

Effectiveness of cognitive behavioral therapy (CBT) in increasing academic resilience in students: Literature review

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Abstract

Academic resilience is the ability of students to face and overcome academic challenges and pressures. Students with high academic resilience are more likely to be able to cope with academic stress, learn from mistakes, and stay motivated to achieve their academic goals. The purpose of this study is to determine and understand the effectiveness of CBT in improving academic resilience. The method used is a literature review. Cognitive-behavioral therapy (CBT) is a therapeutic approach that focuses on changing thoughts and behaviors to address a variety of psychological problems. CBT is effective in increasing resilience in a variety of populations, including students. Based on the results of the literature review, there have been several studies that have examined the effectiveness of CBT to improve academic resilience in students. These studies found that CBT can be effective in helping students. Based on the findings of these studies, it can be concluded that CBT is an effective counseling approach for improving academic resilience in students.

Keywords: Academic resilience; academic stress; cognitive behavioral therapy; students

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1. Introduction

Academic resilience is the ability of students to cope with difficulties, pressure, and stress associated with the academic context, such as exams, assignments, and other academic problems. In the context of education, academic resilience is essential because it allows students to remain academically successful even when faced with difficulties, pressure, and stress in the academic environment. Radhamani & Kalaivani, (2021) explained that resilience in the academic context, or what can be called academic resilience, is the ability of students to efficiently handle academic setbacks, anxiety, and learning pressure. This is in line with the opinion of Sartika & Nirbita, (2022) that academic resilience refers to the ability of students to maintain motivation and focus even when experiencing academic stress and difficulties in education. In general, resilience in the academic context is identified as the ability of students to successfully manage obstacles, pressure, and challenges. Resilience also can provide a high likelihood of achieving academic success and achievement even when there are environmental difficulties that are influenced by character, condition, and learning environment.

According to Hendriani, (2018) and El-Khodary et al., (2021), academic resilience is the ability of a person to remain strong and resilient so that they can bounce back when experiencing negative emotions and difficult and stressful situations during the learning process. This ability helps students to persevere throughout the learning process so that student learning outcomes become optimal. Students need to have good resilience to face the challenging and demanding situations that occur in the 21st century. Resilience is a skill that is considered the foundation or basic strength in forming a positive individual character. Without resilience, students will not have courage, perseverance, rationality, and insight. Resilience is a skill that greatly determines the thinking style and success of students in their lives, including success in learning at school (Sartika & Nirbita, 2022; Samra et al., 2023). This is in line with the research conducted by Meiranti & Sutoyo, (2020) on the effect of resilience on student academic achievement, which explains that resilience has an effect on student academic achievement, which can be seen from its significance value of 0.015 which is less than the alpha set at 0.05. So, this shows a significant effect.

Academic resilience is important for students to have in their academic process. If students do not have good academic resilience, students will experience academic stress. Academic stress is a condition in which students are unable to cope with academic demands and consider that academic demands are a disturbance to them (Mamahit, 2020). This concern is based on the results of research conducted by Septiana, (2021) which explains that there is a positive correlation or relationship between academic stress and academic resilience of students, where high academic stress is related to high resilience as well. In addition, Septiani & Fitria (2016) stated that resilience is negatively correlated with stress, which means that the higher the resilience of an individual, the lower the stress that the individual has. Likewise, conversely, if the resilience of the individual is low, then stress will be higher. Therefore, a student needs to have academic resilience to avoid academic stress (Hosseinkhani et al., 2021).

Therefore, it can be concluded that academic resilience plays a very important role in the context of education because it allows students to persevere, improve success, and respond to difficulties as adaptive behaviors that are successful in coping with pressure and stress in the academic environment. Therefore, an intervention is needed to increase resilience that aims to enable the individual to overcome the problems and pressures they face.

The intervention conducted in this study used the Cognitive Behavior Therapy (CBT) approach. According to Willert et al., (2009), cognitive behavior therapy is behavior-oriented, helping students develop self-awareness, reduce negative thoughts, increase self-esteem, develop stress management skills to be more effective and cope with various mental illness syndromes. According to Corey (2009), CBT

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counseling is counseling that focuses on insight that emphasizes the process of changing negative thoughts and maladaptive beliefs that individuals have.

2. Methods and Materials

This study used a literature review methodology. The researcher collected data in the form of articles from various research sources on the same topic, "The Effectiveness of Cognitive Behavioral Therapy to Improve Student Academic Resilience". The Publish or Perish application was used to facilitate the search process. Identification was carried out with a contemporary study using the meta-analysis method of Cognitive Behavior Therapy. The results of the data collection in the form of articles were then analyzed to obtain a general overview of the effectiveness of Cognitive Behavioral Therapy (CBT) in improving student academic resilience.

3. Results

In this study, 10 articles were obtained from the search process with the keywords CBT and academic resilience through Publish or Perish. Then analyzed into 6 more relevant articles. The results of the analysis are as follows (table 1):

Table 1

The results of the analysis

NO	Author	Title	Year	Result
1	Fitri Utami and Kushendar	Cognitive Restructuring Group Counseling to Improve Academic Resilience of Students	2019	The results of the study show that cognitive restructuring group counseling is an effective intervention for improving academic resilience in university students. This is supported by the significant effect of cognitive restructuring techniques on improving the academic resilience of students at UIN Raden Fatah Palembang (Fitri & Kushendar, 2019)
2	Anggita Silvia, Putri Fadillah and Tamsil Muis	The Effectiveness of Using Group Counseling with Cognitive Restructuring Techniques to Improve Student Resilience	2020	The results of this analysis can conclude that group guidance with cognitive restructuring techniques is an effective intervention for improving the resilience of students in junior high school (Anggita et al., 2020).
3	Dari Suci Wulan, Sofyan Abdi, and Amir Erwin	Effectiveness of Cognitive Restructuring Group Counseling to Improve Student Resilience in the Pandemic Era	2022	The results obtained are that the sig value of 0.001 is smaller than 0.05 and the t count is greater than the table (4.196 > 2.365). This means that there is a significant difference between the experimental group and the control group. It can be concluded that group counseling with cognitive restructuring techniques affects the level of resilience of SMPN1 Cikarang Utara students (Dari et al., 2022)

4	Antara Krisnayana T.A, Ni Nengah Madri Antari, Nyoman Dantes	Implementation of Cognitive Counseling with Cognitive Restructuring Techniques to Improve the Resilience of Students of Class XI IPA 1 at SMA Negeri 3 Singaraja	2014	The implementation of cognitive counseling with cognitive restructuring techniques can improve the resilience of four students in XI IPA 1 SMA Negeri 3 Singaraja (Antara et al., 2014).
5	Magdalena Olga Maria	Effect of Cognitive Restructuring to Increase Students' Academic Resilience	2022	The results of the inferential analysis show that there is a significant difference in students' academic resilience before and after being given group counseling services using cognitive restructuring techniques. The effect of cognitive restructuring technique group counseling on students' academic resilience. The research implies that resilience can be developed in counselees by applying all the stages of counseling that have been determined, starting from recognizing the problem and changing negative thoughts to a more positive direction as a solution to the problems faced (Magdalena, 2022)
6	Sulistiono Andy	Effectiveness of Cognitive Behavior Therapy to Improve the Resilience of Students of the Frog Commando School at Kodiklatal	2020	The results obtained are that cognitive behavior therapy intervention is very effective in improving the resilience of students in pursuing education at the School of Commando Frogs (Sulistiono, 2020).

A review of the literature suggests that cognitive restructuring is an effective technique for improving resilience. Cognitive restructuring is a type of cognitive therapy that helps clients identify and challenge negative or distorted thoughts and beliefs. This can help clients to develop more adaptive coping mechanisms and to better manage stress and adversity. The study by Irawan et al. (2022) provides further support for the effectiveness of cognitive restructuring in improving resilience. This study found that cognitive restructuring was effective in improving self-efficacy, which is a key component of resilience.

Cormier & Nurius (2009) define cognitive restructuring as a process of identifying and challenging negative or distorted thoughts and beliefs and replacing them with more realistic and adaptive thoughts. This can be done through a variety of techniques, such as identifying cognitive distortions, reframing negative thoughts, and challenging irrational beliefs.

4. Discussion

Academic resilience is the ability of students to persevere in difficult conditions, bounce back from setbacks, overcome difficulties, and adapt positively to academic stress and demands (Sari & Indrawati, 2016). It is also advanced that academic resilience is a condition in which a student or student experiences difficulties or obstacles but can still be successful in the academic field and education in general (Dwiastuti et al., 2021). In other words, academic resilience is a condition in which students can cope with difficult situations in an academic situation that may have a lot of pressure (Sartika & Nirbita, 2022).

Having academic resilience is important for students. In a situation of academic pressure, students need the ability to persevere until they can bounce back from academic pressure. With academic resilience, students can make adjustments in facing the condition of the academic environment that is considered to threaten their existence (Satrianta et al., 2021). When students have academic resilience, students can cope with the negative effects of academic pressure gradually so that the effects will eventually become challenges like in normal life before. Academic resilience effectively protects students from negative emotions that come from excessive academic pressure (Prawitasari & Antika, 2022; Gao, 2023).

There is a need for students to develop academic resilience. Involvement in academic activities, a positive view of school, and high self-esteem are factors that shape students' academic resilience (Utami, 2020). Resilient individuals do not mean they are tough and always free from difficult situations in their lives, they still feel negative emotions about difficult situations but have effective ways to bounce back and improve their psychological state (Bustam et al., 2021).

Academically resilient students are students who can effectively deal with these four states: setbacks, challenges, difficulties, and pressure in the academic context (Irawan et al., 2022). Students with high resilience will tend to show a positive attitude in facing challenges (Harahap et al., 2020; Çarkıt, 2024). More importantly, with academic resilience, students can make adjustments in facing the condition of the academic environment that is considered to threaten their existence (Satrianta et al., 2021).

Therefore, the use of academic resilience intervention with CBT can help individuals improve their ability to cope with resilience effectively. Just like other counseling approaches, cognitive behavior (CBT) counseling also has several stages in the implementation of its counseling services. Some of the stages of cognitive behavior (CBT) counseling services that need to be considered by counselors or researchers in conducting CBT counseling services are that they must target two things, namely the cognitive and behavioral aspects. Behavioral therapy, based on learning theory, helps clients to weaken the connection between thoughts and distressing situations and their habitual reactions to them. Cognitive therapy teaches clients how their thinking patterns are the cause of their difficulties, by giving them distorted images that make them feel anxious, stressed, or angry (Rimayati, 2019). Short-term interventions to address symptoms of depression, anxiety, and stress in clients can help build long-term resilience and address short-term problems.

The stages of CBT counseling services are as follows:

- a. Engagement; The first stage is engagement, which involves building a warm, empathic, and respectful relationship with the client so that they feel supported and accepted. This is the first step in building a healthy relationship with the client. In addition to building relationships, empathy, and respect, there are several other things that the counselor must also pay attention to and master in this early stage, including summarizing, questioning, genuineness, assertiveness, confrontation, and problem-solving (Pangesty et al., 2023).
- b. Assessment; The second stage is an assessment of the problem, person, and situation. According to (Asmita & Fitriani, 2022) assessment is a method used by the counselor to understand and evaluate the characteristics, abilities, instruments, tests, and non-tests used to assess the initial behavior of the client. In this stage, the counselor assesses the problems faced by the individual and the surrounding situation. This assessment aims to determine the extent of the disturbance experienced by the clients.
- c. Preparation for therapy; The third stage is preparation for therapy. In this stage, the counselor prepares the client for therapy through CBT counseling. The counselor and the client agree on the goals that they want to achieve in the counseling process. In CBT counseling, the goal is to achieve changes in the client's maladaptive and dysfunctional cognition/thinking and behavior, so that they

can return to living their lives in a healthy (physical and mental) and independent way. To achieve this goal, the counselor continues to motivate the client to change. The basics of Cognitive Behavioral Therapy (CBT) are introduced and explained.

- d. Implementation of the treatment program; The fourth stage is the implementation of the program that has been agreed upon, namely carrying out the steps in the CBT counseling process. The first step is to change the client's maladaptive beliefs (known as thought recording or rational analysis). The counselor identifies their irrational thoughts, gathers evidence that the thoughts are irrational, invites them to challenge those thoughts, and then teaches them skills to change their erroneous beliefs that interfere with their emotions and activities. The counselor provides interventions through the development of CBT to reduce fear, anxiety, despair, and helplessness, as well as their maladaptive beliefs. In behavioral interventions, the client is invited to engage in learning, conditioning, and proving their experience of anxiety. At this stage, the counselor can provide additional strategies and techniques that are appropriate, such as relaxation training and interpersonal skills training.
- e. Evaluation of progress; The fifth stage is the evaluation of the actions that have been taken. This evaluation aims to determine the extent of the progress that the client has made in terms of cognitive and behavioral changes. Rusmana (2017) added a stage called "change of core beliefs". At this stage, the counselor invites the client to realize the benefits of therapy through CBT that has been done. After taking a cognitive approach and behavioral intervention, it is hoped that the client's cognitive structure and behavior can return to normal, which is marked by the reduction of their trauma.
- f. Termination; The sixth stage is preparing the client for termination. At this stage, the counselor conveys the importance of the client having the skills to face and resolve problems independently. Before the counseling session ends, the counselor reinforces the results that have been achieved. It also conveys the possibility of a recurrence of the problem, so that the client understands how to resolve the problem independently if the recurrence occurs. This skill is often referred to as self-help or self-counseling.

In the implementation of counseling services using the Cognitive Behavior approach, several techniques can be implemented by counselors to address various problems experienced by counsees.

- a. Cognitive Restructuring
According to Berliana (2023), cognitive restructuring is a therapy technique developed by Ellis. This technique emphasizes the change of negative thoughts into positive thoughts. Cognitive Restructuring assumes that maladaptive behavioral and emotional responses are influenced by the counselee's beliefs, attitudes, and perceptions (cognitions). Cognitive Restructuring not only helps the counselee stop negative self-destructive thoughts but also replaces those thoughts with positive ones. Cognitive Restructuring is an effort to help someone change wrong or negative thoughts into more rational and positive ones. According to Ellis, many people live unhappy lives and suffer from psychological disorders because they harbor unrealistic and irrational thoughts.
- b. Self-Instruction
Self-instruction is one of the techniques of the cognitive-behavior modification theory that uses a pattern of self-verbalization. Self-instruction helps students to manage themselves by providing positive instructions and avoiding negative instructions. The goal of self-instruction, as expressed by Hughes, (1985), is to improve the individual by developing a "learning set" that is used to generate self-control. Self-instruction is a technique that is appropriate for dealing with emotional problems and behavioral problems because self-instruction is designed to provide individuals with problem-solving strategies that can be applied to their behavior (Setiawan et al., 2019; Çakmak et al., 2023).

Therefore, this self-instruction technique is defined as a self-verbalization technique that is used to change the negative self-verbalization of students to be replaced by positive self-verbalization.

c. Reframing

According to Gemilang (2022), reframing is a strategy that attempts to change someone's frame of perception of an event that can change the interpretation they understand. The reframing referred to is an effort to find new interpretations and reassemble the new perceptions into something better. Froggart explains that reframing is a method that comes from the cognitive-behavioral counseling approach whose purpose is to manage the emotional content of what is thought of and to reframe again in the direction of logical thoughts until we can understand various perspectives within the self-concept in various situations.

d. Thought Stopping

Stopping therapy according to Purnomo & Pulungan (2022) is an individual therapy that can be applied to counsees if they want to get rid of the disturbance in negative thoughts and behaviors and this therapy can be done at any time according to the counselee's wishes. Stopping therapy is a process of stopping intrusive thoughts or a secret technique for regulating negative thoughts or eliminating negative thoughts within oneself. Stopping therapy is a part of cognitive behavior, and this therapy can be used to help clients change their thinking concepts. This therapy can lead to a change in behavior, so if there are negative thoughts, the behavior that is formed is also negative, in this case, it is necessary to stop negative thoughts to avoid the negative effects of bad thoughts.

e. Bibliotherapy

The use of bibliotherapy as one of the alternative therapies in dealing with various problems in adolescents. This is because bibliotherapy can stimulate adolescents to think cheaply, easily, and can be done anytime, and involves the independence and participation of adolescents themselves fully so that the effectiveness of the results is quite good. With bibliotherapy techniques, students can help in overcoming problems and changing the problems they are facing when they read about others who have successfully overcome problems like the ones they are facing, so it is possible that with this approach, students will be aware of their life goals. Bibliotherapy aims to develop the potential that students have so that students can think rationally about what they want, and change the attitudes, feelings, and behaviors of students by the norms that exist in the middle of society and schools. So, it can be said that what someone reads will affect their perspective and attitude.

f. Systematic Desensitization

Systematic desensitization is to reduce conditioned anxious behavior by doing activities that are contrary to the anxiety response in a gradual, step-by-step manner in a relaxed atmosphere so that gradually the counselee can respond to the factors that cause their anxiety in a normal way.

The use of CBT techniques to increase academic resilience in students should be tailored to the needs and characteristics of each student. Counselors need to work with students to develop the right intervention plan.

5. Conclusion(s)

Academic resilience is the ability of students to face and overcome academic challenges and pressures. Students with high academic resilience are more likely to be able to cope with academic stress, learn from mistakes, and stay motivated to achieve their academic goals. Cognitive Behavioral Therapy (CBT) is a therapy approach that focuses on changing thoughts and behaviors to address a variety of psychological problems. Based on several literature reviews, CBT is effective in increasing resilience in students.

The use of CBT interventions to reduce academic resilience in students at school is highly recommended. For other researchers, other techniques can be used to obtain more optimal results in

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increasing its effectiveness in addressing other psychological problems. CBT interventions can be carried out in a structured, targeted, and problem-oriented manner, so make sure the interventions are carried out using the right methods.

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