

# **STUDENT RESILIENCE FACTORS : A SYSTEMATIC REVIEW**

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## **ABSTRACT**

This study aims to review research on the significant factors in enhancing resilience among Islamic boarding school students (santri) within the context of Islamic education. The databases used for this study were Google Scholar, with the aid of Harzing's Publish tool, limited to publications from the last five years (2019–2024), full-text articles, and in English. The keywords used were "resilience," "factor," and "santri." This systematic review includes five articles that meet the inclusion criteria. Findings from these five articles indicate several essential factors that shape and enhance resilience in santri, including religiosity, self-regulation, social support, and mindfulness. Each factor has a specific and significant impact on resilience development among santri. This study highlights that internal factors (such as religiosity and self-regulation) and external factors (such as social support) play complementary roles in strengthening santri resilience. The findings underscore the importance of resilience development programs focused on character education, emotional management, and enhanced social support to foster the personal and social growth of santri within the boarding school environment.

**Keywords:** Resilience; Islamic boarding school; Islamic education

## **1. INTRODUCTION**

Resilience is an important concept that is very important to equip students to face the challenges faced in the pesantren environment. Pesantren as an Islamic Education institution aims not only to educate students to excel in the field of religion but also to have the ability to survive and develop in the midst of the demands of an era full of global competition and competition as well as mastery of science and technology (Kholili, 2021). Resilience allows students to have the ability to adapt and remain productive while carrying out strict routines and activities at the Islamic boarding school, discipline and various demands of the boarding school program (Ilmiati & Aulia, 2024).

Life in a pesantren for students is an experience full of challenges, strict routines and high discipline that is different from life at home and school in general. Students are faced with a busy schedule including learning to memorize the Qur'an, general lessons, the demands of dormitory and boarding school programs and social activists together with friends. All of them

require good self-management in order to achieve educational and spiritual goals and goals (Kholili, 2021). This condition can trigger feelings of anxiety, loss of motivation and even cause stress if students do not have enough mental resilience (Rahmah Hastuti, 2021). Thus, resilience is the key so that students are able to survive and develop in an environment that demands discipline and self-resilience.

Resilience is defined as an individual's ability to survive and bounce back from difficult or stressful situations that threaten emotional and mental balance (Reivich & Shatté, 2002). This concept is important for students where the pesantren environment requires them to adapt to various academic and social pressures. Resilience is also an ability that allows individuals to adapt effectively in the face of difficulties, pressures or unfavorable situations (Southwick & Charney, 2018). This makes students have a balance between competitive academic life as well as other personal demands so that they remain productive without being haunted by feelings of hopelessness and stress. Resilience includes several components such as self-control, optimism and the ability to focus on goals that are very important to support success in the pesantren environment.

Resilience is influenced by several internal and external factors that help individuals survive and thrive in challenging environments (Missasi & Indah Dwi Cahya Izzati, 2019). Internal factors such as religiosity (Resnick et al., 2011), self-regulation (Reivich & Shatté, 2002), mindfulness (Davis & Hayes, 2011) It plays a very important role where religiosity provides inner peace and strong conviction so that they are able to cope with stress, self-regulation helps individuals control impulses and focus and mindfulness provides a way to manage stress and increase focus and self-awareness. External factors such as social support (Davis & Hayes, 2011) from parents, friends and teachers are able to provide a sense of security and motivation. These two factors complement each other and provide mental strength to students to be able to pursue education at Islamic boarding schools.

This study aims to examine the results of research on factors that affect resilience in students. It is hoped that in this study, it can be known more deeply about the resilience of students and be useful for further research.

## **2. METHODS**

This systematic review was compiled based on Preferred Reporting Items for Systematic Review and Meta-analyzes (PRISMA). Database search using Google Scholar with the help of Harzing's Publish or Perish bibliographic metadata software. Publication is limited to the last 5 years from 2019 to 2024, full text articles and in English. The article search keywords are "resilience", "factor", "santri". After the article is found, the compiler analyzes and synthesizes the article in accordance with the specified inclusion and exclusion criteria. The inclusion criteria in this systematic review are (1) the title and abstract are in accordance with the desired topic, (2) the article must aim to determine the resilience factors of junior high and high school students (3) the article must be original research that has been reviewed and explained in English. The exclusion criteria are (1) the title and abstract are not in accordance with the topic, (2) the article

does not explain the resilience factors of junior high and high school students and (3) the article is not explained in English.

Article searches use predefined keywords and provide Restrictions on inclusion and exclusion criteria. Data is selected one by one to determine the suitability of the desired article and remove the non-conforming article. After getting the desired articles, the articles are analyzed one by one and grouped to get the results. The next step is to discuss according to the points obtained from the selection results.

### 3. RESULTS AND DISCUSSION

Initial literature search using predefined keywords and limited number of articles to approximately 50 articles with a time span from 2019 to 2024 on Harzing's Publish or Perish device. The 50 articles were then selected abstracts that were relevant to the criteria that had been set. Out of 50 articles, 4 articles were selected that met the inclusion criteria and 1 article that did not meet any of the inclusion criteria no 3 that were not explained in English but met other criteria, so the researcher still took to complete 5 articles to be reviewed in full text.

**Table 1.** Analysis of student resilience factors

No	Article Title	Resilience Factor	Research results
1	The Influence of Religiosity on the Resilience of Class 1 Students Intensive at the Darussalam Gontor Ponorogo Modern Islamic Boarding School	Emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, initiative	There was a positive influence of religiosity on student resilience, with 19.9% of student resilience being influenced by religiosity, while the remaining 80.1% was influenced by other factors
2	Mindfulness, Resilience, Perceived Social Support, and Emotional Well-being for Santri During the Covid-19 Pandemic	Mindfulness, perceived social support, regulation of emotions, positive orientation towards the future	Mindfulness, resilience, and social support have a positive influence on the emotional well-being of students during the pandemic, with a contribution of 16.6% to emotional well-being.
3	The Relationship Between Social Support and Resilience in Qur'an Memorizing at Santri SMP ISR in Malang City	Social support from family and friends, ability to manage emotions, resilience to stress	There was a significant relationship between social support and resilience in students who memorized the Qur'an, with a correlation coefficient of 0.675 which was included in the high category.
4	The Influence of Social Support and Psychological Resilience on Santri's Behavior	Social support from family, friends, and the school environment, psychological resilience, social adaptation	Social support and psychological resilience have a positive influence on student behavior, especially in improving social adaptation and emotional control, with a simultaneous contribution of 36.7%.
5	The Role of Self-Regulation on the Resilience of Tahfidz Students	Self-regulation that includes controlling emotions and independent behavior	Self-regulation has a significant effect on the resilience of tahfidz students, with a contribution of 8% to increasing the resilience of students in facing the challenges of memorizing the Qur'an and Islamic boarding school life

Religiosity or spirituality is one of the factors that affect reciprocity in individuals (Resnick et al., 2011) This is in line with research on the influence of religiosity on the resilience of students revealed by (Rizki Sista et al., 2021) that religiosity has an important role in increasing the resilience of students at Pondok Modern Darussalam Gontor. Students who have strong religious beliefs show a higher ability to overcome stress and pressure from the pesantren environment. Spirituality provides meaning to life and forms coping so that students become calm and have the confidence to face all forms of challenges. In the context of pesantren, religious values are a source of strength that provides immunity to live daily academic and social life in pesantren.

According to (Resnick et al., 2011) Social support is one of the factors that affect resilience. Research (Shofi Nuraini Dwiputri & Tri Harsono, 2022) found that social support from family and peers had a significant positive correlation with the resilience of students who were memorizing the Qur'an in Malang. Social support helps students face challenges in memorizing the Qur'an as well as other academic and social activities. Through emotional support from the closest people, students feel valued and get a sense of security, this is an important factor in increasing mental resilience. Social support is a "safety net" that is able to reduce loneliness and feelings of isolation from family and the outside world so that students have the strength to continue to memorize the Qur'an and also make them feel at home in the pesantren environment.

This is also strengthened by research on the interaction of social support and resilience in shaping the behavior of students conducted by (Hasanah & Mundiri, 2024) That the support of friends, family and teachers in the pesantren environment has been proven to increase the resilience of students which ultimately has a positive effect on student behavior. This research also revealed that social support creates a safe environment for students so that student resilience increases

According to (Davis & Hayes, 2011) Mindfulness is one of the factors that affect resilience. Research on effectiveness mindfulness in reducing student stress during the pandemic was revealed in a study conducted by (Yahya et al., 2022). Mindfulness practice allows students to focus more on the current situation and reduce the pressure that comes from external situations. This research shows that mindfulness helps students in managing stress and fostering self-awareness so that they are able to overcome challenges without feeling overwhelmed.

According to (Reivich & Shatté, 2002) Self-regulation is one of the factors that affect resilience. Research by (Ilmiati & Aulia, 2024) about self-regulation makes a significant contribution of 8% to the resilience of Ngalah Islamic boarding school students. Self-regulation helps students to regulate their emotions and stay focused on their memorization targets even with a very tight schedule.

The findings of these studies show that the combination of religiosity, social support, mindfulness and self-regulation forms a strong foundation for the resilience of students in Islamic boarding schools. Religiosity provides spiritual guidance and strength, minfulness helps students to stay calm and focused, social support and self-regulation provide the necessary mental resilience to adapt and at the same time excel in a disciplined, strict and disciplined pesantren environment. The implications of these findings indicate that educational programs that integrate resilience training, mindfulness, and strengthening social support will be very

useful in supporting the personal and social development of students in Islamic boarding schools. These programs can strengthen students' ability to face future challenges with better resilience.

This research has limitations that need to be considered, because the availability of resources that discuss resilience with the subject and background of students is very limited. Research on resilience has been carried out in a more general context and in other population subjects, studies on resilience factors among students in the pesantren environment are still rare. This makes the scope of the analysis rely only on a small number of relevant articles to understand the factors that support student resilience. The impact of the generalization of these findings may be very limited in describing the resilience of students with various models of pesantren that have different characteristics and dynamics.

#### 4. CONCLUSION

This study confirms that internal factors such as religiosity, mindfulness and self-regulation, as well as external factors such as social support, significantly increase the resilience of students. These four factors complement each other in building the resilience of students in facing a life full of challenges in Islamic boarding schools. It is recommended for future researchers to expand the study on students of a more diverse age and background, as well as examine more deeply the influence of interactions between other internal and external factors on resilience.

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