

Effect of Cognitive Restructuring to Increase Students' Academic Resiliense

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Abstract: The main problem in this research is the low academic resilience of students, which is characterized by difficulties in self-adjustment when studying during a pandemic. This study aims to improve students' academic resilience through group counseling services with cognitive restructuring techniques. This type of research is a quasi-experimental one group pre-test post-test design. This research was conducted four times with the number of research subjects 8 students. The instrument in this study used an academic resilience scale. Data were processed and analyzed descriptively and inferentially using the Wilcoxon sign rank test formula. The results of descriptive analysis show that before participating in group counseling services cognitive restructuring techniques of the 8 students studied, there were 6 students who had low academic resilience and 2 students who had moderate academic resilience. After participating in group counseling services, cognitive restructuring techniques have increased, namely 6 students who have high academic resilience and 2 students have moderate academic resilience. The results of inferential analysis show that there is a significant difference in students' academic resilience between 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 implication of the research is that resilience can be developed in counselees by applying all the stages of counseling that have been determined, starting from recognizing the problem, changing negative thoughts to a more positive direction as a solution to the problems faced.

Keywords: Group counseling, Technique cognitive restructuring, academic resilience

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Introduction

The COVID-19 pandemic first appeared in Wuhan, China at the end of 2019, this pandemic has hit all parts of the world, including Indonesia. Covid-19 affects all activities in Indonesia and even the entire world's population, all sectors are affected by this pandemic. Starting in mid-March 2020 the President of the Republic of Indonesia has instructed all Indonesian people to work and study from home. The Covid-19 pandemic has changed many aspects of human life, such as social, economic, cultural, religious and educational changes to prevent transmission of the virus. One of the most influential aspects is the change in the educational process in schools/madrasas. Covid-19 has had a significant impact on the sector education Indonesia (Suryani, Seto, dan Bantas 2020).

During the pandemic, every student at the education level needed time to adjust from face-to-face learning to online learning and now is restarting face-to-face learning, which is of course very different from the face-to-face learning process before the pandemic occurred. High academic demands and busy activities or learning process activities can be a source of stressors for students. The inability of students to survive academic demands during this pandemic can cause students to become stressed and even depressed (Shofiyah dan Salamah 2022).

When an individual experiences difficulties in his life, the individual has resilience that can handle it well. Therefore, this condition is certainly expected so that students can survive to face difficult circumstances. The ability to deal with a problem or resilience has a meaning that is close to psychology, namely resilience (Siebert 2005) explained that individuals who are resilient in facing life's disturbances, they handle their feelings in a healthy manner. They can show anger, sadness, hurt, loss and confusion when hurt, but don't allow these feelings to become permanent.

Students who have low academic resilience in an academic context are unable to reconstruct their failures in the academic realm and achieve success (Cassidy 2016) Low resilience students do not have their own steps in turning a difficult situation into an opportunity to develop their potential and skills. Individuals who have low academic resilience will avoid the problems they face and they will easily give up or even retreat in the midst of adversity.

Resilience is a concept that shows a person's ability to overcome and adapt to the difficult times they face. A person's self-resilience also determines success or failure in his life (Amelasasih, Aditama, dan Wijaya 2018) Resilience can produce a positive attitude and a positive way of thinking about a situation that occurs to it.

Someone who has resilience, they will be more resilient and consider failure is not the end point. In addition, someone who has resilience will find a system to improve mindsets or higher knowledge so that they can overcome problems thoroughly, with attention, and enthusiasm. Everyone has a sense of anxiety within themselves, as well as being resilient does not mean not having anxiety, it's just that resilient people have learned to overcome anxiety which causes them to feel distressed or unable to survive. (Pidgeon et al. 2014) said that the level of social support affects student resilience, where students with high social support will have high resilience. Students who have low social support, they have low resilience.

Various previous studies have shown the importance of resilience, including research by (Steinhardt dan Dolbier 2008) which revealed that 'children who have a high level of resilience, are able to adapt from negative thinking to being able to change conditions into positive ones so that these children can have high achievement motivation and can solve problems. what happened to him'. In addition, resilience also affects individual careers. It is evident from research conducted by (Rusmawati Diana 2018) that resilience has a positive relationship to individual career maturity, the higher the level of individual resilience, the higher the level of individual career maturity, and vice versa. The existence of a relationship between career maturity and individual resilience was also expressed by (Steinhardt dan Dolbier 2008).

Based on the results of initial interviews with the guidance counselor at SMAN 9 Palu and several students from SMA 9 Palu, it was found that some of these symptoms were characterized as follows: (1) Missing the deadline for submitting homework or assignments, (2) discrepancies between plans prepared by its application, (3) feeling depressed when procrastinating tasks/emotional pressure, (4) perception of perceived ability, namely feeling afraid of failure causes this student to blame himself that he feels unable Resilience is important for every individual, including students in undergoing their academic process. During the current pandemic and the shift of the learning system that has been carried out online, but because the pandemic is starting to decline, face-to-face learning is starting to return, students are required to be able to survive in the current situation even though the learning process is carried out face-to-face, of course in the learning process. learning is still limited unlike previous face-to-face learning. Especially in the learning process with high academic demands, each student needs time to adjust to this learning pattern. Based on this explanation, it is important to increase the resilience skills of students during a pandemic.

Guidance and counseling is a necessary service to increase motivation to survive in difficult circumstances, because guidance and counseling aims to achieve optimal development for each individual and group so that they can develop themselves as optimally as possible in accordance with the potential and capacity they have and their environment. Therefore, guidance and counseling services are needed to increase student resilience by using one of the guidance and counseling services, namely group counseling

services. Research conducted by (Utami Fitri dan Kushendar 2019) shows that group counseling with cognitive restructuring techniques can increase academic resilience.

Furthermore, based on research conducted by (Khomsah et al. 2018) shows that group counseling services are effective in increasing student academic resilience. With this research, it can be seen that group counseling services can increase students' academic resilience.

Sayekti (Sayekti 2013) proves that group counseling is able to help deal with student problems, in terms of social competence. This study also found that, through group counseling, student resilience becomes higher. In line with that, Sayekti (Fuller 2011) also explained in his dissertation, that by providing group counseling services in a structured manner, it can increase one's resilience

According to Gladding (Gladding 2012) that "group counseling, sometimes known as interpersonal problem solving groups, seeks to help group participants to solve common, but often difficult, life problems through interpersonal support and problem solving". Through this group counseling, individuals are able to solve the problems they experience and find solutions to problem solving with the help of other members of the group. Group counseling is a guidance and counseling service provided by a counselor to counsees with the aim of developing their personality, interests and talents in a better direction (Hartono dan Boy Soedarmadji 2012).

According to Murk (Damayanti dan Nurjannah 2017) cognitive restructuring, namely, techniques that produce new habits in counsees in thinking, feeling, acting by identifying problematic habits, labeling these habits, and replacing negative/irrational self-responses/ perceptions into more rational/realistic. This technique is considered appropriate to help increase student resilience, using cognitive restructuring techniques will be directed at improving the function of thinking, feeling and acting by emphasizing the brain as the center of analysis, decision making, asking questions, acting and deciding again.

Kurnia Rahmawati (Kurnia Rahmawati, Ilmu Pendidikan, dan PGRI Jember 2016) states that cognitive restructuring techniques aim to change negative thoughts towards self-statements, adjustments to the environment for certain tasks and how those thoughts can be defeated to achieve productive goals. Cognitive Restructuring techniques help clients systematically analyze, process, and overcome cognitive-based problems by replacing negative thoughts and interpretations with positive thoughts and interpretations (Erford 2016). Cognitive restructuring helps counsees to learn to think differently, to change wrong, fundamental thoughts and replace them with more rational, realistic and positive thoughts. Error thinking is expressed through negative self-statements. Negative self-statements indicate irrational thoughts, views and beliefs (Noviandari dan Kawakib 2016).

Based on the description above, the researcher is interested in conducting research on "The effect of group counseling with techniques cognitive restructuring on student resilience in learning during a pandemic".

Method

The research design used in this study was a single group design (without comparison)pretest-posttest. The implementation of the research was carried out by giving the first stage of the questionnaire, before carrying out technical group counseling cognitive restructuring and giving a second questionnaire after the technical group counseling was carried outcognitive restructuring. In more detail, the research design according to Sugiyono (Sugiono 2017) is as follows:

Pretest	Treatment	Posttest
O1	X	O2

Information :

- O1 : Administering the first stage of the academic resilience questionnaire before participating in technical group counselingcognitive restructuring
- X : Implementation of technical group guidancehome room
- O2 : Administering the second phase of the academic resilience questionnaire after participating in technical group counselingcognitive restructuring.

The place of this research is SMAN 9 Palu which is located on Jl. Hi. Patila. Pantoloan Village, Tawaeli District, Palu City. This research was conducted from 19 October 2022 to 12 November 2022. The population is a generalization area which consists of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiono 2017) The population is also not just the amount that exists in the object/subject being studied, but includes all the characteristics/traits possessed by that subject or object.

Based on the description above, it can be seen that the population is the entire object that becomes a research facility. thus the population referred to in this study is class XI students of SMAN 9 Palu.

Sampling is carried out when the population is large, and it is not possible for the researcher to be able to conduct research on all populations, for example due to the limited time, manpower and funds of the researcher. In this study, sampling was carried out by technique purposive sampling namely the technique of determining the sample with certain considerations (Sugiono 2017). Technique purposive sampling This method is used based on the consideration that the research sample has low academic resilience. The research sample was taken through the distribution of questionnaires. The research sample consisted of 8 students taken from two male students and 6 female students who had the lowest academic resilience questionnaire scores. based on the initial questionnaire scores given in class XI SMAN 9 Palu. The sample in this study were 8 students namely AF, R, CRY, IR, DN, RA, F and S.

The techniques used in collecting data in this study include questionnaires and documentation. The questionnaire was used to collect data about the academic resilience of SMAN 9 Palu students. This was done by giving questionnaires to students twice. The first stage is giving questionnaires to students before participating in technical group counseling cognitive restructuring and the second stage of giving questionnaires to students after participating in technical group counseling cognitive restructuring. While Documentation is used as a supporting technique, to obtain data on the number of students who will be used as research subjects and other data in the form of documents.

The instrument in this study was to use a resilience questionnaire which contained statements statements relating to the problems to be studied in this study. The questionnaire will be distributed to be filled out by students or research subjects. The researcher took the instrument or questionnaire compiled by Afriyeni (in Nuzuliya, 2021) which had been tested for validity and reliability, then the researcher modified the instrument. Furthermore, the researchers re-examined the validity and reliability of each instrument item.

Descriptive analysis was conducted to provide an overview of student resilience before and after technical group counseling cognitive restructuring and given a questionnaire about the academic resilience of students. The formula used in the calculation is as follows:

$$P = \frac{R}{SM} \times 100$$

Information :

- P = Percentage
- R = Score obtained
- SM = Maximum Score

Furthermore, to describe the research data, classification guidelines are made the level of self-confidence of students before and after being given home room technique group guidance services:

- 77,63% - 100% = high
- 50% – 76,32% = medium
- 25% – 49% = low

Statistical inferential analysis with formulas wilcoxon sign rank test. The calculation of this analysis uses the Wilcoxon T preparation table in accordance with the opinion of Djarwanto (Sartika, Thalib, dan Syahran 2016) which states that for samples < 25, the Wilcoxon T value table can be used.

Results and Discussion

Results

Research Subject

Based on the research that has been done, obtained data from 125 students of class XI SMAN 9 Palu involved in research can be described as follows:

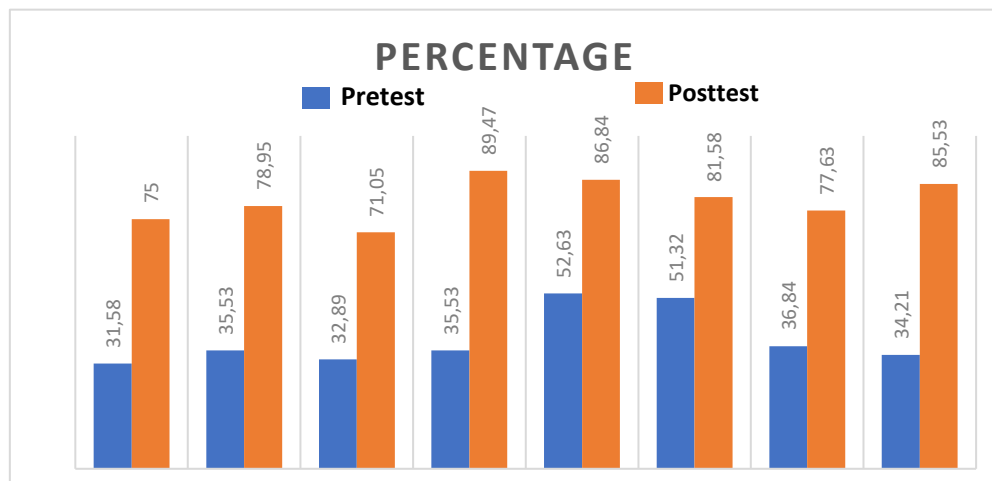
Table 4.1 Subject Description

Gender	Frequency	Percentage
Man	50	40%
Woman	75	60%
Amount	125	100%

Based on table 4.1, it can be seen that the number of male subjects is 50 students (40%) and the number of female subjects was 75 students (60%).

- 1) Description Of Students' Academic Resilience Data Before And After Participating In Cognitive Restructuring Technique Group Counseling Services

The results of a descriptive analysis of the academic resilience of class XI students at SMAN 9 PALU before participating and after in the Cognitive Restructuring technique group counseling service can be seen in the classification of students' academic resilience which is shown in the following table:



Graph 4.1 Descriptive analysis of the academic resilience of class XI students at SMAN 9 PALU before participating and after in the Cognitive Restructuring technique group counseling.

Based on graph 4.1 it can be seen that of the 8 students who were the subject of the study, there are 6 students with initials (AF, R, CRY, IR, F, and S) who have a low level of academic resilience and there are 2 students with initials (RA and DN) who have a moderate level of resilience. And it can be seen that the 8 students studied, after participating in technical group counseling services cognitive restructuring that students with the initials AF and CRY have moderate academic resilience. While students with the initials R, IR, DN, RA, F and S have high academic resilience.

- 2) Description Of The Increase In Students' Academic Resilience Before And After Participating In Cognitive Restructuring Technique Group Counseling Services

The increase in academic resilience of class XI students of SMAN 9 Palu before and after participating in group counseling services with cognitive restructuring techniques can be seen in the classification of students' academic resilience which is shown in table 4.2 as follows:

Tabel 4.2 Classification of academic resilience of class XI students of SMAN 9 Palu before and after Participate in Cognitive Restructuring Group Counseling Services

No	Student	Before Given LKKCTR		After Given LKKCTR		Percentage Enhancement RAS
		%	Classification RAS	%	Classification RAS	
1.	AF	31,58	Low	75,00	Currently	43,42
2.	R	35,53	Low	78,95	Tall	43,42
3.	CRY	32,89	Low	71,05	Currently	38,16
4.	IR	35,53	Low	89,47	Tall	53,94
5.	DN	52,63	Currently	86,84	Tall	34,21
6.	RA	51,32	Currently	81,58	Tall	30,26
7.	F	36,84	Low	77,63	Tall	40,79
8.	S	34,21	Low	85,53	Tall	51,32
Amount		310,53	-	645,05	-	335,52
Average		38,82	Low	82,40	Tall	41,94

Information :

LKKCTR = Cognitive Restructuring Technique Group Counseling Services

RAS = Student Academic Resilience

Based on table 4.2 it can be seen that all research subjects experienced increase in academic resilience after participating in technical group counseling servicescognitive restructuring. Each subject has a different increase in academic resilience. AF and R experienced an increase in academic resilience of 43.42% after being given technical group counseling servicescognitive restructuring,CRY experienced an increase in academic resilience of 38.16% after being given technical group counseling servicescognitive restructuring,IR experienced an increase in academic resilience of 53.94% after being given technical group counseling servicescognitive restructuring, DN experienced an increase in academic resilience of 34.21% after being given technical group counseling servicescognitive restructuring,RA experienced an increase in academic resilience of 30.26% after being given technical group counseling servicescognitive restructuring,F experienced an increase in academic resilience of 40.79% after being given technical group counseling servicescognitive restructuring,and S experienced an increase in academic resilience of 51.32% after being given technical group counseling servicescognitive restructuring.

Hypothesis testing was carried out through statistical analysis using SPSS 25.0 with the Wilcoxon signed rank test formula. Calculation of the analysis using the Wilcoxon T preparation table as follows:

Tabel 4.3 Academic Resilience Data of Class XI Students of SMAN 9 PALU Before and After Undertake Technical Group Counseling ServicesCognitive Restructuring.

No	Student	X	Y	D	Rd	Positive Rd	Negative Rd
1.	AF	24	57	-33	5,5	0	-5,5
2.	R	27	60	-33	5,5	0	-5,5
3.	CRY	25	54	-29	3	0	-3
4.	IR	27	68	-41	8	0	-8
5.	DN	40	66	-26	2	0	-2
6.	RA	39	62	-23	1	0	-1
7.	F	28	59	-31	4	0	-4
8.	S	26	65	-39	7	0	-7
Jumlah T Wilcoxon						0	-36

Information :

- X : Results of data collection before being given technical group counseling services cognitive restructuring
- Y : Results of data collection after being given technical group counseling services cognitive restructuring
- D : Difference between X-Y
- Rd : Rank 1-8
- T : Formulas *Wilcoxon sign rank test*

Based on table 4.3 shows the value of $T_{Wilcoxon} = -36$, while for the value for $N = 8$ with a confidence level of 95% ($\alpha = 0.05$), the value of the T table is obtained $T_{Wilcoxon} = 6$, based on these values, it shows that the value of $T_{count} < 6$.

Based on this description it can be concluded that the null hypothesis (H_0) which reads that there is no influence of technical group counseling services cognitive restructuring on increasing the academic resilience of SMAN 9 Palu students was rejected. This proves that technical group counseling services cognitive restructuring can increase student academic resilience. So there is the influence of group counseling techniques cognitive restructuring on increasing student academic resilience

Discussion

Based on the results of the research that has been done, then in the discussion of this research will describe the academic resilience of students before and after being given technical group counseling services cognitive restructuring. The results of the descriptive analysis before being given technical group counseling services cognitive restructuring the average percentage of students' academic resilience is 38.82%.

The results of the descriptive analysis show that the students' academic resilience is in the low category. The low level of resilience in students can also be caused by factors, namely internal factors and external factors because student academic resilience does not come from innate but can be formed through training when facing difficulties. Internal factors are students' ability to know themselves in terms of; (1) students' perspectives regarding their strengths and weaknesses, (2) ability to solve problems within themselves, (3) have good interpersonal relationships, (4) the closeness of the soul to God in this case is a good level of spirituality which is an asset in mental strength.

Based on the description above, there are still students who have high academic resilience low in class XI SMAN 9 Palu which is the subject of the study. alternatives to increase academic resilience (Brayn 2005) argued that schools, families and communities can create good opportunities to develop resilience in students. This matter because family and community can help remove stressors, limitations and obstacles in achieving academic achievement and by being given group counseling to increase student academic resilience.

In line with that, according to (Prayitno 1999), the importance of group counseling is that it can develop a person's socialization abilities, especially his communication skills. Through group counseling, things that can hinder or interfere with socialization and communication are uncovered and dynamically used through various techniques, so that a person's socialization and communication skills develop optimally. There is a technique cognitive restructuring can increase student academic resilience. cognitive restructuring is a way for the counselor to assist the counselee in restructuring irrational thoughts into rational thoughts (Farid 2021)

At the first meeting which was held on November 1, 2022, at the meeting This is still at the formation stage, namely the introduction stage where students still feel reluctant and shy and feel afraid of participating in group counseling. At the second meeting which was held on November 5, group dynamics began to form. Some students begin to adjust in participating in this activity, where adjustment is a process to find common ground between self-conditions and environmental demands according to Davidoff (Fatimah 2006). Students begin to feel comfortable with the group counseling atmosphere, this is indicated by the activeness of students in participating in activities, namely by conveying the problems they are experiencing. But there are also some students who still feel reluctant in expressing opinions or problems they experience.

At the third meeting which was held on November 9, 2022 the atmosphere and dynamics that occurred in the group were better and more conducive than the previous meeting. Students feel comfortable in participating in group counseling activities. This is marked by the activeness of students, namely by conveying the problems they experience so that they can convey solutions or opinions related to these problems. At the fourth meeting which was held on November 12 2022, the atmosphere and group dynamics were very good, namely students felt comfortable and very enthusiastic about participating in group counseling. This is marked by the courage of students in conveying their problems, feelings and opinions without feelings of fear or hesitation.

Based on the results of descriptive analysis after being given technical group counseling services cognitive restructuring, the average percentage of students' academic resilience to 82.40% is included in the high classification. The results of the descriptive analysis of the percentage of students' academic resilience showed that there was an increase in the academic resilience of students in class XI SMAN 9 Palu. This is based on research conducted by (Sartika et al., 2016) namely by providing group services to several students, student resilience will increase. It can be seen in table 4.4 that there is an influence from technical group counseling services cognitive restructuring on student resilience, by getting the results $T_{count} < T_{table}$. Thus proving that group counseling services can affect students' academic resilience.

During the group counseling process, there are several things that researchers can observe directly seen from the aspect of resilience, namely at the first meeting, each group member was not willing to tell his group, even though the group leader had informed him that this group counseling service was confidential and no one would know except his group mates. This indicates that they do not yet have reaching out in himself, namely not willing to share stories with other friends, establish good relations with other group members, and ask for help from other friends to solve their problems. According to (Reivich K & Shatte A. 2002), individuals who have the ability reaching out, then will not hesitate to ask for support and help from others.

Based on the aspect of emotion regulation, most group members still cannot control it. Students cannot hide their feelings of sadness or disappointment. At the first and second counseling meetings, there were several group members who could not hide their emotions, and showed disappointed, worried, sad and anxious faces. Their inability to control their emotions makes them look lackluster (Widuri 2012) in his research explained that there is a positive relationship between emotion regulation and resilience. The higher the emotional regulation, the higher the resilience, and vice versa.

Apart from emotion regulation, group members are also unable to carry out a causal analysis in solving problems. In the counseling process, it is required to provide alternative solutions to the counselee or group members whose problem is being discussed, so that the problem can be resolved. But in this case it is different, when one member of the group conveying the problem, there were several other members who immediately offered alternative solutions and did not find out what caused the problem to arise. The ability to regulate emotions should be based on the ability to analyze problems and the ability to analyze emotions concerned (H. Durrotunnisa, Pali, dan Atmoko 2020). This ability also shows a good level of adaptability for the individual (Durrotunnisa 2022).

This is also not in accordance with the process of group counseling services, where each member of the group should find out first what is the cause of the problem, what are the influencing factors, and then look for alternative solutions or solutions that can be used by the counselee (Reivich K & Shatte A. 2002) explains that a resilient individual has the ability to accurately identify the causes of problems, not immediately seek solutions to every problem. The ability to solve these problems must be accompanied by the psychological readiness of the counselee to face all the consequences that arise (Durrotunnisa et al. 2020).

Another thing that the researchers found during the counseling process was that some group members thought that cheating or not doing assignments because they felt they did not understand learning at school was a normal thing and was often done. When they copy the work of their classmates, this already indicates that the student is not resilient, because he does not believe in his own abilities, or he has no self-efficacy in his life. Depends on other people to solve his problems, makes him a person who depends on others, and has no confidence in his abilities. In (Reivich K & Shatte A. 2002) explains that a person represents the belief that he can solve the problems he experiences effectively and belief in the ability to succeed.

Oloan dan Dariyo (Oloan dan Dariyo 2015) in his research explained that students who have resilience high academic level, will not easily give up in the face of academic difficulties. In addition, the study also explained that the classroom climate affects students' academic resilience. A conducive classroom

atmosphere will help students to study quietly, so that their learning achievement will increase. This will enable students to follow the learning process while in senior high school.

Based on the results of data analysis with the T formula Wilcoxon, obtained $T_{count} < T_{table}$ or $-36 < 6$. This shows that the null hypothesis (H_0) which states that there is no effect of students' academic resilience before and after being given technical group counseling services cognitive restructuring turned out to be rejected. This shows that there is a significant effect of student academic resilience between before and after providing technical group counseling services cognitive restructuring.

Students who experience increased academic resilience after attending group counseling technique cognitive restructuring because students can eliminate irrational thoughts and replace them with rational and positive thoughts, so that students can take advantage of the time to be able to optimize the work that should be done. The group counseling process that has been carried out using techniques cognitive restructuring demonstrated a significant increase in academic resilience in opposing irrational thoughts and replacing them with rational ones.

Through group counseling activities with techniques cognitive restructuring students understand and learn about irrational (negative) thinking which can lead to negative behavior in a particular situation with the help of a group so that students can replace it with rational (positive) thinking and can do positive things.

In addition, strengthening the opinion above can be aimed at the results of research that has been carried out (Utami Fitri dan Kushendar 2019) based on the results of the Paired T-Test it was found that the implementation of group counseling in the three experimental groups was able to increase student academic resilience, but changes that occurred gradually significantly occurred in the experimental group A with cognitive restructuring techniques. Research conducted (Khomsah et al. 2018) Based on the results of descriptive calculations, it can be seen that the picture of student resilience before being given counseling services is included in the medium category. After being given treatment in the form of group counseling, the average percentage increased and was included in the high category.

Based on the results of descriptive analysis and inferential analysis of student resilience before being given counseling services are included in the low category. After being given treatment in the form of group counseling, the average percentage increased and was included in the high category. From these results it can be seen that after being given treatment in the form of group counseling the percentage was higher than before being given.

Conclusion

Based on the results of the data analysis described above from the results of the research conducted, the following conclusions can be drawn:

Resiliensi The academic resilience of class XI students at SMAN 9 Palu from 8 students who were the subject of the study, before participating in technical group counseling services cognitive restructuring, namely there are 6 students with initials (AF, R, CRY, IR, F and S) who have low academic resilience and there are 2 students with initials DN and RA who have moderate academic resilience. Then the academic resilience of class XI students of SMAN 9 Palu after participating in technical group counseling services cognitive restructuring experienced an increase, namely, 6 students with the initials (R, IR, DN, RA, F, and S) had high academic resilience, 2 students with the initials AF and CRY had moderate academic resilience

Based on the results of the study it can be seen that group counseling services can affect students' academic resilience regarding emotion regulation, impulse control, optimism, cause and effect analysis, empathy, self-efficacy, reaching out which is from resilience. This can be seen from the average percentage of students' academic resilience before being given technical group counseling services cognitive restructuring namely 38.82% with low classification. Then the average percentage of students' academic resilience increased after participating in technical group counseling services cognitive restructuring to 82.40% with high classification.

Acknowledgement

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