

# The Role of Islamic Counseling and Guidance in Augmenting Resilience in Adolescents at Madrasah Aliyah Muslimat Nahdlatul Ulama Palangka Raya City

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## ABSTRACT

This study aims to analyse the effectiveness of Islamic counseling guidance in enhancing adolescent resilience at Madrasah Aliyah Muslimat Nahdlatul Ulama in Palangka Raya. Resilience refers to an individual's ability to adapt and recover from life's challenges. In the educational context, resilience is crucial for adolescents to cope with academic pressures, social conflicts, and emotional changes. This research employs a qualitative approach with a descriptive method. Data were collected through interviews, observations, and documentation. The findings indicate that Islamic counseling guidance, which is based on Islamic values such as patience, sincerity, and reliance on Allah, plays a significant role in strengthening adolescents' psychological and spiritual resilience.

## Introduction

Adolescence represents a crucial transitional phase from childhood to adulthood. This stage is characterized by various significant physical, psychological, social, and emotional changes that can induce internal imbalance within the individual. Typically, early adolescence spans the ages of 13–16 years, while late adolescence ranges from 17–21 years (Nelisma et al., 2022). During this transition, adolescents frequently experience identity confusion, social pressure, and a quest for self-discovery, which can lead them toward maladaptive behaviors such as juvenile delinquency, aggressiveness, and psychological disorders like stress and depression (Rulmuzu, 2021; Thalib et al., 2023).

Academic pressure, parental and teacher expectations, as well as social dynamics within the school environment, also contribute to exacerbating the psychological burden on adolescents. Research by Kumar (2025) affirms that high demands for academic achievement can impose substantial pressure on adolescents, particularly those with low resilience. This condition causes some adolescents to resort to truancy, avoidance of responsibility, and consequently, low academic attainment (Hakim et al., 2023). Similar phenomena were documented by Firdaus & Marsudi (2021), who stated that identity and social development pressures can lead to behavioral deviations if not counterbalanced by adequate adaptive capacity.

In this context, resilience emerges as a vital aspect that needs cultivation among adolescents. Resilience is defined as an individual's capacity to endure and recover from various life pressures and difficulties (Pasudewi, 2012). Resilient individuals possess optimism, problem-solving abilities, and fortitude in confronting life's challenges (Simorangkir et al., 2020). Unfortunately, a significant number of adolescents still lack adequate levels of resilience, particularly when facing issues within the school setting.

As a form of positive intervention, Islamic Guidance and Counseling (IGC) is introduced as an approach that addresses not only psychological aspects but also spiritual dimensions. IGC emphasizes the internalization of Qur'anic and Hadith values to assist individuals in overcoming life problems (Daulay, 2018; Ermalianti & Ramadan, 2021). This service is expected to foster adolescent character that is psychologically robust and firm in faith-based values. Counselors applying this approach must comprehend Islamic spiritual values to effectively guide clients in discovering meaning and solutions for every life problem they encounter (Sari & Yustiana, 2022).

Preliminary observations conducted on September 7, 2024, at Madrasah Aliyah Muslimat Nahdlatul Ulama (NU), Palangka Raya City, indicated that the majority of students face a variety of issues, ranging from academics and family conflict to social problems. While some students demonstrated good resilience in coping with these issues, others exhibited low self-endurance. Therefore, this study aims to examine the extent of the effectiveness of Islamic Guidance and Counseling in enhancing adolescent resilience within the context of that madrasa environment. The findings of this research are anticipated to contribute to the development of guidance and counseling programs that are effective, aligned with Islamic values, and contextually relevant to the needs of students in religious-based schools.

## Method

This study is a type of field research employing a qualitative approach with the objective of enhancing adolescent resilience at Madrasah Aliyah Muslimat Nahdlatul Ulama, Palangka Raya City. The methodology utilized is descriptive qualitative, aiming to obtain a comprehensive and in-depth description of the investigated phenomenon in its natural state, as it exists in the field setting. In this research, the researcher functions directly as the primary instrument throughout the data collection process.

Data collection was executed incrementally, not concurrently, but rather through a continuous process spanning from the commencement to the conclusion of the research. All data were analyzed narratively and holistically to attain a complete understanding of the research subject (Yusanto, 2020).

## Discussion

### Adolescent Perceptions of Resilience in Coping with Problems at Madrasah Aliyah Muslimat NU, Palangka Raya City

#### 1. Academic Problems

Academic issues represent the primary challenge perceived by the majority of students. The pressure from assignments, examinations, and difficulty comprehending specific subjects, particularly Mathematics, emerged as dominant factors. Based on observations and interviews, students generally respond to these problems in various ways: seeking assistance from peers, utilizing the internet, or simply accepting the outcome without significant further effort. Nevertheless, there were indications that some students persistently attempted to overcome academic

setbacks and demonstrated a desire to learn, although the overall learning motivation for most remained relatively low.

Some students experienced conflict between personal desires and parental expectations, which consequently led to inner stress and dissatisfaction with their academic achievements. Conversely, others exhibited a passive attitude toward low grades, reporting minimal impact due to a perceived habituation to underperformance. This variation underscores the diversity in resilience levels among the student population.

## 2. Social and Emotional Problems

The social and emotional challenges encountered by students encompassed peer conflicts, feelings of loneliness, and anxiety related to examinations or academic pressure. The coping strategies employed by students varied, ranging from silence and internalizing problems to seeking support from close friends or the counseling teacher.

Students with introverted tendencies predominantly preferred to resolve issues privately without involving external parties. However, there were also students who recognized the importance of accepting circumstances and managing their emotions maturely, such as through self-reflection and engaging in positive activities. This tendency reflects resilience capacity underpinned by emotional regulation, psychological flexibility, and mental fortitude.

## 3. Social Support from Family and School

Support from the social environment, particularly family and school, serves as a crucial determinant in shaping adolescent resilience. The research found that parental involvement varied among students. Some students reported maintaining good communication with their parents and feeling emotionally and motivationally supported. In contrast, some students were less open with their families due to various factors, such as parental busyness or a lack of established communication habits at home.

Teachers and peers also played a vital role in assisting students in managing pressure. Advice and motivation from teachers or friends were forms of support appreciated by the students, contributing positively to their resolve in facing life's challenges.

## **Implementation of Islamic Guidance and Counseling in Enhancing Adolescent Resilience at Madrasah Aliyah NU, Palangka Raya City**

The implementation of Islamic Guidance and Counseling (IGC) at Madrasah Aliyah NU, Palangka Raya City, plays a significant role in developing adolescent resilience—their capacity to endure, adapt, and recover from various life pressures and challenges. IGC integrates Islamic teachings and values into the counseling process to mentor adolescents in addressing issues they encounter both in the school environment and daily life.

### 1. Holistic Approach

Islamic guidance and counseling adopt an approach that encompasses physical, mental, and spiritual aspects. This is facilitated through activities such as sermons, religious worship, and physical education, which aim to cultivate emotional and spiritual balance in adolescents.

### 2. Program Activities

Programs are developed to include both individual and group counseling sessions, where adolescents can share experiences and receive support from peers and the counselor.

### 3. Life Skills Training

Relevant life skills training is organized, such as stress management, effective communication, and decision-making. These skills are essential for helping adolescents manage daily problems more effectively.

The application of Islamic Guidance and Counseling in enhancing adolescent resilience at Madrasah Aliyah NU, Palangka Raya City, yields several benefits:

- a. **Enhanced Resilience:** Through Islamically based counseling, adolescents learn to face difficulties with a positive attitude. This guidance enables them to recover from adversity and manage stress more effectively.
- b. **Stronger Social Support:** Group sessions provide adolescents with opportunities to build a robust social support network. Interaction with peers and counselors is crucial in the resilience development process.
- c. **Improved Mental Health:** The application of faith-based guidance and counseling helps adolescents develop better mental health, boosting their self-confidence and capacity to withstand pressure.

Adolescent resilience is the ability to confront and adapt to difficult or stressful situations. Resilience is an essential life skill necessary for navigating life effectively. The following elaborates on several aspects of resilience:

#### 1. Adolescent Self-Awareness

Self-awareness is a critical component in building adolescent resilience. Adolescents capable of understanding their thoughts, feelings, and behaviors tend to manage stress more effectively and make appropriate decisions. Research findings indicate that a segment of students at Madrasah Aliyah NU, Palangka Raya City, possess good self-awareness. They are capable of self-evaluation and managing emotions through solitary reflection, religious observance, or discussion with close contacts.

However, some students exhibited tendencies toward withdrawal, passivity in conflict resolution, or avoidance of social interaction. This indicates a need for strengthening self-awareness through targeted guidance and counseling. The implementation of Islamic Guidance and Counseling has proven beneficial in helping students recognize and manage emotions healthily, thereby supporting the strengthening of their resilience when facing life pressures in the school environment.

#### 2. Adolescent Social Support

Social support is a vital factor in the development of adolescent resilience. Adolescents who feel supported by those closest to them—friends, family, or teachers—are better equipped to cope with life pressures calmly and confidently. Research results show that the majority of students at Madrasah Aliyah NU, Palangka Raya City, receive social support from their peers, primarily in the form of encouragement, advice, and assistance when facing academic or personal issues. This positive social relationship is evident in their participation in group activities and daily interactions at school. Nevertheless, not all students receive adequate support from their families. Some adolescents report infrequent communication or reluctance to be open with their parents due to busyness or a perceived lack of emotional involvement from the family. Consequently, they opt to share concerns with friends rather than parents. Social support from the surrounding environment, especially friends and teachers, plays a large role in helping adolescents feel accepted, valued, and motivated. The presence of a trusted confidant serves as an emotional buffer that helps reduce stress and increase self-confidence.

### 3. Adolescent Hardiness

Hardiness is the capacity of adolescents to maintain psychological stability when faced with pressure or life difficulties. This fortitude reflects adaptability, stress management, and the courage to recover from pressurizing experiences.

Based on the research findings, some students at Madrasah Aliyah NU, Palangka Raya City, demonstrated good hardiness. They responded to academic pressure with positive strategies, such as seeking peer assistance, consulting with teachers, or engaging in specific activities. Some students linked the process of confronting difficulties with religious values like patience (*sabr*) and exertion (*ikhtiar*), which reinforced their psychological flexibility. However, other students displayed weaker hardiness. They experienced disappointment or anxiety when facing academic failure and struggled to recover. Some also suffered social pressure due to conflicts with peers, feeling isolated, and lacking emotional support, which affected their self-confidence and ability to adjust to the school environment.

Generally, adolescent hardiness is manifested through their ability to remain calm, think positively, and seek solutions when under pressure. In the context of Islamic education, the application of counseling that addresses the spiritual aspect has proven supportive of this process, encouraging students not only to avoid stress but also to view it as an opportunity for personal growth.

### 4. Adolescent Spirituality

Spirituality is an important aspect in the formation of adolescent resilience. It reflects self-awareness regarding the meaning of life, the connection with the Divine, and the understanding of religious values. Adolescents with high spirituality tend to be calmer, more optimistic, and stronger in facing life's problems.

Research findings show that the majority of students at Madrasah Aliyah NU, Palangka Raya City, felt emotionally supported through religious practices such as prayer (*salat*), remembrance of God (*dhikr*), reciting the Qur'an, and listening to sermons. These activities provided them with inner tranquility and reinforced the belief that every life trial is part of God's will and plan, to be endured with patience (*sabr*) and reliance (*tawakkal*). Students reported that spirituality helped reduce their anxiety, motivated them to persevere, and served as a means of introspection and solution to the problems encountered. Nevertheless, some students were found to engage only physically in religious activities without internalizing the spiritual values. Thus, spirituality functions as an emotional and mental foundation in strengthening adolescent flexibility. Through the reinforcement of religious values in daily life, adolescents learn not only to rely on themselves but also to surrender to God as the source of strength and tranquility.

### 5. Learning from Experience

Learning from experience is a crucial process in building adolescent resilience. Through life experiences, adolescents learn to evaluate actions, comprehend mistakes, and develop new strategies for future challenges. This aligns with the concept of experiential learning, which emphasizes the active involvement of the individual in constructing knowledge and skills from real-life events they encounter (Suryani et al., 2018).

Research findings indicate that a significant proportion of students at Madrasah Aliyah NU, Palangka Raya City, are beginning to recognize the value of past experiences. They learn to be more cautious in their actions, manage conflicts maturely, and readjust their strategies in both learning and socialization. For instance, they demonstrate greater wisdom in their choice of words during interactions and strive to correct study patterns after experiencing academic failure.

However, some students are not yet fully capable of managing experiences reflectively. Some tend to avoid conflict, repeat the same mistakes, or learn monotonously without deep understanding. This suggests a need for guidance to help students reflect on their experiences so that they become a meaningful source of learning (Utami & Sa'adah, 2024).

Overall, the ability to learn from experience helps adolescents develop a more mature and solution-oriented outlook. With support from the social environment and an appropriate counseling approach, learning from experience can become a primary pillar in building strong and sustainable resilience.

### **Research Findings on Islamic Guidance and Counseling for Enhancing Adolescent Resilience at Madrasah Aliyah Muslimat NU, Palangka Raya City**

The findings regarding Islamic Guidance and Counseling (IGC) for enhancing adolescent resilience in the school context focus on strengthening character. Islamic guidance and counseling can help reinforce the character and spirituality of adolescents. Through this value-based approach, adolescents are taught to cultivate inner peace, patience (*sabr*), reliance (*tawakkal*), and self-confidence in facing various problems encountered.

Based on these findings, several students experienced learning difficulties, peer problems at school, and family issues that hindered their resilience enhancement at Madrasah Aliyah Muslimat NU on Jati Street, Palangka Raya city. Some were unaware of Islamic Guidance and Counseling, with most only being familiar with general school counseling services (*Bimbingan Konseling* or *BK*). Several adolescents exhibited low resilience, yet they were also capable of improving their resilience when facing problems, as elucidated in the Qur'an, Al-Baqarah/2 Verses 155-156:

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنْفُسِ وَالثَّمَرَاتِ وَبَشِّرِ الصَّابِرِينَ (155).  
الَّذِينَ إِذَا أَصَابَتْهُمُ مُصِيبَةٌ قَالُوا إِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ (156).

Translation:

*We will certainly test you with a touch of fear and famine and loss of property, life, and crops. Give good news to those who patiently endure (155). who say, when struck by a disaster, "Surely to Allah we belong and to Him we will 'all' return (156)."*

As elucidated in the Holy Qur'an, Surah At-Taghabun/64, verse 11:

مَا أَصَابَ مِنْ مُصِيبَةٍ إِلَّا بِإِذْنِ اللَّهِ يَوْمَنُ بِاللَّهِ يَهْدِ اللَّهُ قَلْبَهُ ۚ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

Translation:

*No calamity befalls 'anyone' except by Allah's Will. And whoever has faith in Allah, He will 'rightly' guide their hearts 'through adversity'. And Allah has 'perfect' knowledge of all things.*

The aforementioned verses (Al-Baqarah 155-156) remind us that every life trial, whether in the form of fear, hunger, or loss of wealth or life, is part of Allah's decree, and we must be patient and constantly remember that we shall return to Him.

Based on interviews with the subjects, a finding emerged indicating that family members were unaware when the subjects had problems at school, as the students chose to confide in friends or internalize the issues. Consequently, their parents were uninformed of their school-related difficulties. Although they only shared with friends, this demonstrates that they received support from peers. This finding is consistent with

the notion that peer social support is a factor influencing resilience (Missasi & Izzati, 2019).

Furthermore, empirical findings also suggest that adolescents demonstrated an increased capacity to face challenges. Adolescents who participated in IGC showed an improvement in their ability to manage stress and life problems. They became more capable of confronting life's difficulties with a positive attitude, greater patience, and reduced tendencies toward despair. This ability is termed resilience. Resilience, according to Southwick et al. (2014), is the capacity of adolescents to recover from uncomfortable conditions and serves as a positive personality characteristic that enhances their ability to adapt and cope with the negative emotions of stress. The interview results indicated that IGC significantly influenced the enhancement of adolescent resilience within this school.

IGC's impact on adolescents showed that they felt stronger in handling personal problems and became wiser in their decision-making after participating in the counseling. Several adolescents stated that Islamic teachings, such as reliance on God (*tawakkal*) and patience (*sabr*), helped them not feel burdened by the problems they faced, whether related to school, peers, or family. They felt more capable of maintaining inner peace and positive thinking in difficult situations, with some even reporting tangible benefits in dealing with personal issues after attending the Islamic counseling sessions.

### **Discussion on Islamic Guidance and Counseling for Enhancing Adolescent Resilience at Madrasah Aliyah Muslimat NU, Palangka Raya City**

Islamic Guidance and Counseling (IGC) is an effort to provide assistance to individuals experiencing spiritual, mental, and emotional difficulties so that they can overcome these challenges using their inner resources, reinforced by the strength of faith and piety to Allah SWT. IGC can help enhance adolescent resilience by assisting them in understanding their self-position and making sound decisions, increasing their faith through good deeds, optimally developing their religious potential (*fitrah*), and internalizing the values contained in the Qur'an and the Hadith of the Prophet Muhammad SAW.

According to Sukandar & Rifmasari (2022), IGC is the process of providing assistance to individuals so that they can live in harmony with Allah's provisions and guidance, thereby achieving happiness in this world and the hereafter. Furthermore, IGC can help reduce the levels of anxiety, depression, or stress in adolescents; by understanding the Islamic approach to maintaining emotional balance, adolescents are better equipped to handle life's pressures. The role of teachers and counselors is crucial in enhancing resilience, as they act as facilitators supporting adolescents in applying Islamic principles in their daily lives, both in and out of school. Thus, the goal of IGC is to assist adolescents in facing and overcoming the problems they are experiencing. Moreover, IGC has a close connection with resilience, particularly in strengthening the individual's mental, emotional, and spiritual fortitude, which is essential for navigating various life challenges, and ultimately, it can improve the adolescent's ability to endure (resilience) when facing life's difficulties and problems.

IGC for enhancing adolescent resilience in schools is an approach that integrates Islamic religious values into the counseling process to help adolescents develop self-endurance when facing various life challenges, especially in the school environment. Adolescent resilience in school is vital because they are often confronted with academic

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pressure, stress, social issues, and complex personal development. Through IGC, adolescents can be provided with a strong spiritual and emotional foundation to overcome these problems. The counseling implemented in this study with an Islamic approach offers adolescents an understanding of Islamic ways to deal with life's difficulties, such as reminding students about the importance of prayer, reliance on God (*tawakkal*), and perseverance as taught in the Qur'an and Hadith (Setiawan & Mufarihah, 2021).

The enhancement of social skills in IGC indicates an improvement in adolescents' social competencies, which helps them interact better in their social environment and provides support in dealing with peer, family, or academic problems. Islamic teachings on reliance, patience, and prayer were proven to help them remain calm and maximize effort even when faced with significant problems. The improvement in mental health, reflected in the reduction of anxiety, stress, and depression in adolescents, is also significant. Utilizing an Islamic approach, adolescents are trained to rely more on Allah, which helps reduce the mental burdens they face. They are also trained to adopt a more positive view of themselves and their lives. The application of Islamic values helps in the emotional management and social skills of adolescents involved in IGC; they felt assisted in managing their emotions. Islamic values such as patience, mutual help, and sincerity (*ikhlas*) provide guidance for managing conflict at home, school, or within peer groups. Some adolescents stated that they were more patient in handling social conflicts and more capable of understanding the feelings of others. Therefore, it is essential to implement IGC in schools to integrate religious values like patience, reliance, and effort (*ikhtiar*) in facing challenges, helping adolescents build mental and emotional endurance. Furthermore, the incorporation of prayer, *dhikr*, and religious study as part of the counseling process has been shown to increase adolescents' inner peace and strengthen their spirit in the face of adversity (Napitupulu, 2017).

Based on the research, it can be concluded that Islamic Guidance and Counseling for enhancing adolescent resilience at Madrasah Aliyah Muslimat NU, Palangka Raya City, is highly influential and beneficial in improving adolescent resilience across mental, emotional, and social domains. IGC helps adolescents manage stress, develop better social skills, strengthen family relationships, and deepen their understanding of Islamic teachings in tackling various life problems. The counselor's assessment of the adolescents' mental and spiritual health showed noticeable improvements in those who participated in IGC. Adolescents became more open to discussing their problems and more active in seeking solutions based on Islamic teachings. Counselors also noted an increase in self-confidence and a clearer sense of life purpose among the adolescents.

Steinhardt & Dolbier (2008), in their research, emphasized the importance of resilience in adolescents, stating that those with high resilience levels are capable of adapting from negative thoughts, transforming conditions into positive ones, which results in high achievement motivation and the ability to resolve their problems. This is supported by the research findings which show that resilient adolescents possess self-awareness of their abilities, spirituality, social support, and the capacity for learning from experience.

Islamic Guidance and Counseling for enhancing adolescent resilience addresses the aspect of adolescent self-awareness. This aspect, the ability to identify and manage negative emotions, is a critical foundation for building resilience. Individuals with good self-awareness are capable of recognizing their emotions, thoughts, and behaviors, as well as their impact on themselves and others. This enables them to manage stress more effectively, make wiser decisions, and build healthier relationships. Moreover, self-

awareness is the ability to be more confident and assured, understand one's own thoughts, overcome current problems, and have the courage to make decisions. Based on interviews, the subjects stated that the IGC for enhancing adolescent resilience did not negatively affect their relationships with family and friends, even though they sometimes chose to confide in friends rather than family when they had problems. Their family relationships remained amicable. This aligns with the resilience aspect of social support. Sari & Indrawati (2016) explain that peer social support is instrumental, informational, or emotional assistance from peers that makes students feel valued and cared for. Therefore, the role and social support from peers and family are highly influential, as they can reduce anxiety, depression, and somatic complaints for individuals experiencing stress in any work or activity.

IGC for enhancing adolescent resilience also encompasses the hardiness aspect of resilience. This aspect refers to an individual's endurance or ability to remain steadfast and tough when facing stress, difficulties, or change. Furthermore, IGC for enhancing adolescent resilience includes the learning from experience aspect. This aspect, the ability to reflect on experiences, draw lessons from them, and use them to face future challenges, is crucial in resilience. This is in line with Bonanno (2004), who emphasized the importance of learning and adaptation from difficult experiences.

IGC provides a holistic and spiritual approach to building strong mental and emotional resilience in adolescents, enabling them to face life's trials with confidence and hope. The spirituality aspect of resilience relates to an individual's beliefs, values, and relationship with God, which provides inner peace and strength in confronting various life challenges. IGC for enhancing adolescent resilience features the spirituality aspect, which is the adolescent's struggle to connect with the essence of life. Adolescents with good spirituality will improve their coping mechanisms, optimism, and hope, reduce anxiety, and support feelings of comfort and tranquility. Hook (2013) asserts that spirituality can strengthen adolescent resilience by increasing hope, belief in a transcendent power that reinforces the meaning and purpose of life, and social support from the spiritual group they belong to. Adolescents with high spirituality will have a better ability to cope with problems.

Furthermore, the aspect of learning from experience is the individual's ability to learn and grow from life experiences, both positive and negative, and use the lessons learned to overcome future challenges. In IGC, learning from experience is viewed as a way to strengthen mental and spiritual resilience, enabling adolescents to be better prepared to face difficulties with wisdom. According to Bonanno (2004), learning and adaptation from difficult experiences are important. Additionally, both positive and negative experiences can be sources of learning for resilient adolescents, who are capable of extracting wisdom from every experience and using it as a lesson for the future.

In IGC, life experiences faced by adolescents, whether failures, difficulties, or successes, can be used as a means to enhance spiritual, emotional, and social learning, which helps adolescents become stronger and more resilient individuals. The learning from experience aspect in resilience is key to helping adolescents grow into more resilient individuals capable of facing various life challenges. In IGC, life experiences, both good and bad, can be used as a means to strengthen faith, patience, reliance on God, and self-improvement. Adolescents who can learn from their experiences, both successes and failures, will be better prepared to overcome future challenges with inner peace.

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The attitude towards failure is an important aspect in shaping adolescent resilience and mental health. In IGC, failure is considered an inseparable part of human life, and the way individuals face failure significantly affects their ability to recover and grow. Failure is not the end of everything but rather an opportunity to continue learning, improve oneself, and draw closer to Allah SWT when facing failure within the framework of IGC.

Based on the evaluation results, the IGC conducted with the three subjects showed changes, including better decision-making and noticeable improvements in their resilience across hardiness, spirituality, social support, self-awareness, and learning from experience. The presence of spirituality in resilience through IGC greatly helps adolescents gain inner peace, calm their minds, think more positively, and resolve the problems they face. Furthermore, IGC emphasizes the sense of meaning in life as a crucial aspect in building resilience and mental well-being. Islam provides a profound view of the meaning of life, which is connected to achieving a higher life purpose: drawing closer to Allah and living life according to His guidance. With this sense of meaning, adolescents feel they have a clearer direction in life, feel more steadfast in facing challenges, and are more capable of living life with hope and inner peace.

The attitude towards failure can teach that failure is part of life's trials that must be faced with patience, reliance on God, and optimism. Failure is not the end of everything but an opportunity to continue learning, improve oneself, and draw closer to Allah. Through a positive attitude, greater effort, prayer, and acceptance of God's decree, adolescents can learn to face failure with their heads held high and a tranquil heart (Setiawan & Mufarihah, 2021).

Finally, based on the interview results, the IGC implemented in this research can be further developed when facing problems by offering patience and reliance on God, viewing failure as an opportunity for continuous learning, accepting failure as Allah's decree, increasing motivation and always striving harder, utilizing prayer as a means to seek guidance, maintaining a positive attitude and thinking optimistically, and learning not to give up easily. This aligns with the research by Jaelani et al. (2024), which suggests that IGC can enhance an individual's resilience, demonstrated by an increase in spirituality among adolescents. Moreover, adolescents who understand IGC will discover their identity as human beings created by Allah, who are required to strive with all their might to overcome life and its problems. They must be strong in faith and firm in attitude and behavior to successfully fulfill the Divine mandate inherently placed upon them (Sari & Yustiana, 2022).

## **Conclusion**

Resilience is a critical capability that adolescents need to possess for confronting various life challenges and problems, whether in the family environment, school, or social interactions. Resilient adolescents are capable of managing emotions, thinking positively, and maintaining enthusiasm in achieving their goals despite facing pressure. With support from the surrounding environment, such as teachers, parents, and peers, coupled with appropriate guidance, adolescent resilience can continually develop. Therefore, fostering a resilient adolescent character is essential to help them become stronger, more independent individuals prepared for the future.

The implementation of Islamic Guidance and Counseling (IGC) at Madrasah Aliyah Muslimat NU, Palangka Raya City, has proven effective in assisting in the enhancement

of adolescent resilience. Through a spiritual approach, Islamic counseling services, religious activities, and the inculcation of character values, students are guided to become stronger in facing various life problems. They become more patient, capable of managing emotions, and thinking positively when confronted with pressure. Consequently, Islamic Guidance and Counseling plays a vital role in shaping adolescents who are robust, independent, and grounded in the values of Islamic teachings.

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