

DAFTAR PUSTAKA

- Adelian, H., Khodabandeh Shahraki, S., Miri, S., & Farokhzadian, J. (2021). The effect of mindfulness-based stress reduction on resilience of vulnerable women at drop-in centers in the southeast of Iran. *BMC Women's Health*, 21(1), 1–20. <https://doi.org/10.1186/s12905-021-01390-6>
- Aini, D. K., Stück, M., Sessiani, L. A., & Darmuin. (2021). How do they deal with the Pandemic? The effect of secure attachment and mindfulness on adolescent resilience. *Psikohumaniora*, 6(1), 103–116. <https://doi.org/10.21580/pjpp.v6i1.6857>
- Anderson, R. C., Beach, P. T., Jacovidis, J. N., & Chadwick, K. L. (2020). Academic Buoyancy and Resilience for Diverse Students Around the World. *Inflexion*, August, August, 56. <https://ibo.org/globalassets/publications/ib-research/policy/academic-resilience-policy-paper-en.pdf>
- Armstrong, M., Dopp, C., & Welsh, J. (2020). Design-Based Research Origin of DBR Paradigms of DBR. *The Students' Guide to Learning Design and Research*, 2004, 1–6. https://edtechbooks.org/studentguide/design-based_research%0ACC
- Arpaci, I., & Gundogan, S. (2022). Mediating role of psychological resilience in the relationship between mindfulness and nomophobia. *British Journal of Guidance and Counselling*, 50(5), 782–790. <https://doi.org/10.1080/03069885.2020.1856330>
- Azmy, A. N., Nurihsan, A. J., & Yudha, E. S. Y. (2017). *Deskripsi Gejala Stres Akademik Dan Kecenderungan Pilihan Strategi Koping Siswa Berbakat*. 197–208.
- Baer, R. A., Smith, G. T., & Allen, K. B. (2004). Assessment of mindfulness by self-report: The Kentucky inventory of mindfulness skills. *Assessment*, 11(3), 191–206. <https://doi.org/10.1177/1073191104268029>
- Baer, R. A., Smith, G. T., Lykins, E., Button, D., Krietemeyer, J., Sauer, S., Walsh, E., Duggan, D., & Williams, J. M. G. (2008). Construct validity of the five facet mindfulness questionnaire in meditating and nonmeditating samples. *Assessment*, 15(3), 329–342. <https://doi.org/10.1177/1073191107313003>
- Basar, A. A. D., Zukhra, R. M., & Nopriadi. (2021). Hubungan Antara Dukungan Sosial Teman Sebaya dengan Stres Akademik Pembelajaran Daring pada Masa Pandemi Covid-19. *Health Care : Jurnal Kesehatan*, 10(2), 287–296. <https://doi.org/10.36763/healthcare.v10i2.140>

- Baumgartner Jennifer N., P., & Schneider Tamera R., P. (2023). A randomized controlled trial of mindfulness-based stress reduction on academic resilience and performance in college students. *Journal of American College Health*, 71(6), 1916–1925. <https://doi.org/10.1080/07448481.2021.1950728>
- Budiono, S. E., Suranata, K., Arum, D., & Metra, W. (2023). *Pengembangan buku panduan konseling kognitif behavioral teknik cognitive restructuring untuk meningkatkan resiliensi akademik siswa SMA*. 9(1), 438–445.
- Carmody, J., & Baer, R. (2009). How Long Does a Mindfulness-Based Stress Reduction Program Need to Be? A Review of Class Contact Hours and Effect Sizes for Psychological Distress. *Journal of Clinical Psychology*, 65, 627–638. <https://doi.org/10.1002/jclp.20555>
- Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A new multidimensional construct measure. *Frontiers in Psychology*, 7(NOV). <https://doi.org/10.3389/fpsyg.2016.01787>
- Connor, K. M., & Davidson, J. R. (2003). Depression and Anxiety - 2003 - Connor - Development of a new resilience scale The Connor-Davidson Resilience Scale .pdf. In *Wiley Liss* (Vol. 18, Issue 2, pp. 76–82).
- Corey, G. (2012). Theory and Practice of Counseling and Psychotherapy. In *Brooks/Cole Cengage Learning* (Vol. 29, Issue 1). <https://doi.org/10.2307/583738>
- Dartina, V., Nabila, S., Alfaiz, A., & Maharani, I. F. (2024). Systematic Literature Review : Penerapan Layanan Konseling Kelompok Solution Focused Brief Therapy (SFBT). *Indonesian Journal Of Educational Counseling*, 8(1), 36–46. <https://doi.org/10.30653/001.202481.319>
- Edmawati, mahmuddah D. (2021). *Keefektifan Konseling Kelompok Berbasis Kearifan Lokal Tembang Macapat Sinom untuk Meningkatkan Resiliensi Generasi Z*. 11(November), 143–156. <https://doi.org/10.25273/counsellia.v11i2.9923>
- Egan, H., Hara, M. O., Cook, A., Mantzios, M., Egan, H., Hara, M. O., Cook, A., & Mindfulness, M. M. (2021). Mindfulness , self-compassion , resiliency and wellbeing in higher education : a recipe to increase academic performance ABSTRACT. *Journal of Further and Higher Education*, 00(00), 1–11. <https://doi.org/10.1080/0309877X.2021.1912306>
- Emery, R. (2013). *Mindfulness And Resilience In Secondary Students by Rachel Emery A Project Submitted to the Faculty of The Evergreen State College In Partial Fulfillment of the Requirements for the degree Master in Teaching 2013*.
- Everall, R., Altrows, K., & Paulson, B. (2006). Creating a Future: A Study of Resilience in Suicidal Female Adolescents. *Journal of Counseling &*

Development, 84. <https://doi.org/10.1002/j.1556-6678.2006.tb00430.x>

- Galante, J., Dufour, G., Vainre, M., Wagner, A. P., Stochl, J., Benton, A., Lathia, N., Howarth, E., & Jones, P. B. (2018). A mindfulness-based intervention to increase resilience to stress in university students (the Mindful Student Study): a pragmatic randomised controlled trial. *The Lancet Public Health*, 3(2), e72–e81. [https://doi.org/10.1016/S2468-2667\(17\)30231-1](https://doi.org/10.1016/S2468-2667(17)30231-1)
- Ginting, R. L. (2015). Program Bimbingan Belajar Untuk Mengembangkan Resiliensi Akademik Siswa Boarding School (Studi Deskriptif Terhadap Siswa SMA). *Psikologi Konseling*, 6(2), 45–58. <https://doi.org/10.24114/konseling.v7i2.5116>
- Hashemzadeh, A., Hatami, H., Banijamali, S., & Asadzade, H. (2022). *The efficacy of mindfulness training on academic resilience and sense of belonging of female students high school*. 21(112), 763–779.
- Helmi, R. L., Enlivena, D., Restia, I., Agency, I., & Fazi, R. (2017). *Book Publishing guidelines – LIPI Press Pedoman Penerbitan Buku* (Issue December).
- Hidayati, N. (2018). *Mindfulness Based Stress Reduction (MBSR) untuk Resiliensi Remaja yang Mengalami Bullying*. 40–46.
- Irawan, R., Renata, D., & Dachmiati, S. (2022). Resiliensi akademik siswa. *Orien: Cakrawala Ilmiah Mahasiswa*, 2(2), 135–140. <https://doi.org/10.30998/ocim.v2i2.8130>
- Kabat-Zinn. (2003). *Mindfulness-based interventions in context: past, present, and future*. (pp. 144–56). *Clin Psychol Sci Pract*.
- Kabat-Zinn. (2012). Mindfulness for Beginners: Reclaiming the Present Moment--and Your Life. *Library Journal*, 137(1), 119. <http://ezproxy.massey.ac.nz/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=70144867&site=eds-live&scope=site>
- Kabat-Zinn, J. (2017). *Mindfulness-Based Stress Reduction (MBSR) Authorized Curriculum Guide* (S. F. Santorelli, F. Meleo-Meyer, & L. Koerbel, Eds.).\.
- Khomsah, N. R., Mugiarto, H., Kurniawan, K., & Artikel, I. (2018). *Indonesian Journal of Guidance and Counseling : Theory and Application*. 7(2).
- Lestari, S. (2022). Analisis Kualitas Kepribadian Konselor Pada Pelayanan Bimbingan dan Konseling. *Jurnal Pendidikan Dan Konseling*, 4, 1349–1358.
- Lianawati, A., Puspitasari, Y., & Surabaya, U. N. (2023). Studi Komparasi Terhadap Resiliensi Siswa Berdasarkan. *Jurnal Nusantara & Research*, 10(3), 331–338.
- Luong, M. T., Gouda, S., Bauer, J., & Schmidt, S. (2019). Exploring Mindfulness

- Benefits for Students and Teachers in Three German High Schools. *Mindfulness*, 10(12), 2682–2702. <https://doi.org/10.1007/s12671-019-01231-6>
- Maharana, N., & Goswami, R. (2023). *A Relationship between Resilience and Mindfulness Practices: A Correlational Study among the Adolescents of Odisha, India*. 1–7.
- Martin, A. J., & Marsh, H. W. (2006). Cooperative Behaviour in a Prisoners Dilemma – A Terror Management Perspective [R] SELF Research Centre , University of Western Sydney , Australia , 2 Department of Psychology , University of Western Sydney , Australia. *Psychology in the Schools*, 43, 267–282. <https://doi.org/10.1002/pits.20149.1>
- Masdelina, A., Budiono, A. N., Mutakin, F., & Jember, U. I. (2023). *Dampak Konseling Kelompok Teknik Cognitive Restructuring Terhadap Resiliensi Akademik*. 27–36.
- McKenney, S., & Reeves, T. C. (2012). Systematic Review of Design-Based Research Progress: Is a Little Knowledge a Dangerous Thing? *Educational Researcher*, 42(2), 97–100. <https://doi.org/10.3102/0013189X12463781>
- Meiranti, E., & Sutoyo, A. (2021). Hubungan antara Kecerdasan Spiritual dengan Resiliensi Akademik Siswa SMK di Semarang Utara. *Indonesian Journal of Counseling and Development*, 2(2), 119–130. <https://doi.org/10.32939/ijocd.v2i2.601>
- Neelarambam, K. (2015). *Trait mindfulness as a mediator of resilience, depressive symptoms, and trauma symptoms*. 1–91. http://scholarworks.gsu.edu/cps_diss/104/
- Nikmala, H. Della, & Wirastania, A. (2023). *Efektivitas Teknik Bermain Peran dalam Layanan Bimbingan Kelompok terhadap Resiliensi Akademik Siswa Kelas X di SMA Hang Tuah 1 Surabaya*. 9(2), 88–94.
- Nurhaeda. (2019). *Pengaruh Latihan Mindfulness dengan Teknik Deep Breathing Terhadap Peningkatan Resiliensi pada Siswa SLB Negeri Ungaran*. 176. <http://lib.unnes.ac.id/id/eprint/40658>
- Okvellia, C. T. H., & Setyandari, A. (2022). Resiliensi Akademik Mahasiswa Tingkat Akhir Program Studi Bimbingan dan Konseling Tahun Ajaran 2021/2022. *Solution : Jurnal of Counseling and Personal Development* , 4(2), 18–24.
- Pidgeon, A. M., & Keye, M. (2014). Relationship between Resilience , Mindfulness , and Psychological Well-Being in University Students. *International Journal of Liberal Arts and Social Science*, 2(5), 27–32. www.ijlass.org
- Plomp, T., JaAkker, J. van den, Kelly, A. E., & Nieveen, N. (2013). *Educational Design Research Educational Design Research*. Netherlands Institute.

- Pratiwi, D. A., & Pravesti, C. A. (2022). Penggunaan konseling kelompok solution-focused brief therapy untuk meningkatkan resiliensi akademik siswa kelas X SMA. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 6(2), 216–225. <https://doi.org/10.26539/teraputik.621032>
- Qu, Y., Wu, H., & Xu, X. (2022). How Mindfulness Affects Resilience: Based on Mindfulness Based Stress Reduction and Mindfulness in Motion Therapy. *Proceedings of the 2022 8th International Conference on Humanities and Social Science Research (ICHSSR 2022)*, 664(Ichssr), 2939–2946. <https://doi.org/10.2991/assehr.k.220504.533>
- Rahmawati, S., Indriayu, M., & Sabandi, M. (2017). *Pengaruh Tekanan Akademik Terhadap Prestasi Akademik Mahasiswa Pendidikan Ekonomi Fakultas Keguruan Dan Ilmu Pendidikan Universitas Sebelas Maret*.
- Ramadanti, G., & Sofah, R. (2022). "Prosiding Seminar Nasional Bimbingan dan Konseling Universitas Negeri Malang: Resiliensi Akademik Pada Siswa Berdasarkan Prestasi Belajar. 141–149.
- Ramasubramanian, S. (2017). Mindfulness, stress coping and everyday resilience among emerging youth in a university setting: a mixed methods approach. *International Journal of Adolescence and Youth*, 22(3), 308–321. <https://doi.org/10.1080/02673843.2016.1175361>
- Reid, B. A. (2018). *HHS Public Access*. 54(1), 29–52. <https://doi.org/10.1002/pits.21981>. MINDFULNESS
- Ross, P. M., Scanes, E., & Locke, W. (2023). Stress adaptation and resilience of academics in higher education. *Asia Pacific Education Review*, 0123456789. <https://doi.org/10.1007/s12564-023-09829-1>
- Rozak, A., Fathurrochman, I., & Hajja Ristianti, D. (2016). Analisis Pelaksanaan Bimbingan Belajar Dalam Mengatasi Kesulitan Belajar. *JOEAI (Journal of Education and Instruction)*, 1, 1–23.
- Sari, W. F., & Munawaroh, E. (2022). Pengaruh Mindfulness Terhadap Resiliensi Pada Siswa Remaja SMP. *Jurnal Bimbingan Dan Konseling Indonesia*, 7(2), 1–10. https://ejournal2.undiksha.ac.id/index.php/jurnal_bk
- Saufi, M., Budiono, A. N., & Mutakin, F. (2022). Korelasi Self Regulated Learning Dengan Resiliensi Akademik Mahasiswa. *Jurnal Consulenza: Jurnal Bimbingan Konseling Dan Psikologi*, 5(1), 67–75. <http://ejurnal.ujj.ac.id/index.php/CONS%0AKORELASI>
- Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology*, 62 3, 373–386. <https://api.semanticscholar.org/CorpusID:6968813>
- Sholih, Rochani, Khairun, D. Y., & Alhakim, I. (2017). Meningkatkan Resiliensi Remaja Melalui Bibliocounseling. *Jurnal Penelitian Bimbingan Dan*

Konseling, 2(1). <https://doi.org/10.30870/jpbk.v2i1.3019>

- Sünbül, Z. A., & Güneri, O. Y. (2019). Personality and Individual Differences The relationship between mindfulness and resilience : The mediating role of self compassion and emotion regulation in a sample of underprivileged Turkish adolescents ☆. *Personality and Individual Differences*, 139(December 2018), 337–342. <https://doi.org/10.1016/j.paid.2018.12.009>
- Taskeen Zahra, S., & Riaz, S. (2017). Mediating Role of Mindfulness in Stress-Resilience Relationship Among University Students. *Pakistan Journal of Psychology*, 48(December), 21–32.
- Venkataswamy, E. (2021). *Building Resilience With Mindfulness-Based Stress Reduction*. Philips Academy.
- Wahyu, A. hari. (2019). Efektivitas Pendekatan Rebt Terhadap Resiliensi Akademik Siswa Dengan Keluarga Broken Home Di Sma N 1 Depok The Effectiveness Of The Rebt Approach On The Academic Resilience. *Universtas Negeri Yogyakarta*, 457–468.
- Waskito, P. (2019). Mindfulness dalam Layanan Bimbingan dan Konseling bagi Peserta Didik Remaja di Sekolah Menengah Pertama. *Proceedings.Upi.Edu*, April, 27–29. <http://proceedings.upi.edu/index.php/konvensiabkinxxi/article/download/462/414>
- Wijaya, D. A., Ernawati, E., Firmansyah, Y., Nathaniel, F., & Budiman, R. A. (2023). Potensi Keuntungan Mindfulness-Based Stress Reduction terhadap Kecemasan saat Pandemi Covid-19 pada Orang Dewasa. *Malahayati Nursing Journal*, 5(8), 2775–2786. <https://doi.org/10.33024/mnj.v5i8.10957>
- Wijaya, R. S. (2014). Model Konseling Kelompok Eksistensial Humanistik Untuk Mengurangi Kecemasan Siswa Menentukan Arah Peminatan Sma Negeri Semarang. *Jurnal Bimbingan Konseling*, 3(2), 83–89.
- Würtzen, H., Dalton, S. O., Christensen, J., Andersen, K. K., Elsass, P., Flyger, H. L., Pedersen, A. E., Sumbundu, A., Steding-Jensen, M., & Johansen, C. (2015). Effect of mindfulness-based stress reduction on somatic symptoms, distress, mindfulness and spiritual wellbeing in women with breast cancer: Results of a randomized controlled trial. *Acta Oncologica*, 54(5), 712–719. <https://doi.org/10.3109/0284186X.2014.997371>