

Universitas Negeri Padang & Ikatan Konselor Indonesia

Editorial Office: Jurusan Bimbingan dan Konseling | Faculty of Education | Universitas Negeri Padang

Jl. Prof. Dr. Hamka Air Tawar Barat, Kota Padang, Sumatera Barat, 25130, Indonesia.

☎ +62 (0754) 41650; Website: <http://pps.fip.unp.ac.id/>; ✉ jk@konselor.org / info@konselor.org

Volume 15 Number 2 2026



KONSELOR

ISSN 1412-9760 (Print) | ISSN 2541-5948 (Online)

Editor: Rima Pratiwi Fadli

Publication details, including author guidelines

URL: <https://counselor.ppj.unp.ac.id/index.php/konselor/about/submissions>

Group Psychoeducation and Academic Buoyancy: A Pilot Comparison of Role-Playing and Self- Instruction Techniques

Hadziq Muhibbuddin, & M Muslikah•

Universitas Negeri Semarang, Central Java, Indonesia

Article History

Received: Sunday, April 05, 2026

Revised: Wednesday, May 13, 2026

Published: Tuesday, June 30, 2026

How to cite this article (APA)

Muhibbuddin, H., & Muslikah, M. (2026). Group psychoeducation and academic buoyancy: A pilot comparison of role-playing and self-instruction techniques. *KONSELOR*, 15(2), 188–199. <https://doi.org/10.24036/02026152194-0-86>

The readers can link to article via <https://doi.org/10.24036/02026152194-0-86>

Correspondence regarding this article should be addressed to:

M Muslikah. Department of Guidance and Counseling, FIPP Universitas Negeri Semarang, Sekaran, Kec. Gunungpati, Kota Semarang, 50229 Jawa Tengah, Indonesia. Email: muslikah@mail.unnes.ac.id

SCROLL DOWN TO READ THIS ARTICLE



Universitas Negeri Padang (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Universitas Negeri Padang. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Universitas Negeri Padang shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

KONSELOR is published by Universitas Negeri Padang comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. KONSELOR also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Muhibbuddin, H., & Muslikah, M. (2026)

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.



Group Psychoeducation and Academic Buoyancy: A Pilot Comparison of Role-Playing and Self-Instruction Techniques

Hadziq Muhibbuddin, & M Muslikah[♦]

Universitas Negeri Semarang, Central Java, Indonesia

Abstract: Academic buoyancy refers to a student's ability to persevere and recover from daily academic challenges such as assignments, evaluations, and performance pressures. It is especially vital during adolescence, particularly for high school students, as it supports academic success and helps them adapt. This study examines how group psychoeducation—using role-playing and self-instruction techniques—can improve high school students' academic buoyancy. A quasi-experimental design with repeated measures was used, involving two groups: one using role-playing and the other self-instruction, each with seven students. Participants were purposively selected and randomly assigned to groups. Each group attended six 90-minute sessions. Academic buoyancy was assessed at three points—before, immediately after, and two weeks post-intervention—using the Academic Buoyancy Scale (ABS). Results from a Mixed ANOVA showed significant increases in buoyancy scores from pretest to posttest in both groups ($p < .001$), with a large effect size ($\eta^2 = 1.000$). The main effect of group was also significant ($p < .001$; $\eta^2 = .679$), indicating differences in effectiveness between the two methods. A significant interaction between time and group ($p = .031$; $\eta^2 = .333$) revealed differing patterns of improvement over time. These results confirm that both techniques improve academic buoyancy, though their effects vary in magnitude and duration.

Key Words: Academic buoyancy; Group psychoeducation; Role-playing; Self-instruction; Quasi-experimental design

INTRODUCTION

The pressures of modern times have caused a notable rise in academic stress among students. According to an OECD survey (2017), most students report stress related to academic performance and exam anxiety. This stress negatively impacts their mental and physical health and lowers academic achievement (Pascoe et al., 2020). It also hampers their ability to handle everyday academic tasks, affecting self-confidence and task completion (Deng et al., 2022; Hu et al., 2024). While many studies explore academic stress and protective factors, most focus on acute stress episodes and overlook how students manage mild, recurring daily pressures. To better understand these dynamics, a more targeted approach is necessary. In this context, academic buoyancy—students' capacity to persist and adapt amid daily challenges—is a relevant concept. Traditional constructs like resilience and coping are insufficient to fully explain these dynamics. Academic resilience mainly concerns an individual's capacity to manage severe, chronic, or extreme challenges, which does not capture the more frequent, milder academic struggles encountered daily (Martin & Marsh, 2009). Additionally, coping is often viewed as a reactive process that arises when demands surpass an individual's resources, involving a wide array

[♦]**Corresponding author:** M Muslikah. Department of Guidance and Counseling, FIPP Universitas Negeri Semarang, Sekaran, Kec. Gunungpati, Kota Semarang, 50229 Jawa Tengah, Indonesia. Email: muslikah@mail.unnes.ac.id

of strategies not specifically tailored to academic settings (Putwain et al., 2024). These issues underscore the need for a more nuanced and context-specific concept. In this light, academic buoyancy is proposed as a term that specifically captures students' ability to face, handle, and bounce back from small yet recurrent daily academic hurdles.

Academic buoyancy refers to students' ability to effectively handle and bounce back from everyday setbacks and challenges encountered in school, such as assignments, exams, and fluctuations in academic performance (Martin & Marsh, 2008). This concept is important because it explains how students manage daily academic pressures while continuing to learn and perform well, even amid increasing demands. The distinction between academic buoyancy and resilience lies in the severity and nature of the difficulties faced. Academic buoyancy involves managing mild-to-moderate issues such as poor performance or test anxiety (Martin & Marsh, 2008, 2020). In contrast, academic resilience relates to maintaining adaptive functioning in the face of more serious, ongoing, and atypical challenges. Consequently, the psychological effects of buoyancy are typically milder, whereas resilience is associated with deeper, more complex outcomes (Lei et al., 2022; Martin, 2014).

Academic success depends not only on cognitive skills but also on students' ability to adapt and cope with daily academic challenges. In this context, academic buoyancy serves as a support mechanism, helping students manage difficulties, regulate their cognitive, emotional, and behavioural responses, and maintain consistent academic performance (Datu & Yang, 2021; Diert-Boté & Moncada-Comas, 2024; Putwain et al., 2023; Putwain & Wood, 2023). Multiple studies highlight the vital role of academic buoyancy in helping students manage everyday academic pressures. Typically, students with high academic buoyancy tend to feel a stronger sense of belonging, demonstrate greater motivation to learn, and perform better academically, while also being less likely to engage in avoidance behaviours during setbacks (Bostwick et al., 2022; Colmar et al., 2019; Datu & Yang, 2021; Hirvonen et al., 2020). These findings suggest that academic buoyancy enhances students' adaptive capacity in challenging academic situations. However, most research has focused on correlations between variables rather than on how this ability can be directly cultivated through interventions. The daily academic hurdles students encounter should not be overlooked, as they require adaptive skills to maintain psychological well-being (Eslami & Hooshmandi, 2023). Therefore, fostering academic buoyancy should be considered a key, sustainable strategy to reduce the impact of setbacks and bolster students' coping skills for future challenges (Martin & Marsh, 2020b; Middleton et al., 2023). Strategies that help students manage stress should also be prioritised to build resilience in facing academic difficulties (Weiss et al., 2024).

Research indicates that academic buoyancy supports students' ability to adapt to daily academic challenges, though it doesn't always develop naturally. As a result, targeted efforts within educational settings are essential. Teachers and guidance counselors play a strategic role in promoting this through structured programs. One effective method is psychoeducation, which helps students build self-regulation, emotion management, and problem-solving skills in academic contexts (Datu & Yang, 2021). Systematic interventions are vital for empowering students to face academic stress effectively (Muslikah et al., 2022). Psychoeducation aids in understanding complex information and developing constructive response strategies (Walsh, 2010). In academic settings, it enhances students' capacity to manage daily demands, reduce stress, and strengthen resilience and self-adjustment when confronting challenges (Lu & Xiao, 2025; Papageorgiou et al., 2025). Its success is evident when students can apply these skills in difficult situations, aligning with the core of academic buoyancy (Vogelaar et al., 2024; Wong et al., 2016). Overall, psychoeducation is a valuable approach for fostering academic buoyancy.

In developing academic buoyancy, role-playing techniques are valuable because they offer students direct opportunities to practice responding to challenging academic situations. Through simulations that mirror real-life experiences, students can better understand how to address problems in practice. This is further supported by activities that dramatise social scenarios, helping students develop problem-solving and decision-making skills (et al., 2024). Moreover, Rusnawati (2016) highlights that role-playing also encourages students to reflect on and adopt more adaptable responses from others' perspectives. Therefore, role-playing not only fosters understanding but also provides hands-on experience in forming adaptive responses to everyday academic pressures, which is central to academic buoyancy. Besides behaviour-based methods like role-playing, psychoeducation can also incorporate a cognitive approach through self-instruction techniques. This method emphasises the use of internal

dialogue to guide students in directing their thoughts and behaviours more adaptively (Anggraini et al., 2024; Saputra & Lidyawati, 2019). In the context of academic buoyancy, self-instruction is relevant because it helps students manage cognitive responses to daily academic challenges, such as self-doubt, anxiety, or procrastination. Guided self-instruction allows students to substitute irrational thoughts with more constructive responses, helping them stay focused, motivated, and resilient when facing academic difficulties (Ratri et al., 2024). Overall, self-instruction enhances students' cognitive adaptive capacity, which is a vital component of academic buoyancy.

Previous research suggests that role-playing in group psychoeducation effectively supports the development of academic buoyancy. Multiple studies show that engaging in academic simulations increases students' engagement, confidence, self-regulation, time management, and independent learning skills (Arsita et al., 2025; Khairunnisa et al., 2025; Uzakgiden & Avci, 2024; Zahra et al., 2024). Moreover, experiencing simulated academic pressures helps students better manage emotional responses such as anxiety, enabling more adaptive reactions to challenges (Ayu Maningrum & Syarafuddin, 2018). Overall, these findings demonstrate that role-playing influences not just behaviours or emotions but also, collectively, enhances students' ability to handle daily academic stress, which is central to academic buoyancy. However, most studies emphasise general outcomes rather than directly examining academic buoyancy as the primary focus, suggesting that further research is needed to confirm its effectiveness in this area. Multiple studies suggest that group psychoeducation can improve academic buoyancy, although the effects are typically small. Conversely, self-instruction strategies have demonstrated support for skills such as time management, intrinsic motivation, and task decomposition, but their impact on academic buoyancy varies across domains (Aldawsari et al., 2025; Anggana et al., 2022; Ratri et al., 2024). These results imply that while psychoeducation shows promise, its effectiveness could be enhanced by incorporating targeted techniques that focus on students' adaptive processes. However, a notable gap exists in the research: role-playing methods have not been thoroughly tested directly for their effects on academic buoyancy, despite evidence that they influence its foundational components. Meanwhile, the mixed outcomes of self-instruction on academic buoyancy highlight the need to determine which approach yields greater benefits within psychoeducational strategies aimed at boosting this trait.

This study seeks to address the following questions: (1) Does group psychoeducation with role-playing enhance students' academic buoyancy? (2) Does group psychoeducation with self-instruction improve students' academic buoyancy? (3) How do the effectiveness levels of the role-playing and self-instruction techniques compare?

METHOD

Research Design

This study uses a quantitative, experimental approach to examine how interventions affect students' academic buoyancy. It employs a quasi-experimental, repeated-measures design with two experimental groups and no control group. This setup enables the researcher to assess changes in students' conditions by considering the timing of measurements and the type of intervention. The two groups received different treatments: one used role-playing and the other self-instruction. Measurements were taken at three points—pre-test, post-test, and follow-up—enabling analysis of changes in students' academic buoyancy over time and comparison of the two interventions.

Table 1 . Research Design

		<i>Pretest</i>		<u>Intervensi</u>		<u>Posttest</u>		<i>Follow Up</i>	
R	E ₁	→	O ₁	→	X ₁	→	O ₂	→	O ₃
	E ₂	→	O ₁	→	X ₂	→	O ₂	→	O ₃

Notes: E_(1,2)=Experimental group; X_{1,2}= Treatment; O₁= *Pretest*; O₂ = *Posttest*; O₃ = *Follow-up*

Participants and Sampling

This study involved a sample of 100 11th-grade students from SMAN 12 in Semarang. The choice of 11th graders was guided by their academic development traits relevant to the research variables and evidence suggesting that students at this stage often start experiencing burnout and decreased motivation to learn. Participants were selected through purposive sampling, which targets individuals who meet specific criteria aligned with the study's aims. The inclusion criteria required that students have low to moderate levels of academic buoyancy, as measured initially by the Academic Buoyancy Scale (ABS). This purposeful selection differentiated it from random sampling. Ultimately, 14 students fitting these criteria were identified. They were then randomly divided into two groups: one with 7 students in a role-playing intervention and the other with 7 students in a self-instruction intervention. The randomisation aimed to reduce bias and ensure an even distribution of characteristics across groups.

Instrumentation

The research instrument employed was the Academic Buoyancy Scale (ABS), developed by İpek Oner & Erde (2024). This tool assessed students' academic buoyancy across five dimensions: confidence, coordination, commitment, composure, and control. It uses a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating greater buoyancy. The ABS was selected for its conceptual alignment with the study's goals and its ability to effectively measure students' adaptive responses to everyday academic challenges. Prior to use, the instrument was validated and tested for reliability. Its internal consistency was evaluated using Cronbach's alpha, and cultural adaptation and content validation were conducted to ensure suitability for the Indonesian context and student population.

Intervention Procedure

The group psychoeducational intervention was conducted over six sessions systematically designed to enhance *academic buoyancy*. Two techniques used in this study were *role-playing* and *self-instruction*. Both interventions focused on developing students' ability to cope with academic challenges by enhancing *their confidence, coordination, commitment, composure, and control*. The implementation of the group psychoeducation using the *self-instruction* technique followed the stages outlined by Setiawan et al., (2019), which consist of five main phases: *cognitive modelling, overt external guidance, overt self-guidance, faded overt self-guidance, and covert self-instruction*. Meanwhile, the *role-playing* technique is implemented according to the procedure described by Youngin Sanjaya, (2022), which includes seven steps: *warm-up, scene setting, selecting roles, enactment, sharing and feedback, reenactment, and follow-up*.

Data Analysis

Data analysis employed Mixed-ANOVA to evaluate differences in intervention effectiveness—group psychoeducation with *role-playing* versus *self-instruction* techniques—on students' *academic buoyancy*, considering group differences and measurement time. The analysis was performed with SPSS version 25. Before hypothesis testing, assumption checks included the Shapiro–Wilk test for normality, and the Mauchly test for homogeneity and sphericity. These steps ensured data suitability for parametric analysis. The Mixed-ANOVA results helped determine whether there were significant differences between groups and whether the interaction of time significantly affected students' *academic buoyancy* levels.

RESULTS

The study results show that students' academic buoyancy scores changed across the pretest, posttest, and follow-up in both the self-instruction and role-playing groups. Generally, both groups tended to have higher scores after the intervention. Additionally, an analysis was performed to compare

how scores changed over time and depending on the type of intervention each group received. The details for each group are summarised in Table 2.

Table 2. Descriptive statistics

Variable		Group	Mean	Std. Deviation	N
Academic Buoyancy	Pre-test	PK-RP	49.57	2.820	7
		PK-SI	57.00	2,160	7
		Total	53.29	4,548	14
	Posttest	PK-RP	84.29	2,928	7
		PK-SI	91.14	2,410	7
		Total	87.71	4,393	14
	Follow-up	PK-RP	85.29	2,928	7
		PK-SI	92.14	2,410	7
		Total	88.71	4,393	14

Table 2 displays the changes in students' academic buoyancy scores for the role-playing and self-instruction groups across three measurement points. At pretest, the role-playing group had a mean of $M = 49.57$ ($SD = 2.82$), while the self-instruction group scored $M = 57.00$ ($SD = 2.16$). Following the intervention, scores increased at posttest: the role-playing group rose by $\Delta = 30.43$ points to $M = 80.00$, and the self-instruction group increased by $\Delta = 34.14$ points to $M = 91.14$. At follow-up, the role-playing group's average was $M = 85.00$, a $\Delta = 35.43$ increase from pretest, while the self-instruction group reached $M = 92.14$, with a $\Delta = 35.14$. These findings indicate that both groups maintained substantial increases in academic buoyancy from pretest through follow-up after the intervention. Table 3 shows the results of *the pairwise comparisons*.

Table 3. Pairwise comparison test

Time (I)	Time (J)	Mean Difference (I-J)	S.E	Sig.	95% Lower CI	95% CI Upper
1	2	-34.429*	0.117	.000	-34.753	-34.104
	3	-35.429*	0.117	.000	-35.753	-35.104
2	1	34.429*	0.117	.000	34,104	34,753
	3	-1,000	0.000	—	-1,000	-1,000
3	1	35,429*	0.117	,000	35,104	35,753
	2	1,000	0.000	—	1,000	1,000

Table 3 presents the pairwise comparison results, revealing significant differences between the pretest and posttest (Mean Difference = -34.429 , $p < .001$), as well as between the pretest and follow-up (Mean Difference = -35.429 , $p < .001$). These results suggest that academic buoyancy scores increased at both the posttest and follow-up compared to the pretest. Conversely, the comparison between posttest and follow-up shows no significant difference (Mean Difference = -1.000 , $p > .05$), indicating that scores remained relatively stable during this period. Overall, the data demonstrate an increase in academic buoyancy after intervention, with follow-up scores staying close to posttest levels. Before testing the hypothesis with Mixed-ANOVA, an assumption check was performed to verify that the data satisfied the conditions for parametric analysis. Table 4 displays the assumption test results.

Table 4. Assumption Tests

Type of Assumption Test	Test Method	Results (<i>p</i> -value)	Description
Normality	<i>Shapiro-Wilk</i>	$p > 0.05$	Data are normally distributed
Homogeneity of variances (Pretest, Posttest & Follow-Up)	<i>Levene's Test</i>	$p = 0.942$	Variance between groups is homogeneous
Sphericity (Within-subjects)	<i>Mancely's Test</i>	$p = 0.000, \rightarrow \epsilon = 0.500$ (G-G)	Assumption violated, correction applied

Table 4 shows that the academic buoyancy data mostly meet the assumptions for parametric analysis. The Shapiro–Wilk test at all measurement points yielded p -values above .05, confirming normal distribution. Levene's Test for equal variances was also non-significant ($p = .942$), indicating

variance equality across groups. However, Mauchly's Test of Sphericity indicated a violation ($p < .001$). As a result, the Greenhouse–Geisser correction ($\epsilon = .50$) was applied to adjust degrees of freedom for within-subject effects in the Mixed-ANOVA. After verifying all assumptions and applying necessary corrections, the analysis proceeded with Mixed-ANOVA to examine differences in *academic buoyancy* scores across measurement times and intervention types.

Table 5. Results of the Mixed-ANOVA

Source	SS	df	MS	F	p-value	η^2
Group (Between)	521.524	1	521.524	25.362	< 0.001	0.679
Phase (Within)	11,393.714	1	11,393.714	89,725.500	< 0.001	1.000
Interaction (G $\times$ P)	.762	1	.762	6.000	0.031	0.333

Table 5 presents the results of the Mixed-ANOVA analysis, revealing differences in academic buoyancy scores based on intervention type and measurement timing. The between-subjects results indicate a significant difference between the role-playing and self-instruction groups, $F(1, 12) = 25.36$, $p < .001$, $\eta^2 = .679$, which reflects a large effect size. Furthermore, the main effect of time was also significant, $F(1, 12) = 89,725.50$, $p < .001$, $\eta^2 = 1.00$, showing changes in scores at pretest, posttest, and follow-up. However, caution is advised in interpreting these exceptionally high effect sizes due to the small sample size and low variability in scores among participants. The analysis also identified a significant interaction between time and group, $F(1, 12) = 6.00$, $p = .031$, $\eta^2 = .333$, indicating that the change patterns of academic buoyancy scores over time differed somewhat between the two groups. Nonetheless, both groups experienced an increase in scores after the intervention.

To complement the Mixed-ANOVA results, graphs of estimated marginal means are shown to depict changes in academic buoyancy scores for the role-playing and self-instruction groups across pretest, posttest, and follow-up. These visuals reveal that both groups' scores increased after the intervention, although their patterns of change differed during the measurement period. Figure 1 provides a clearer view of the score trends over time without implying the superiority of either intervention.

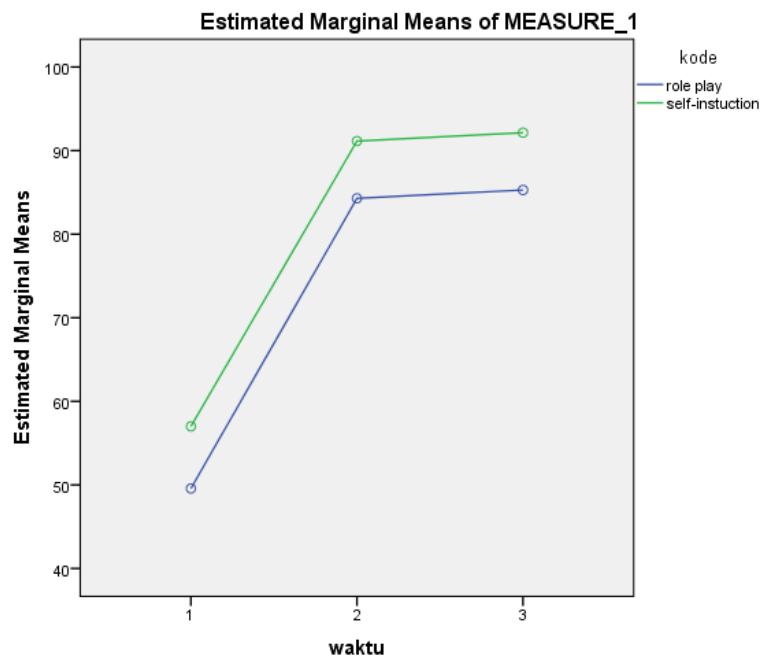


Figure 1. Estimated Marginal Means

Figure 1 shows the estimated marginal means of academic buoyancy scores across the pretest, posttest, and follow-up for both the role-playing and self-instruction groups. Generally, scores rose from pretest to posttest in both groups and mostly stayed stable at follow-up. At pretest, the self-instruction group had a higher average score than the role-playing group. After the intervention, buoyancy scores increased in both groups at posttest and remained relatively stable at follow-up. Although the self-instruction group's scores appeared higher at times, caution is needed in interpretation due to initial differences and the small sample size. Overall, findings indicate that both interventions helped increase academic buoyancy scores during the study.

DISCUSSION

The results suggest that group psychoeducation employing self-instruction and role-playing techniques enhances high school students' academic buoyancy. This improvement is observed from the pretest through the posttest to the follow-up, with scores increasing at each stage. These findings endorse the idea that academic buoyancy can be cultivated through organized and systematic interventions in guidance and counseling services.

The significance of *academic buoyancy* in education has been extensively highlighted across numerous studies. Students with high *academic buoyancy* often show perseverance, motivation, and confidence that their efforts lead to success. They adopt a growth mindset, viewing challenges as opportunities to enhance skills, which in turn increases their satisfaction and engagement in learning (Abdieh et al., 2025). Moreover, *academic buoyancy* is not just a reactive trait but a proactive stance in managing daily academic challenges. This study specifically found that the group undergoing psychoeducation with role-playing techniques showed an increase in academic buoyancy from pretest to follow-up. These role-playing activities allow students to directly experience dealing with common academic challenges such as assignment stress, understanding difficulties, and anxiety during tests. These experiences help students understand both cognitively and emotionally, allowing them to reflect on their reactions and adopt more adaptive strategies. The results support the idea that role-playing enhances problem-solving skills, builds confidence, and fosters social skills through active participation and group interaction. Consequently, role-playing can be an effective approach in fostering academic buoyancy, serving not just as a method for conveying educational content but also as a behavioral practice that makes coping with academic pressure more realistic, active, and reflective.

The self-instruction technique consistently improved students' academic buoyancy during the follow-up phase. This indicates that integrating self-instruction into group psychoeducation can effectively support students in managing academic challenges more adaptively and sustainably. By practising self-instruction, students learn to replace negative internal dialogue with positive, constructive self-talk, thereby strengthening self-regulation, emotional control, and focused planning for learning tasks. These results align with Mawarni's (2018) findings that using self-instruction in group counseling enhances academic buoyancy by developing students' self-management skills. Additionally, students' buoyancy levels increased after the intervention, as evidenced by more organised learning behaviours, improved goal-setting, and higher motivation. Furthermore, fostering positive internal dialogue helps reduce maladaptive responses to academic stress, making students more resilient to daily learning pressures.

These findings support previous research showing that most *underperforming* students with low *adversity quotient* levels respond positively to group counseling involving *self-instruction* techniques. They value these services and show improved understanding and more positive attitudes toward boosting *their adversity quotient*. The study also suggests that students who received *self-instruction* training tend to enhance their time management, intrinsic motivation, and ability to break down large tasks into smaller, manageable steps. During group psychoeducation sessions, the effectiveness of *self-instruction* is further enhanced by peer interactions, where students who have mastered the material can support others, fostering *self-regulation*. Moreover, the study finds that *mindfulness-based training* significantly boosts overall *academic buoyancy*, although its effect on self-control is slightly less pronounced. This implies that cognitive strategies like *self-instruction* are particularly effective in strengthening self-control within the broader framework of *academic resilience*.

The results align with previous research indicating that *academic buoyancy* is strongly linked to self-efficacy, intrinsic motivation, self-regulation strategies, and emotional regulation. Students exhibiting high *academic buoyancy* generally experience less burnout and handle test anxiety more effectively (Putwain et al., 2016). The observed improvements after the intervention suggest that group psychoeducation effectively enhanced protective factors that bolster students' academic resilience. Notably, the interaction between measurement timing and intervention type indicates that gains in *academic buoyancy* develop gradually and are influenced by the specific techniques employed. The *self-instruction* method yields more consistent changes since students can apply these skills independently across various academic contexts. Conversely, *role-playing* offers a more contextual and socially engaging experience. These differences imply that cognitive regulation strategies promote the internalisation of skills, while socially experiential approaches foster students' confidence, engagement, and self-expression during learning.

This study demonstrates that group psychoeducation is an effective and valuable approach for enhancing academic buoyancy in high school students. The results indicate that self-instruction and role-playing techniques can serve as useful alternatives in guidance and counseling, helping students manage academic pressures and challenges more effectively. Conceptually, group psychoeducation not only helps reduce academic stress and anxiety but also acts as a preventive measure that builds psychological resources such as resilience, self-regulation, and adaptability to academic difficulties. Its real success depends on students applying the skills they have learned in everyday learning situations. Therefore, this research supports the practical use of self-instruction and role-playing as promising strategies to bolster students' academic buoyancy in school settings.

This study has several limitations, mainly due to the small sample size, which limits the generalisability of the findings. Furthermore, the absence of a control group means that any changes in students' academic buoyancy cannot be definitively linked to the interventions, as other external factors might be influencing the results. The focus was solely on academic buoyancy, without exploring other relevant psychological factors such as motivation, self-efficacy, or anxiety. Future research should involve larger, more diverse samples, incorporate experimental and control groups to enhance validity, and examine additional psychological variables for a more complete understanding of the factors contributing to improvements in students' academic buoyancy.

CONCLUSIONS

This study suggests that group psychoeducation, utilising self-instruction and role-playing methods, is associated with enhanced academic buoyancy among high school students from pretest to posttest and at follow-up. The self-instruction technique consistently improves self-regulation, helps students manage their internal dialogue more effectively, and boosts emotional preparedness for daily academic challenges. Meanwhile, role-playing also correlates with increased academic buoyancy by actively engaging students in exercises that tackle difficult academic situations, strengthen self-confidence, and develop social skills. Both approaches, therefore, can serve as effective alternatives in guidance and counseling to support students' academic adaptability, based on the specific goals of the intervention and students' individual needs.

REFERENCES

- Abdieh, S., Delavarpour, M., Tabatabaee, S. M., & Moradi, S. (2025). The Effectiveness of Dynamic Mindset Training on Students' Buoyancy and Academic Self-Efficacy. *Journal of Adolescent and Youth Psychological Studies*, 6 (5). <https://doi.org/10.61838/kman.jayps.6.5.8>
- Abu Al-majd, O., & Belton, B. (2024). Which one? Technology or non-technology-assisted vocabulary learning: a probe into the state of academic resilience, creativity, and academic achievement. *Asian-Pacific Journal of Second and Foreign Language Education*, 9 (1), 41. <https://doi.org/10.1186/s40862-024-00262-4>

- Aldawsari, H. K., Shahat, H. A., Nemt-Allah, M. A., Badawy, M. E., Ahmed, A. M., & Badri, H. B. M. (2025). Enhancing Academic Buoyancy and Psychological Flow in Higher Education: The Effect of Mindfulness-Based Training. *Journal of Educational and Social Research*, 15 (2), 52. <https://doi.org/10.36941/jesr-2025-0041>
- Anggana, W., Nugraha, S. P., & Rachmahana, R. S. (2022). Self-Instruction Training to Improve Students' Academic Buoyancy. *Journal of Islamic and Contemporary Psychology (JICOP)*, 2 (2), 110–116. <https://doi.org/10.25299/jicop.v2i2.11544>
- Anggraini, D. R., Asri, D. N., & Christiana, R. (2024). The Effectiveness of Group Counseling Using Self-Instructional Techniques to Improve Academic Self-Efficacy in Facing End-of-Semester Assessments. *Indonesian Journal of Educational Counseling*, 8 (2), 154–160. <https://doi.org/10.30653/001.202482.379>
- Arsita, D., Azahra, F. F., Kumara, K. A. D., & Karyani, U. (2025). Psychoeducation to Improve Learning Motivation at SDN X Surakarta: Psychoeducation to Improve Learning Motivation at SDN X Surakarta. *Dinamisia: Journal of Community Service*, 9 (5). <https://journal.unilak.ac.id/index.php/dinamisia/article/view/29566>
- Ayu Maningrum, R., & Syarafuddin, H. M. (2018). The Effect of Role-Playing Techniques on Learning Anxiety Among Eighth-Grade Students at SMPN 2 Praya. *Journal of Education: Journal of Research Results and Literature Reviews in the Fields of Education, Teaching, and Learning*, 4 (2). <https://doi.org/10.33394/jk.v4i2.1130>
- Bostwick, K. C. P., Martin, A. J., Collie, R. J., Burns, E. C., Hare, N., Cox, S., Flesken, A., & McCarthy, I. (2022). Academic buoyancy in high school: A cross-lagged multilevel modeling approach exploring reciprocal effects with perceived school support, motivation, and engagement. *Journal of Educational Psychology*, 114 (8), 1931–1949. <https://doi.org/10.1037/edu0000753>
- Colmar, S., Liem, G. A. D., Connor, J., & Martin, A. J. (2019). Exploring the relationships between academic buoyancy, academic self-concept, and academic performance: A study of mathematics and reading among primary school students. *Educational Psychology*, 39 (8), 1068–1089. <https://doi.org/10.1080/01443410.2019.1617409>
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Datu, J. A. D., & Yang, W. (2021). Academic buoyancy, academic motivation, and academic achievement among Filipino high school students. *Current Psychology*, 40 (8), 3958–3965. <https://doi.org/10.1007/s12144-019-00358-y>
- Deng, Y., Cherian, J., Khan, N. U. N., Kumari, K., Sial, M. S., Comite, U., Gavurova, B., & Popp, J. (2022). Family and Academic Stress and Their Impact on Students' Depression Level and Academic Performance. *Frontiers in Psychiatry*, 13, 869337. <https://doi.org/10.3389/fpsy.2022.869337>
- Diert-Boté, I., & Moncada-Comas, B. (2024). Out of the comfort zone, into the learning zone: An exploration of students' academic buoyancy through the 5-Cs in English-medium instruction. *System*, 124, 103385. <https://doi.org/10.1016/j.system.2024.103385>
- Eslami, F., & Hooshmandi, R. (2023). The Dynamics of Academic Buoyancy in Contemporary Education. *KMAN Counseling and Psychology Nexus*, 1 (1), 102–108. <https://doi.org/10.61838/kman.psynexus.1.1.12>
- Esmeralda, A. I. P., Sena, V. R. G., & Bernardo, A. L. G. (2024). Psycho-Education Program on the Academic Buoyancy of Adolescent Learners from an International School in Bangkok, Thailand. *Educational Studies and Research Journal*, 1 (3), 148–164. <https://doi.org/10.60036/4nt0w594>
- Ghanad, A. (2023). An Overview of Quantitative Research Methods. *International Journal of Multidisciplinary Research and Analysis*, 06 (08), 3794–3803. <https://doi.org/10.47191/ijmra/v6-i8-52>
- Hirvonen, R., Putwain, D. W., Määttä, S., Ahonen, T., & Kiuru, N. (2020). The role of academic buoyancy and emotions in students' learning-related expectations and behaviors in primary school. *British Journal of Educational Psychology*, 90 (4), 948–963. <https://doi.org/10.1111/bjep.12336>

- Hu, B., Wang, Y., Zhou, H. T., Li, M., & Zheng, L. (2024). A study on the impact of mental health problems on the academic buoyancy of medical students and the mechanisms. *Frontiers in Public Health*, 11, 1229343. <https://doi.org/10.3389/fpubh.2023.1229343>
- İpek Oner, M., & Erden, A. M. (2024). Academic Buoyancy: A Scale Development and Validation Study. *International Journal of Turkish Educational Sciences*, 12 (1), 298–336. <https://doi.org/10.46778/goputeb.1417508>
- Khairat, F. H. (2020). Group Guidance on Self-Instruction Techniques to Enhance the Resilience of Students Who Study While Working. *JIEGC Journal of Islamic Education Guidance and Counseling*, 1 (1), Article 1. <https://doi.org/10.51875/jiegc.v1i1.146>
- Khairunnisa, A., Iva Prestiana, N. D., & Nadhirah Qintharah, Y. (2025). The Role of Psychoeducation in Building Elementary School Children's Self-Awareness Regarding the Impact of Procrastination. *An-Nizam*, 3 (3), 243–255. <https://doi.org/10.33558/an-nizam.v3i3.10425>
- Lei, W., Wang, X., Dai, D. Y., Guo, X., Xiang, S., & Hu, W. (2022). Academic self-efficacy and academic performance among high school students: A moderated mediation model of academic buoyancy and social support. *Psychology in the Schools*, 59 (5), 885–899. <https://doi.org/10.1002/pits.22653>
- Li, J., Huang, J.-H., & Chen, J.-Y. (2023). Relationship Between Hardiness and the Learning Adaptation of Chinese College Students: The Mediating Role of Teacher Support and the Moderating Role of an Only-Child Status. *The Asia-Pacific Education Researcher*, 32 (6), 753–768. <https://doi.org/10.1007/s40299-022-00692-z>
- Lu, X., & Xiao, Y. (2025). Enhancing benefit finding and psychological well-being in depression care: A quasi-experimental study of group psychoeducation in Chinese adults. *Frontiers in Psychology*, 16, 1673904. <https://doi.org/10.3389/fpsyg.2025.1673904>
- Lusihana, L. (2020). Improving Students' Assertive Behavior Through Group Guidance Services Using Sociodrama (Role-Playing) Techniques at SMAN 1 Maluku. *Journal of Guidance and Counseling Innovation*, 2 (1), Article 1. <https://doi.org/10.30872/ibk.v2i1.640>
- Maharani, R., Neviyarni, S., & Effendi, Z. (2020). Role Playing in an Effort to Reduce Academic Procrastination for College Students. 2, 77–86. <https://doi.org/10.26539/PCR.22386>
- Martin, A. J. (2014). Academic buoyancy and academic outcomes: Towards a further understanding of students with attention-deficit/hyperactivity disorder (ADHD), students without ADHD, and academic buoyancy itself. *British Journal of Educational Psychology*, 84 (1), 86–107. <https://doi.org/10.1111/bjep.12007>
- Martin, A. J., & Marsh, H. W. (2008). Academic buoyancy: Towards an understanding of students' everyday academic resilience. *Journal of School Psychology*, 46 (1), 53–83. <https://doi.org/10.1016/j.jsp.2007.01.002>
- Martin, A. J., & Marsh, H. W. (2009). Academic resilience and academic buoyancy: Multidimensional and hierarchical conceptual framing of causes, correlates, and cognate constructs. *Oxford Review of Education*, 35 (3), 353–370. <https://doi.org/10.1080/03054980902934639>
- Martin, A. J., & Marsh, H. W. (2020a). Investigating the reciprocal relations between academic buoyancy and academic adversity: Evidence for the protective role of academic buoyancy in reducing academic adversity over time. *International Journal of Behavioral Development*, 44 (4), 301–312. <https://doi.org/10.1177/0165025419885027>
- Martin, A. J., & Marsh, H. W. (2020b). Investigating the reciprocal relations between academic buoyancy and academic adversity: Evidence for the protective role of academic buoyancy in reducing academic adversity over time. *International Journal of Behavioral Development*, 44 (4), 301–312. <https://doi.org/10.1177/0165025419885027>
- Mawarni, A., Sugandhi, N. M., Budiman, N., & Thahir, A. (2019). Academic buoyancy of science students in senior high school: Analysis and implications for academic outcomes. *Journal of Physics: Conference Series*, 1280 (3), 032046. <https://doi.org/10.1088/1742-6596/1280/3/032046>
- Middleton, T., Ahmed Shafi, A., Millican, R., & Templeton, S. (2023). Developing effective assessment feedback: Academic buoyancy and the relational dimensions of feedback. *Teaching in Higher Education*, 28 (1), 118–135. <https://doi.org/10.1080/13562517.2020.1777397>

- Muslikah, M., Sugiharto, D. Y. P., Sugiyo, S., & Sutoyo, A. (2022). Group Psychoeducation with Peer Support to Improve Career Adaptability of Students in Islamic Boarding Schools. *Proceedings of the National Graduate Seminar at the Islamic University of Indonesia* (, 5
- Nagul, S. D., Rosa Mustika Bulor, & Dhiu Margaretha. (2024). The Effectiveness of Applying Role-Playing Techniques Through Group Counseling to Improve Students' Self-Esteem. *Morfologi: Journal of Education, Language, Literature, and Culture*, 2 (2), 85–97. <https://doi.org/10.61132/morfologi.v2i2.439>
- OECD. (2017). *PISA 2015 Results (Volume III): III*.
- Papageorgiou, A., Andreou, P., Savva, Z., Kossenas, K., Quattrocchi, A., Charalambous, H., Demetriou, C., Philippou, E., Kolokotroni, O., Michail, K., Nicolaou, C., & Constantinou, C. (2025). Effectiveness of School-Based Psycho-Educational Interventions in Preventing Sub-clinical Anxiety and Stress in Adolescents. *Clinical Child Psychology and Psychiatry*, 13591045251396388. <https://doi.org/10.1177/13591045251396388>
- Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25 (1), 104–112. <https://doi.org/10.1080/02673843.2019.1596823>
- Putwain, D. W., Daly, A. L., Chamberlain, S., & Sadreddini, S. (2016). “Sink or swim’: Buoyancy and coping in the cognitive test anxiety–academic performance relationship.” *Educational Psychology*, 36 (10), 1807–1825. <https://doi.org/10.1080/01443410.2015.1066493>
- Putwain, D. W., Daumiller, M., Hussain, T., & Pekrun, R. (2024). Revisiting the relation between academic buoyancy and coping: A network analysis. *Contemporary Educational Psychology*, 78 , 102283. <https://doi.org/10.1016/j.cedpsych.2024.102283>
- Putwain, D. W., Jansen In De Wal, J., & Van Alphen, T. (2023). Academic Buoyancy: Overcoming Test Anxiety and Setbacks. *Journal of Intelligence*, 11 (3), 42. <https://doi.org/10.3390/jintelligence11030042>
- Putwain, D. W., & Wood, P. (2023). Riding the bumps in mathematics learning: Relations between academic buoyancy, engagement, and achievement. *Learning and Instruction*, 83 , 101691. <https://doi.org/10.1016/j.learninstruc.2022.101691>
- Ratri, P. M., Ruby, A. C., & Rahma, M. Y. (2024). Self-Instruction Techniques to Reduce Academic Procrastination among Indonesian University Students. *Edukatif: Journal of Educational Science*, 6 (5), 5952–5961. <https://doi.org/10.31004/edukatif.v6i5.7607>
- Rosmawati, R., & Sritresna, T. (2021). Mathematical Conceptual Understanding as Viewed from Students' Self-Confidence in Algebra Using Online Learning. *Journal of Mathematics Education*, 1(2).
- Rusnawati, E. (2016). The Effectiveness of the Role-Playing Method in Improving Student Discipline at State Vocational High School 1 Masohi. *PSIKOLOGI KONSELING*, 7 (1). <https://doi.org/10.24114/konseling.v8i1.5225>
- Sanjaya, N. A. (2022). *Role-Play Techniques in Guidance and Counseling*.
- Saputra, R., & Lidyawati, Y. (2019). Self-Instruction Technique in Group Counseling to Reduce Students' Academic Procrastination Behavior. *Islamic Guidance and Counseling Journal*, 2 (2), 49–55. <https://doi.org/10.25217/igcj.v2i2.420>
- Seifi, S., Jahan, F., Asl, N. S., & Rezaei, N. M. (2025). The Effectiveness of Academic Buoyancy Training on Academic Burnout, Self-Destructive Behavior, and Thought Control Strategies in High School Students. *Journal of Assessment and Research in Applied Counseling (JARAC)*, 7 (2), 15–24. <https://doi.org/10.61838/kman.jarac.7.2.3>
- Setiawan, B., Solehuddin, M., & Hafina, A. (2019). Group Counseling Using Self-Instruction Techniques to Improve Student Self-Regulation. *KONSELING: Scientific Journal of Research and Application*, 1 (1). <https://doi.org/10.31960/konseling.v1i1.317>
- Siregar, T. (2025). Why Validity and Reliability Are Important in L&D (Learning & Development): What You Can Do About It. *Journal of Learning Thought and Development*, 7 (1), 1–12. <http://journal.ikipsiliwangi.ac.id/index.php/fokus/article/view/7413>
- Suriani, N., Risnita, & Jailani, M. S. (2023). The Concepts of Population and Sampling and the Selection of Participants as Viewed from Scientific Educational Research. *IHSAN Journal: Journal of Islamic Education*, 1 (2), 24–36. <https://doi.org/10.61104/ihsan.v1i2.55>

- Susilawati, S., Mustika, R. I., & Supriatna, E. (2021). Group Guidance Services Using Self-Instruction Techniques to Improve the Adversity Quotient in Underachieving Students. *FOKUS (Studies in Guidance & Counseling in Education)*, 4 (1), 1. <https://doi.org/10.22460/fokus.v4i1.6170>
- Uzakgiden, A. M., & Avcı, R. (2024). The effect of a social cognitive theory-based group psychoeducation program on the self-regulated learning skills and academic achievement of high school students. *Kocaeli University Journal of Education*, 7 (2), 650–671. <https://doi.org/10.33400/kuje.1526022>
- Vogelaar, S., Miers, A. C., Saab, N., Dusseldorp, E., Van Loon, A. W. G., Creemers, H. E., Asscher, J. J., & Westenberg, P. M. (2024). Teaching Adolescents about Stress Using a Universal School-Based Psychoeducation Program: A Cluster Randomized Controlled Trial. *School Mental Health*, 16 (2), 467–482. <https://doi.org/10.1007/s12310-024-09651-z>
- Walsh, J. (2010). *Psychoeducation in mental health*. LYCEUM BOOKS.
- Weiss, E. M., Staggl, S., Holzner, B., Rumpold, G., Dresen, V., & Canazei, M. (2024). Preventive Effect of a 7-Week App-Based Passive Psychoeducational Stress Management Program on Students. *Behavioral Sciences*, 14 (3), 180. <https://doi.org/10.3390/bs14030180>
- Winarti, W., & Nuramdiani, D. (2020). The Impact of Role-Playing Techniques as a Fun Learning Method in the English Subject for Hospital Administration Students. *Jurnal Teras Kesehatan*, 3 (1), Article 1. <https://doi.org/10.38215/jutek.v2i2.41>
- Wong, S. Y. S., Yip, B. H. K., Mak, W. W. S., Mercer, S., Cheung, E. Y. L., Ling, C. Y. M., Lui, W. W. S., Tang, W. K., Lo, H. H. M., Wu, J. C. Y., Lee, T. M. C., Gao, T., Griffiths, S. M., Chan, P. H. S., & Ma, H. S. W. (2016). Mindfulness-based cognitive therapy group psychoeducation for people with generalized anxiety disorder: Randomized controlled trial. *British Journal of Psychiatry*, 209 (1), 68–75. <https://doi.org/10.1192/bjp.bp.115.166124>
- Zahra, R. A. A., Rizky, S. O. R., Daffanur, S., & Hapsara, A. A. (2024). *Optimizing Self-Efficacy in Elementary School Children Through Play Activities and Psychoeducation at Orphanage X*.
- Zulfahmi Baharuddin, Syamsul Bachri Thalib, & Abdullah Pandang. (2024). The Effect of Group Counseling Using Role-Play Techniques on Improving Self-Efficacy in Learning. *, 5 (2), 54–60. <https://doi.org/10.31960/konseling.v5i2.2235>