



Academic Resilience in Student Survivors of HIV/AIDS (PLWHA) at Victory Plus Foundation Yogyakarta

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Abstract

This study aims to explore academic resilience in students with HIV/AIDS, through analyzing the aspects of academic resilience and the factors that influence it. This research used a qualitative approach with a case study method. Four students with HIV/AIDS from Victory Plus Foundation Yogyakarta who met the criteria were selected as research participants. Data were collected through in-depth interviews validated by triangulation and member checking. The results showed that although the students initially experienced a decrease in interest, motivation, and enthusiasm for learning after learning their HIV status, they still showed good academic resilience. Support from friends, family, and Victory Plus Yogyakarta Foundation were the main factors that helped them overcome academic challenges. Perseverance, social support, and the ability to manage negative emotions are the main keys to their resilience. The Victory Plus Foundation plays an important role in providing social and psychosocial support, which encourages students to remain resilient. Factors that influence academic resilience include internal factors such as optimism and perseverance, and external factors such as social support from family and friends.

Keywords: *Academic Resilience; Students; HIV/AIDS; Victory Plus Foundation Yogyakarta*

Introduction

In the context of higher education, academic resilience is increasingly crucial because students are faced with a variety of challenges that are more complex than previous levels of education (Agustini et al., 2023). These challenges can be in the form of academic pressure, financial demands, social responsibilities, and health conditions (Sholichah et al., 2018). For students with HIV/AIDS, the challenges faced are much more complex because they not only have to face academic demands, but also overcome social stigma, discrimination, and health impacts that affect their daily lives (Hasibuan, 2024). With complex problems, students have difficulty facing academic demands on campus.

Students need resilience in themselves so that their academic performance does not decrease due to academic pressure (Irawan et al., 2022). Previous research conducted by Kusuma (2023) revealed that individuals are unable to overcome the problem of academic demands as well as student inattention, for

example, when students are faced with a task that they consider rather difficult, they may fail to complete the task, complain, and become distracted in learning (Azzahra, 2020).

Along with the many academic pressures placed on students, it is not uncommon for students to worry about whether they will survive in this situation (Denovan & Macaskill, 2016). In fact, some students are able to get out of this unpleasant situation, academically resilient students are those who remain motivated to achieve and achieve high grades, even when they are in a stressful environment and conditions that can jeopardize their achievement (Cassidy, 2015). Dwiastuti's research (2022) states that individuals with high academic resilience are more able to maintain and improve their academic performance than other students.

Resilient students tend to have a positive attitude towards their shortcomings (Harahap et al., 2020). In addition, students who have academic resilience are able to adapt to the conditions of the academic environment which are considered to threaten their survival (Satrianta et al., 2021). However, in addition to academic problems, students affected by HIV / AIDS must also face the virus that attacks their immunity so that in addition to academic problems they are also faced with the HIV / AIDS virus that they experience.

College students have an increased exposure to HIV risk even though they are often given information about the risk of being susceptible to HIV/AIDS due to casual sex, their knowledge does not automatically translate into safe behavior (Ependa et al., 2023). College students tend to be aware that HIV is an epidemic disease, sexually transmitted, and preventable through condom use (Marsiglia et al., 2013). However, due to their lack of personal exposure to people with HIV/AIDS and their perception that they will not be exposed to Sexually Transmitted Infections (STIs), many university students feel immune to the HIV virus and do not consider themselves vulnerable to the HIV virus resulting in more HIV/AIDS transmission to university students (Qing et al., 2022).

The increasing number of HIV infections in university students has an impact on complex psychosocial problems. Rahakbauw (2016) revealed that when individuals first find out they have HIV/AIDS, they are often in disbelief, shock, and denial, along with anger and anxiety, and experience high levels of anxiety and depression. Lindayani (2018) also stated that when someone experiences HIV infection, it results in psychological distress such as fear, anger, disappointment and stress.

Psychological pressures such as stress lead to psychological problems that continue to include feeling worthless, feeling a bleak future, not being able to do anything for yourself or your family, feeling that you will not have a job, and experiencing social limitations (Prasetya, 2018; Rahakbauw, 2016; Salmi, 2023). To achieve healthier health, students with HIV/AIDS (PLWHA) must be able to overcome psychological pressure and psychological pressure due to the disease. Therefore, students with HIV/AIDS (PLWHA) need a resilient attitude, including students with HIV/AIDS at Victory Plus Foundation Yogyakarta.

Method

Literary This research uses a case study method. According to Sukmadinata (2016), a case study is a method of analyzing data about a case. Usually something becomes a problem because it has problems, difficulties, obstacles or injustices, but it can also become a problem because of its advantages or successes even though there is no problem.

The research location is the place or object where the research is conducted. This research was conducted at the Victory Plus Yogyakarta Foundation in Sleman, which is a foundation that focuses on direct support to people living with HIV/AIDS (PLWHA). The research time was conducted from May 22

to August 10, 2024. The research location was also chosen because there is a phenomenon of resilience in PLWHA.

The data source of this research is primary data sources, namely interviews directly with students. Data collection techniques in this study were interviews, researchers conducted face to face interviews with research participants to find out more about the things experienced by students with HIV / AIDS. Interviews were conducted with open-ended questions to bring out the views and opinions of research participants. researchers did not use systematically arranged interview guidelines. However, the researcher only used research questions that the researcher had prepared in outline in accordance with the research problem.

The data collection instrument in qualitative research is the researcher as the main instrument because the researcher understands the research problem. Data validity in qualitative research is carried out by applying certain procedures such as triangulation and member checking. In this study, the data analysis used was Miles and Huberman's interactive analysis.

Research Results

This study describes the academic resilience of students with HIV/AIDS at Victory Plus Foundation Yogyakarta through aspects of perseverance, help-seeking, negative affect, and emotional response.

a. Aspects of Academic Resilience

1) Perseverance

Students with HIV/AIDS at Victory Plus Foundation show strong perseverance in dealing with academic demands. Although initially experiencing difficulties, especially due to stigma, they managed to rise and focus on their academic goals.

JA initially felt burdened by the stigma of contracting HIV through casual sex, but was eventually able to adapt. JA felt that the HIV virus did not interfere with his achievements and continued to study hard and never gave up in completing academic assignments. JA believes that with perseverance, he can still succeed academically.

RA also found it difficult at first due to discrimination, but over time, focusing on academic goals helped RA stay enthusiastic. She is committed to completing her studies to make her parents happy. RA also had to find additional work to support her financial needs, but this did not diminish her determination to graduate.

AS was initially afraid of the stigma, but thanks to the support and motivation from the foundation, AS regained her spirit and persevered in her studies. AS is determined not to give up, despite having to face challenges due to his HIV condition.

SU felt lost when he first found out he had HIV from his girlfriend. However, support from the foundation and friends made SU re-energized and diligent in his studies. SU even plans to continue her education to graduate school.

2) Reflexive and Adaptive Help-Seeking

JA is aware of his shortcomings and actively seeks support from friends at the foundation when feeling discouraged. JA stated that the motivation and encouragement from her peers was crucial in

helping her to keep up with life and academic demands. JA felt that this support enabled her to not get down, and she always tried not to be affected by HIV in her academic performance:

“I always try to keep my spirits up and instill in myself not to be affected by it”

RA rarely asks for help except when facing severe problems. She prefers to rely on her own spirit to solve problems. Nevertheless, RA still received support from the foundation and her friends. According to her, her high spirit is able to overcome any shortcomings:

“I rarely ask my friends for help, even if I ask for help, it is only to share stories with each other.”

AS emphasizes that the shortcomings that exist in him are actually a motivation to keep getting up. AS says that by acknowledging her shortcomings, she can become stronger. AS feels supported by his friends at the foundation, but rarely asks for help unless it is urgent:

“By realizing my shortcomings, I am more able to get up and be enthusiastic in my studies on campus”

SU relies on support from her brother to stay strong in facing life and pursuing her goals. SU admits that it was initially difficult to come to terms with his HIV-infected past, but with the support of his brother, SU was able to get up and continue to be enthusiastic in his studies:

“My brother can calm me down, that's why I continue to be enthusiastic in studying at the campus, I want to realize my dreams.”

3) Negative Affect and Emotional Response

JA avoids negative feelings and remains optimistic, believing that every difficulty brings wisdom. This optimistic attitude makes him confident that he can face all academic challenges. JA also emphasized the importance of accepting circumstances and not being affected by negative emotions:

“I am optimistic, there is no doubt in it”

“Negative emotions don't work on me now”

RA was initially bothered by discrimination, which lowered her productivity and morale. However, RA then picked herself up, avoided negative influences, and rediscovered her direction in life. RA was confident in her spirit, which enabled her to complete her academic demands:

“With enthusiasm and optimism, I can face academic demands”.

“Now I am at peace with myself, and I am optimistic about facing academic challenges”.

AS initially experienced deep fear and sadness after learning of his HIV status. Guilt and fear interfered with learning. However, AS began to regulate his emotions, trying to forget the past, and refocus on his learning and future life:

“I started to regulate my emotions by forgetting the events that brought me down”.

“Now I am optimistic about facing the academic demands on campus”.

SU stated that despite facing pressure and negative influences, he remained optimistic in living his life, especially regarding academic activities. SU believes that motivation and worship help him maintain his enthusiasm for learning:

“I am always optimistic about doing well in my studies”.

b. Factors that Influence Academic Resilience

The academic resilience of students with HIV/AIDS at Victory Plus Foundation Yogyakarta is influenced by two main factors: internal and external factors.

1. Internal Factors

1) Optimism

Participant JA said that although he was initially bothered by the stigma, his sense of optimism kept him enthusiastic in learning and confident that he could complete his lectures well. JA stated,

“I have a strong sense of optimism, and it makes me confident that I can face academic challenges.”

Participant RA added that optimism is needed by students with HIV/AIDS to face discrimination and academic challenges.

“With optimism, I can get up and face academic demands,” said RA.

Participant AS said that optimism was embedded in him even before he got HIV, so he did not feel disturbed by the virus in undergoing lectures. AS said,

“I have to focus on learning on campus, not be distracted by this virus”.

Participant SU also revealed that optimism made him confident and unaffected by personal problems, and remained focused on academics. SU said,

“I always separate personal problems from academic activities, and remain optimistic about facing challenges on campus”.

2) Perseverance

JA explained that perseverance helped her stay focused and on task despite initially feeling burdened by the stigma.

“I am diligent in doing my assignments and attending classes, without diligence, I might not be able to face the academic challenges on campus”.

RA also emphasized the importance of perseverance, especially because RA is already in the final semester which is full of academic demands.

“The demands are getting harder, so I have to be more active and diligent in studying”.

AS feels that perseverance grows because of encouragement from friends, family, and especially the Foundation who continues to motivate AS.

“The Foundation always motivates me to remain diligent in studying and completing assignments”.

SU said her perseverance developed thanks to the support of the Foundation when SU felt she had lost interest and enthusiasm for learning.

“Fortunately, the Foundation encouraged me to persevere in my studies”.

2. External Factors

1) Family Support

Participant JA revealed that family support made him feel accompanied in his struggle, thus increasing his motivation to study. Although only her brother and close friends knew her status, it was enough to help her to remain resilient. JA said,

“Support from them makes me feel that someone is accompanying my struggle and not alienated, it also greatly affects my learning outcomes” (WU1.S1.83).

RA also felt the same way. Although not ready to open up to her parents, the support from her close family made RA able to face academic challenges. She said,

“My close family already knows my condition and that is my strengthener” (WU2.S2.74). This support helped RA remain enthusiastic in undergoing lectures.

AS had the full support of his parents who encouraged him to graduate soon. This gave AS enthusiasm, but also added responsibility.

“My parents urged me to graduate soon, and that made me more excited for graduation” (WU3.S3.59).

Participant SU received support from her brother, who understood her condition. This support made SU determined to continue her education until S2.

“My brother who always provides support, that's what makes a big influence in my life” (WU4.S4.62).

2) Social Support

JA gets support from her close friends who often provide advice and encouragement to keep her spirits up.

“I often get support from friends to focus on learning and facing academic demands”.

RA feels that support from her best friend is very important. Her best friend often gives advice to keep RA strong and not give up.

“My best friend always gives advice that I must be strong and not give up”.

AS also felt the benefits of social support from her friends who knew her status. This support made AS calmer in facing academic tasks and challenges.

“I feel helped by my friends' advice to stay calm in all situations”.

SU also received tremendous support from her friends on campus. They are willing to help SU in completing academic assignments.

“My friends support me so sincerely, they are even willing to help me when I am struggling”.

This support made SU feel stronger in facing academic challenges.

Both family support and social support play a big role in helping PLWHA students face academic challenges. This support gives them the enthusiasm, motivation, and strength to persevere and complete their education.

Discussion

Broadly speaking, there are two things that will be discussed in this sub chapter, namely first, researchers discuss the aspects of academic resilience of students with HIV/AIDS at the Victory Plus Yogyakarta Foundation. Second, the factors that influence the academic resilience of students with HIV/AIDS at the Victory Plus Yogyakarta Foundation. The discussion will be described in a conceptual map of the process of forming academic resilience of students with HIV/AIDS.

Students with HIV/AIDS face various challenges in their academic life, such as facing academic demands, persistent health problems, and psychological pressure. Academic resilience is the ability to adapt positively and overcome these obstacles to still achieve educational goals. Academic resilience is defined as the ability to bounce back and maintain academic performance despite stress and adversity. This ability is particularly important for students with HIV/AIDS who must manage their health conditions while meeting academic demands. The aspects formed from academic resilience in students with HIV / AIDS at the Victory Plus Yogyakarta Foundation, perseverance, reflective and adaptive help seeking, negative influences and emotional responses, and factors that influence academic resilience in students with HIV / AIDS, namely family support and social support.

Perseverance is the ability to remain persistent and keep trying despite difficulties or failures. It is what participants JA, RA, AS and SU faced struggling against academic demands, stigma, discrimination and external pressures. Duckworth et al. (2007) introduced the concept of “grit”, which includes perseverance and passion for long-term goals.

All participants had perseverance in themselves despite initial problems and loss of motivation but both JA, RA, AS and SU had the perseverance to complete their ultimate goal. Recent research by Tang et al. (2023) showed that perseverance is a key factor in academic success, especially among students facing health challenges such as HIV/AIDS.

For students with HIV/AIDS, perseverance is essential to deal with the challenges associated with their health condition and social stigma. Perseverance helps them not to give up easily when facing academic failure or health challenges. Reflective and adaptive help-seeking refers to the ability to consciously seek help or support when needed, as well as the ability to adjust strategies based on the situation at hand.

JA participants seek help and support from foundation friends when feeling down. Participant RA only focuses on his goals in completing his education but when he gets a problem JA will look for his friends to share what he is experiencing. Participant AS will also seek help from friends and the Foundation if he cannot solve the problem. Meanwhile, participant SU will seek help from his brother.

According to recent research by Zimmerman and Schunk (2021), the ability to seek adaptive help is an important aspect of effective self-regulation in an academic context. This research emphasizes the importance of self-reflection in determining when and where to seek support. Students with HIV/AIDS often need additional help in both academic and health aspects. The ability to seek appropriate help and adapt to changing situations is critical to their academic success.

This aspect refers to the ability to manage negative emotions such as anxiety, stress, and depression that may arise from academic or health challenges. Smith and Kirby (2022) on Emotional Regulation showed that the ability to adaptively manage emotional responses can reduce the negative impact of academic stress.

Participant JA said that negative influences such as stigma were things that made him feel disturbed but by ignoring and regulating his emotions JA could rise from the adversity he faced, participant RA also experienced discrimination and negative influences that made RA feel demoralized at

first. Participant AS also felt that negative influences such as pressure, stigma and discrimination were initially very disturbing but AS believed that he would be able to get through it by making peace with himself. Similarly, participant SU faced negative influences such as fear in himself, to the point of losing interest in learning but when he did not think about it, finally participant SU could survive through it.

This study underscores the importance of emotion regulation strategies such as cognitive reappraisal (changing the way of looking at the situation) to increase resilience. Students with HIV/AIDS face additional emotional challenges due to social stigma and persistent health problems. The ability to manage negative emotions is essential so that they can stay focused on academic goals and not be distracted by emotional distress.

Academic resilience in students with HIV/AIDS is influenced by various internal and external factors. Internal factors that include optimism are a positive attitude towards the future and the belief that challenges can be overcome. Seligman (2018) in Learned Optimism theory states that optimistic individuals tend to see failure as something that can be overcome. As a whole, JA, RA, AS, SU participants have a high attitude of optimism, JA participants are optimistic in facing academic demands while at campus, RA participants have a high optimistic attitude and focus on learning, AS participants have a high attitude of optimism in living the day and undergoing academic activities on campus and SU participants also have a high attitude of optimism in themselves to complete lectures.

Recent research by Carver and Scheier (2022) showed that optimism is positively associated with adaptive coping strategies and better academic performance. Students with HIV/AIDS who have an optimistic outlook are more likely to be motivated to keep trying despite difficulties, because they believe that difficult situations can be overcome. Perseverance is the ability to remain persistent in the face of adversity. Perseverance is the ability to remain persistent in the face of adversity. All participants, JA, RA, AS, SU have high perseverance in themselves even though at first the stigma was experienced by JA but when he no longer thought too much about it he was able to get up, RA was also the same even though at first he received discrimination but because he was a final student inevitably perseverance had to be in him, AS when facing stigma, discrimination and pressure from within was able to get up and return to study, while AS said thanks to encouragement and support from the foundation he initially lost direction, motivation and purpose in life, but returned to perseverance due to the many supports he received. Research by Duckworth et al. (2023) states that emphasizes the importance of perseverance, especially in stressful situations or facing chronic illness. Perseverance is the key to keep trying to achieve goals despite facing great challenges. Students with HIV/AIDS who have high perseverance are better able to cope with failure or difficulties without feeling discouraged. This perseverance allows them to try different learning strategies and keep trying to achieve academic success.

Motivation is an internal drive that encourages a person to achieve certain goals. All participants, JA, RA, AS, SU have high motivation in themselves. Research conducted by Deci and Ryan (2020) shows that intrinsic and extrinsic motivation play an important role in academic performance. Intrinsic motivation, which is driven by personal interest or a sense of achievement, is particularly important in situations where academic and health challenges meet. Strong motivation helps students with HIV/AIDS to remain committed to their academic goals, even when they face significant obstacles.

External factors such as family support include emotional, financial, and moral support provided by the family. Family Support: Family support is an external factor that affects the academic resilience of students with HIV/AIDS. JA participants really need support from family, even though it is hard to tell the truth but close family such as older siblings already know and it is a support that really helps JA. RA participants said family support was very influential and needed. Participant AS said that family support such as parents really helped AS in undergoing lectures, but due to responsibilities that must be graduated soon. Participant SU said that support from the family was obtained from his brother because his mother died, but SU did not dare to open his status to his own father, with the support of SU's brother it was

enough for SU to be enthusiastic about undergoing academic activities on campus. Research by Walsh (2021) shows that family support is an important protective factor that supports individual resilience, including in the academic context. Family Systems theory also emphasizes that stable and coherent family support increases an individual's resilience capacity. Family support provides a sense of security and stability that helps students with HIV/AIDS to feel supported and motivated in achieving their academic goals.

External factors of social support involve help from friends, lecturers, academic staff, and the community. Participant RA said that RA received support from close friends to keep up the spirit, participant JA said that the social support he received came from his own best friend who continued to advise and encourage RA. Participant AS gets support from friends in the neighborhood where he lives, while SU gets social support from close friends on campus who provide continuous support. According to the Social Support theory updated by Thoits (2023), social support from the surrounding environment can provide a feeling of connectedness and reduce perceived stress. Support from peers, for example, can provide an important morale boost in coping with academic pressure. Social support from friends and the academic community can help students with HIV/AIDS feel more accepted and motivated, which in turn increases their resilience to face academic challenges.

Academic resilience in students with HIV/AIDS at Victory Plus Foundation Yogyakarta is influenced by various aspects and interacting factors. Aspects such as perseverance, reflective and adaptive help-seeking, and management of negative affect and emotional responses are critical in helping students overcome academic and health challenges. Internal factors such as optimism, perseverance, and motivation, as well as external factors such as family support and social support, all contribute to shaping this academic resilience. Understanding these aspects and factors can help educational institutions and foundations design more effective programs to support students with HIV/AIDS in achieving their academic success.

Conclusion

1. Academic resilience in students with HIV/AIDS at Victory Foundation Yogyakarta Students with HIV/AIDS at Victory Plus Foundation Yogyakarta show good academic resilience. Although initially JA, RA, AS, and SU experienced a decrease in motivation due to stigma and discrimination, they were able to rise after getting support from family, friends, and the foundation. This support helped them face academic challenges on campus.
2. Victory Plus Yogyakarta Foundation plays an important role in improving students' academic resilience by providing social and psychosocial support, as well as encouragement to remain enthusiastic in facing academic demands.
3. Factors that influence the academic resilience of students with HIV/AIDS at the Victory Plus Yogyakarta Foundation consist of: First, internal factors that come from within the individual which include optimism, perseverance, personal desire. Second, external factors which are factors that come from outside the individual which include social support and family support.

Suggestion

1. The foundation can strengthen psychosocial support programs that focus on students with HIV/AIDS. This program could include regular counseling services, group support sessions, and activities that hone emotion and stress management skills. This will help students overcome academic challenges and increase their resilience.
2. Organize specialized training related to study skills and time management that can be tailored to the needs of students.

3. Establish a peer support group consisting of students who are also living with HIV/AIDS to share experiences and provide mutual support.
4. Optimizing student access to academic resources, such as reading materials, educational technology, and online learning platforms. The foundation can collaborate with the campus to provide easier access to these resources, especially for students who may experience access difficulties due to their health condition.
5. Conduct periodic evaluations of the academic resilience of students with HIV/AIDS, through questionnaires or interviews, to assess their progress and adjust the support provided.
6. For future researchers, it is necessary to conduct further research on the academic resilience of students with HIV/AIDS, considering that research on academic resilience in students with HIV/AIDS is still very rare.

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