

IGNATIAN PEDAGOGY AS A FRAMEWORK FOR FOSTERING RESILIENCE AMONG SCHOOL STUDENTS IN DISASTER-PRONE AREAS

PEDAGOGI IGNASIAN SEBAGAI KERANGKA KERJA UNTUK MENUMBUHKAN RESILIENSI PADA SISWA SEKOLAH DI DAERAH RAWAN BENCANA

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ABSTRAK

Pendidikan karakter, khususnya pendidikan resiliensi, melibatkan upaya menyiapkan siswa untuk masa depan sebagai penawar terhadap berbagai tantangan global yang kompleks, khususnya di negara-negara rawan bencana. Namun, pendidikan resiliensi saat ini masih kurang memiliki fondasi pedagogis yang koheren dan cenderung terfragmentasi. Studi ini mengkaji peran pedagogi Ignasian dalam menumbuhkan karakter resiliensi pada peserta didik yang rentan terhadap bahaya lingkungan yang kronis. Dengan menggunakan tinjauan literatur naratif, studi ini menelaah artikel jurnal yang telah melalui tinjauan sejawat dari basis data akademik utama yang memuat penelitian berbahasa Inggris yang diterbitkan antara tahun 2015 dan 2025. Studi ini berfokus pada teori resiliensi, strategi pedagogis pengembangan resiliensi, dan penerapan pedagogis prinsip-prinsip Ignasian. Kami mengidentifikasi pola-pola inti, keterkaitan konseptual, serta kesenjangan penelitian melalui sintesis tematik terhadap bukti kualitatif dari masing-masing studi. Resiliensi merupakan suatu proses yang bersifat nuansir dan sangat bergantung pada konteks, yang melibatkan regulasi emosi, keterhubungan sosial, pemecahan masalah, dan pemaknaan. Meskipun strategi yang ada saat ini—seperti pendidikan kebencanaan dan pembelajaran sosial-emosional—menyasar dimensi-dimensi tertentu dari resiliensi, upaya tersebut kerap dilakukan secara terpisah. Paradigma ini menempatkan konteks peserta didik, refleksi, tindakan, dan cura personalis sebagai inti, disertai kebutuhan akan integrasi yang lebih luas antara dimensi kognitif, emosional, dan etis dalam pembelajaran. Model konseptual ini diusulkan melalui keterkaitan antara elemen-elemen pedagogi Ignasian dengan pengembangan resiliensi, yang dimediasi oleh mekanisme pembelajaran reflektif dan adaptif. Kontribusi ini mensintesis teori resiliensi dengan pedagogi berbasis nilai, sehingga memberikan basis praktis bagi kurikulum dalam konteks rawan bencana serta implikasinya bagi kebijakan pendidikan.

Kata kunci: *kura personalis, pedagogi Ignasian, pembelajaran reflektif, pendidikan karakter, resiliensi*

ABSTRACT

Character education, particularly resilience education, involves nurturing students for the future as an antidote against multiple complex global challenges, particularly in disaster-prone



countries. However, resilience education lacks coherent pedagogical foundations and remains somewhat fragmented today. This study investigates the role of Ignatian pedagogy in nurturing resilience character among learners susceptible to chronic environmental hazards. Using a narrative literature review, this study examines peer-reviewed journal articles from major academic databases containing English-language research published between 2015 and 2025. It focuses on resilience theory, strategies for pedagogy of resilience development, and pedagogical application of Ignatian principles. We identified core patterns, conceptual connections, and research gaps through thematically synthesizing qualitative evidence from individual studies. Resilience is a process that is nuanced and highly context-dependent, involving emotional regulation, social connectedness, problem-solving, and meaning-making. Although current strategies—like disaster education and social-emotional learning—target certain dimensions of resilience, they often do so in silos. This paradigm places learner context, reflection, action, and *cura personalis* at its core, together with the need for a broader integration of cognitive, emotional, and ethical dimensions of our learning. Such a conceptual model is being proposed through the connections of Ignatian pedagogical elements to resilience development as mediated by reflective and adaptive learning mechanisms. This contribution synthesizes resilience theory and value-based pedagogy, providing a practical basis for curriculum in disaster-prone contexts and implications for educational policy.

Keywords: character education, *cura personalis*, Ignatian pedagogy, reflective learning, resilience

1. INTRODUCTION

Character education has emerged as a strategic priority in preparing younger generations for the challenges and uncertainties of the 21st century (Fatrizal & Fussalam, 2025). In populations subject to recurrent natural hazards that undermine not only physical infrastructure but also psychological and social stability, this imperative assumes particular urgency. Education systems will have to institutionalize resilience as a core competency training due to universal crises with increasing environmental risks, just like global political and social processes have had the opportunity to integrate policy practices grounding resilience in education (Benavot et al., 2024). This broader institutional shift toward resilience-oriented policy underscores the need to understand how individual students in disaster-prone settings actually experience and cope with adversity in their daily educational lives.

There are students who live in or near an area prone to disasters who commonly experience chronic stress, uncertainty, and a siege mentality that can affect their emotional development and their ability to learn. Modern resilience research highlights that one does not cope with adversity alone, but in a broader system (Sugara et al., 2025): shared stressors may affect both individual and contextual layers of adaptation such as relational ecosystems and wider environmental structures. Treating resilience not as a trait but as a dynamic, context-dependent process that is developed through interactions between individuals and their

environments (McMillin, 2021). It highlights the need for educational strategies that move beyond knowledge transmission to actually help students interface with and leverage the resources in their socio-cultural environments. This defined resilience as the cumulative abilities of living systems to absorb and rebound from large-scale disruptions (Masten et al., 2024). It includes emotional regulation, strong problem-solving skills, social connectedness, and meaning-making processes. Recent advances in resilience science focus on the multisystem processes, where schools are promising protective environments of development and well-being that can foster adaptive capacity for students growing up with chronic adversity (Masten, 2024). Using data until October 2023, Jackson et al. (2025) make the case that when educational interventions contextualize learning experiences and have an action-orientation, they are most likely to build resilience. Yet, most disaster education focuses on technical preparedness and knowledge acquisition, whilst deeper reflective processes and forming values are often neglected. This gap signals the necessity of pedagogical frameworks that weave together the cognitive, affective, and ethical dimensions of learning.

One framework that is both hopeful and largely unused is called Ignatian pedagogy (Gesuiti Educazione, 2026; Nowacek & Mountin, 2023), which has its origins in the Jesuit tradition of education. It is built on five main components, namely context, experience, reflection, action, and evaluation, providing an integrative learning cycle involving both the cognitive and affective domains (Marek et al., 2022). This pedagogy is centred on *cura personalis*, care for the whole person, and embraces the intellectual, emotional, social, and moral dimensions of learning (Quileste, 2026; Peters, 2022). The most recent evidence supports that Ignatian pedagogy promotes the ability to construct meaning, moral sensibility, and reflective practice—the essential components of long-term adaptive capacity (Moles et al., 2024).

Although conceptually compatible with resilience theory, the use of Ignatian pedagogy as a theoretical framework implementing educational approaches in disaster-prone areas is limited. The current literature mainly focuses on its philosophical basis or its general education applications with relatively little effort to examine how it can help foster resilience among students facing repetitive environmental hazards. Such a gap points towards the need for an integrative theoretical framework to connect pedagogies of value-based education with context-specific resilience education. To address this need, the current study provides a systematic literature review of developing resilience character using Ignatian pedagogy in disaster-affected areas. A literature review approach, rather than primary empirical research, was selected because empirical studies directly linking Ignatian pedagogy to resilience in

disaster contexts remain scarce; synthesizing the existing theoretical and empirical literature therefore offers the most feasible way to identify patterns and gaps that can inform future empirical work. The review focuses on four elements: (1) core principles of Ignatian pedagogy, (2) aspects of resilient character, (3) embedding Ignatian pedagogy into curriculum for character education, and (4) recommendations for educational policy from hard-hit areas affected by disaster. This study contributes to the literature through proposing a conceptual synthesis of reflective pedagogy and multisystem resilience theory in vulnerable educational contexts.

2. METHOD

This research employs a critical literature review methodology to analyse how patterns from Ignatian pedagogy align with resilience character development within educational contexts affected by disaster scenarios. This perspective transcends the limitations of typical narrative reviews, offering not just an overview of existing research, but providing critical appraisal and synthesis across diverse theoretical perspectives to derive new conceptual insights. This approach can be adeptly used to investigate the relatively unexplored nexus between pedagogical models and resilience theory.

A literature search was conducted in important databases, such as Scopus, Web of Science, and Google Scholar. The search included peer-reviewed literature published between the years 2015-2025 to encompass emerging resilience theory and pedagogical research. Based on a combination of these domains, search terms identified articles within those relevant searches were combined and refined (e.g., [("Ignatian pedagogy" OR "Jesuit education") AND ("resilience" OR "adaptive capacity") AND ("education" OR "students")]). Database queries were supplemented by intensive manual searches of reference lists. Selection methods: peer-reviewed journal articles published in English with a focus on education, pedagogy or student development with relevance to resilience, reflective learning or Ignatian pedagogy were considered for inclusion. Non-academic works, non- education-related articles and studies without clear theoretical or methodological frameworks were excluded.

The screening process included the removal of duplicates, title and abstract screening for relevance, and a full-text review against inclusion criteria. This led to a final short-list of 10 articles most relevant to the study needs. PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) principles are an evidence-based minimum set of guidelines designed to help authors transparently and completely report systematic reviews and meta-

analyses. PRISMA consists of a 27-item checklist and a four-phase flow diagram that were used to guide the screening and reporting process in order to improve transparency, although this review does not claim full systematic review status, since it does not include a formal quality appraisal or meta-analysis. We organized the data extraction into thematic categories focused on key concepts, theoretical frameworks, and findings regarding Ignatian pedagogy and resilience. Thematic synthesis comprised three key stages: (1) coding relevant concepts, (2) clustering codes into broader themes, and (3) interpreting thematic relationships to complete an integrated conceptual framework. Emphasis was placed on studies with congruence or divergence between each other.

Using numerous databases was built into the process to guarantee coverage; clear inclusion or exclusion criteria minimized selection bias; and iterative analysis of the evolving evidence base strengthened interpretative consistency. However, potential publication bias and exclusion of non-English literature should temper the interpretation. Table 1 outlines a structured synthesis of the selected studies across research context, method, findings and gaps. The synthesis reveals several patterns. First, resilience research is largely limited to psychological and social phenomena—adaptive capacity, emotional regulation, environmental affordance—but often ignores the pedagogical dimension of how resilience is cultivated in learning contexts. Secondly, the pedagogical studies in social-emotional and reflective learning present potential but are seldom grounded in disaster-prone environments. Third, Ignatian pedagogy research reveals strengths in reflective thinking, ethical formation, and development but remains dominated by general education contexts without an adequate response to how such institutions can develop resilience.

Table 1. Comprehensive Review of Previous Studies, Organized to Show How Each Source Relates to the Review's Guiding Questions on Resilience Theory, Pedagogical Models, and

Ignatian pedagogy		
Research Context	Methodological Approach	Main Findings (Relevance to Review Focus)
Character education for mental resilience in the AI era, focusing on children's well-being	Systematic literature review	Character education supports mental resilience in children facing AI-driven societal changes; framework for integrating resilience into digital-era pedagogy.
Post-disaster mental health among adolescents after the Cianjur earthquake (Indonesia)	Quantitative prevalence study (survey-based)	Significant prevalence of PTSD and prolonged grief disorder; implications for school-based mental health services identified

Role of SDG 4 (Quality Education) in fostering resilience during global crises	Conceptual/policy analysis	Argues for explicit integration of resilience education into SDG 4 frameworks; critiques current absence of resilience targets
Developmental pathways of resilience across multiple systems (individual, family, community)	Theoretical synthesis & developmental psychopathology framework	Proposes multisystem integration model; resilience emerges from adaptive interactions across systems.
Half-century evolution of developmental resilience science	Historical/disciplinary review	Traces key conceptual shifts; resilience science has matured from individual traits to dynamic, systems-oriented approaches
School-based climate change literacy programmes supporting resilience & emotional well-being	Systematic review	Programmes that build resilience also enhance emotional well-being and climate agency; effective programmes use participatory, solution-focused approaches.
Ignatian educational model in European school history	Historical/document analysis	Ratio Studiorum emphasized holistic formation, adaptation, and rigorous academic structure; influenced modern Jesuit education.
Ignatian spirituality as foundation for pedagogical theory of accompaniment	Theoretical/philosophical synthesis	Accompaniment (<i>cura personalis</i>) supports student well-being, identity formation, and resilient relationships; applicable beyond religious contexts.
Team-based learning within Ignatian Pedagogical Paradigm (IPP) to strengthen ethical commitments to common good	Pedagogical case study / qualitative description	IPP + team-based learning effectively promotes ethical reasoning and social responsibility; iterative reflection-action cycles are key
Implementation of Ignatian Pedagogy Paradigm in vocational high school mathematics (annuity material)	Pedagogical implementation	IPP steps (Context, Experience, Reflection, Action, Evaluation) adaptable to technical math content; improved student engagement

In general, the synthesis reveals an obvious blind spot wherein pedagogical frameworks articulated from a value-based stance remain largely disconnected from contemporary discourses around

resilience in disaster settings—this gap catalyses the data underpinning our proposed conceptual framework.

3. RESULT AND DISCUSSION

3.1. Dominant Perspectives on Resilience

Resilience is primarily conceptualized as a dynamic, multisystem process rather than a static individual-level trait. These studies highlight interactions between individual capabilities and environmental support systems such as family, school, and community (Masten et al., 2021). Dimensions of core resilience found in this work include emotional regulation, problem-solving ability, social connectedness, as well as making sense of adversity. Multiple studies highlight that the development of resilience is highly context-dependent, and especially for high-risk settings, e.g., disaster-prone regions. Theoretical sophistication is not translating consistently into educational practice – and in particular resilience concepts – which grow more sophisticated season by season. Schools may serve as protective environments, but there is only limited specification as to how pedagogy can systematically teach resilience.

3.2. Pedagogical Models in the Development of Resilience

The findings suggest three prominent pedagogical strategies in teaching for resilience—disaster education, social-emotional learning (SEL), and reflective learning. Disaster education mainly enhances students' knowledge, awareness, and preparedness against hazards. While developing technical skills, it often lacks deeper psychological and reflective perspectives. SEL frameworks increase emotional regulation, empathy, and interpersonal abilities, and have been shown to improve student well-being (Van Pham, 2024). Yet many SEL programs use a one-size-fits-all template which does not meet the specific needs of disaster-prone settings. Reflective learning prompts analysis of actual events and facilitates purpose generation for what one learns, resulting in a more profound understanding. Although it holds great potential, reflective pedagogy is rarely systematically integrated in resilience education, especially in contexts of disasters.

3.3. Contribution of Ignatian Pedagogy

The literature on Ignatian pedagogy emphasizes this wholeness, which is heard when speaking of reflection or reflective practice and in some way speaks to the ethical formation. The comprehensive Ignatian Pedagogy Paradigm integrates learning dimensions cognitive,

affective, and behavioural through context, experience, reflection, action, and evaluation (Lestari & Santoso, 2025). Reflection is the most important means of learning, by which students can process experiences, make sense of them for themselves, and gain insight. This resonates well with the meaning-making aspect of resilience, which is crucial for thriving and rebounding from adversity. In addition, *cura personalis* supports an individually-oriented, relational construct of education consistent with resilience's multilevel systems frame. Moral reasoning, social connectedness, and emotional regulation are achieved through attention to the whole individual in Ignatian pedagogy. However, in the literature on resilience, concrete research explicitly associating Ignatian pedagogy with development of resilience is still rare.

3.4. Gaps in the Literature

Both strands of literature—resilience theory and pedagogical research—have developed independently, but critical gaps remain. First, resilience frameworks and pedagogical models are rarely integrated; resilience studies typically study the psychological constructs without any instructional design, while pedagogical research biases against resilience as an outcome. Second, pedagogical approaches to resilience are still highly fragmented: disaster education prepares for future calamities, SEL teaches emotional skills to cope with challenges in the present, and reflective learning aims at critical thinking without unifying efforts in offering a solution to resilience's multidimensionality. Third, there is an inadequate examination of how value-based pedagogies—such as Ignatian pedagogy—are implemented in the context of disaster. It is closely conceptually aligned with resilience, but little research has explored how to operationalize it for developing resilience in high-risk settings. The present model, therefore, can help inform an integrative framework for resilience education that builds on reflective and contextual approaches, as well as approaches based on value.

3.5. Results Interpretation

The review provides evidence for resilience as a multidimensional and context-dependent process, but the operationalization of educational resilience suffered from fragmentation. There's no particular reasoning here, which includes an absence of a coordinated, coherent pedagogical framework that would systematically reinforce emotional regulation, social support, and adaptive skills while the creation or maintenance of them are stated as priorities. Disaster education, SEL, and reflective learning capture life-skills required for well-being (discrete resilience facets) but primarily focus on individual aspects of cognitive competence potentially relevant to the student populations who endure complex and repeated

adversities in disaster-prone environments. Therefore, an interdisciplinary approach that integrates cognitive, emotional, and ethical aspects simultaneously is needed.

3.6. Conceptual Framework Integration

This study contributes to the literature by spanning resilience theory and value-based pedagogy through embedding Ignatian pedagogy in its foundation of resilience education. While resilience theory has moved toward models of multisystem levels, educational pedagogical frameworks seldom provide models for improving instructional practice based on these insights. By contrast, pedagogical models generally do not explicitly relate to resilience outputs.

First, framing Ignatian pedagogy as a mediating framework leverages resilience models in two main ways. This is because, firstly, it foregrounds reflection as a sense-making mechanism, which is a prerequisite for converting adversity into learning. Second, it positions *cura personalis* as essential to fostering a holistic approach to learners' needs that is in keeping with the multisystem nature of resilience. This comprehensive view explains in what ways organized teaching and learning processes stimulate innate mechanisms—emotional regulation, critical consciousness, moral judgment—that support the development of resilience.

These findings provide empirical support for the proposed theoretical model linking disaster-prone contexts, Ignatian pedagogical processes, internal mechanisms, and resilience outcomes. Resilience is echoed and enhanced in the Awaken experience of Ignatian pedagogy—reflect (or be aware that you can make things happen) and act—in a cycle. Reflection connects experience with internal transformation in line with how students ascribe meaning to adversity, which Harlow links to resilience theory, which attaches importance to meaning-making. Action is adaptive, the foundation of resilience both in mind (internal) and body (behavioural). Grounding pedagogy in students' lived realities through context as a starting point for learning enhances relevance and impact, thus improving resilience cultivation.

3.7. Practical Implications and Study Limitations

This study has implications for education policy and practice in disaster-prone areas. The changing nature and frequency of disasters are alerting educators that there is a need for an interactive, contextualized pedagogy to prepare students for various disaster phenomena. In order to do so, teacher training needs to embrace Ignatian principles, especially in the areas of reflection and holistic student development. Through guided reflective processes, teachers will be able to cultivate resilience. Policymakers should support adaptive education that considers

how specific student populations struggle with local risks, and they need to work with educational institutions to enable innovative pedagogy that promotes resilience as a key outcome of education.

The limits of this work include an over-reliance on secondary literature and the dearth of empirical studies directly connecting Ignatian pedagogy to resilience in disasters that preclude definitive conclusions about practical effectiveness. Moreover, the heavy reliance on English-language publications may miss important research published in other languages. Lack of quantitative meta-analysis limits generalizability. Empirical studies should follow in various disaster-prone educational settings, particularly at Ignatian-inspired institutions utilizing the framework proposed.

4. CONCLUSION

The study highlights the potential of Ignatian pedagogy as an integrated, reflective framework for fostering resilience among students in disaster-prone contexts. Resilience is a dynamic process that evolves through personal, relational, and contextual factors (as identified by a critical synthesis of literature). Current resilience education focuses on technical or emotional competencies, but not reflective and ethical learning. The Ignatian pedagogical tradition brings a unique expertise in the areas of context, reflection, action and *cura personalis* to help students make meaning of experience while developing critical consciousness and adaptive response. Reflection is not simply an intellectual exercise; it is discernment that catalyses personal change and ethical behaviour. Therefore, the Ignatian pedagogy fits the mission of Jesuit education to produce loving, strong people with enough predisposition for constructive involvement in socio- environmental issues. How to teach resilience in vulnerable settings is a conceptual synthesis between resilience theory and Ignatian pedagogy. Thus, the integration addresses discourse concerning reflective and values-based pedagogy as they relate to the holistic development of students. In this sense, the findings mainly support integrating contextual, reflective learning in disaster education not only to enhance preparedness but also psychological resilience, ethical sensibility, and social responsibility. In spite of its contributions, it is still limited by a dependence upon secondary sources and a lack of empirical evidence demonstrating the relationship between Ignatian pedagogy and resilience. Future research should investigate, empirically, what framework implementation would look like in schools located in more disaster-prone areas and how this can be done within an Ignatian context.

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