Konseling Edukasi
Journal of Guidance and Counseling
https://journal.iainkudus.ac.id/index.php/Konseling_Edukasi
E-ISSN : **2580-9008**
Vol. 10 No. 2 Tahun 2026 | 157 – 177
DOI: 10.21043/konseling.v10i2.39256

The Contribution of *Subjective Well-Being* and Gratitude to the Academic Resilience of Guidance and Counseling Students in Indonesia

Salsabila Nasution
Universitas Negeri Makassar, Makassar, Indonesia
Salsabila.nasution@unm.ac.id

M. Amirullah
Universitas Negeri Makassar, Makassar, Indonesia
amirullah14@unm.ac.id

Abid Raisardhi Abdullah
Universitas Negeri Makassar, Makassar, Indonesia
abid.raisardhi.abdullah@unm.ac.id

Dwi Endrasto Wibowo
Universitas Negeri Makassar, Makassar, Indonesia
dwi.endrasto.wibowo@unm.ac.id

Abstract

The Contribution of Subjective Well-Being and Gratitude to the Academic Resilience of Guidance and Counseling Students in Indonesia. *Academic resilience is a crucial capacity for guidance and counseling students, who are required not only to meet academic demands but also to be prepared as future helping professionals in both psychological and spiritual domains. This study examined the contribution of subjective well-being (SWB) and gratitude to academic resilience and tested whether gratitude operates indirectly through SWB. A quantitative, predictive correlational design based on a cross-sectional survey was employed, with data collected between 6 and 10 April 2026. Participants were 422 guidance and counseling students recruited through voluntary sampling via student social media networks. The instruments were an adapted BBC Subjective Well-being Scale (10 items, a = .825), a gratitude scale derived from Emmons' conception (8 items, a = .602), and an academic resilience scale derived*

from Martin and Marsh's construct (6 items, a = .761). Data were analyzed using hierarchical multiple linear regression and simple mediation analysis with 10.000 bootstrap samples. Jointly, both predictors contributed significantly to academic resilience, $F(2, 419) = 157.00$, $p < .001$, $R^2 = .428$. Uniquely, only SWB was significant ($b = .627$, $p < .001$, $f^2 = .515$), whereas gratitude was not ($b = .051$, $p = .230$, $f^2 = .003$). Mediation analysis revealed a significant indirect effect of gratitude on academic resilience through SWB (ab = .315, 95% CI [.247, .384]), with 86.0% of the total effect mediated, a pattern consistent with full mediation. A sensitivity analysis correcting for attenuation indicated that the loss of gratitude's unique effect is not solely attributable to the marginal reliability of the scale. These findings position gratitude as a distal resource and SWB as a proximal resource for academic resilience. Practically, university counseling services should target the enhancement of subjective well-being, positioning gratitude practices as a pathway toward it, including within an Islamic guidance and counseling framework linking gratitude (syukur), patience (sabr), and inner tranquility (thuma'ninah). Given the cross-sectional design and the uneven regional composition of the sample, the findings should not be read as causal or as a national portrait.

Keywords: *Academic Resilience; Gratitude; Guidance And Counseling Students; Subjective Well-Being*

A. Introduction

The period of study in higher education is a phase marked by considerable pressure (Setiagils et al., 2024); students face escalating academic demands, overlapping assignment deadlines, demands for social adjustment, and uncertainty about their future careers (Hafizh et al., 2026; Nasichah et al., 2026). Not all students are able to withstand such pressure. These differing responses to academic pressure are precisely what make academic resilience an important construct to examine. Academic resilience refers to an individual's capacity to successfully deal with setbacks, challenges, and pressures that arise in everyday academic contexts (Martin & Marsh, 2006) This construct differs from classic resilience, which emphasizes recovery from extreme life adversity (Masten, 2001). Academic resilience instead highlights the ability to cope with routine difficulties, such as poor grades, criticism from lecturers, or an accumulating assignment load (Martin, 2013).

Research on academic resilience becomes even more relevant when linked to students of Guidance and Counseling (GC) study programs. GC students are required to carry out counseling practice and field experience practice, and the demand to master relational skills places them under an emotional burden that students of other study programs do not always experience. Counselors who are not resilient can hardly be expected to become a source of resilience for their counselees (Mufidah et al., 2026). Academic resilience among GC students is therefore not merely a prerequisite for academic success but also part of their professional readiness (Ardi et al., 2024).

One psychological variable assumed to sustain academic resilience is *subjective well-being* (SWB) (Das et al., 2020; Klutsey & Mahama, 2025). (Diener et al., 1999) defined SWB as an individual's evaluation of their own life, encompassing a cognitive component in the form of life satisfaction and an affective component in the form of the dominance of positive over negative affect. Individuals with high SWB tend to possess larger reserves of emotional resources when facing pressure (Anggraini et al., 2026; Ardis et al., 2025). Through a meta-analysis, Lyubomirsky et al. (2005) also found that positive affect is not only an outcome of success but also precedes and facilitates success across various life domains, including the academic domain.

Another psychological variable widely examined in positive psychology is gratitude. McCullough et al., (2002) viewed gratitude as an affective disposition to recognize and respond positively to the kindness received from others. A number of experimental and longitudinal studies show that gratitude is associated with increased well-being and social support as well as with reduced stress and depressive symptoms (Akyıl et al., 2025; Man & Jing, 2025; Tian et al., 2025). The review by Wood et al., (2010) concluded that gratitude is consistently positively related to various indicators of well-being, although its causal mechanism is not yet fully understood.

The conceptualization of gratitude that has developed within positive psychology rests on horizontal relations between human beings, namely between the recipient and the giver of kindness. In the context of Indonesian students, particularly GC and Islamic Guidance and Counseling students at Islamic religious universities, such a conceptualization is not yet fully adequate. The sequence of gratitude, patience, and *thuma'ninah* is conceptually parallel to the notion that gratitude builds a state of inner well-being that in turn sustains resilience, rather than operating directly as resilience itself (Mahfud & Ghozali, 2026). This perspective forms the basis for the theoretical proposition of this study, namely that gratitude functions as an antecedent of *subjective well-being*, rather than as a parallel predictor that is independent in explaining academic resilience.

Recent studies show that gratitude is positively related to well-being and may act as an intervening mechanism in the relationship between social support and psychological well-being (Akyıl et al., 2025; Man & Jing, 2025; Tian et al., 2025). Meanwhile, other studies indicate that academic resilience is associated with psychological resources such as meaning in life and *subjective well-being* (Ardis et al., 2025; Klutsey & Mahama, 2025; Maulidhah & Fahmawati, 2025). Nevertheless, most studies still examine the relationships among these variables separately, and thus have not clarified whether the contribution of gratitude to academic resilience is unique or operates through *subjective well-being*, particularly among students in Indonesia.

This study addresses that gap by examining gratitude and *subjective well-being* simultaneously in explaining academic resilience. Hierarchical regression was used to identify the unique contribution of each variable, followed by a mediation test to determine whether *subjective well-being* serves as the mechanism linking gratitude with academic resilience. This framework draws on *broaden-and-build theory* (Fredrickson, 2001) and *Conservation of Resources theory* (Hobfoll, 1989), which position gratitude as a process that supports the formation of psychological resources, *subjective well-being* as a resource condition, and academic resilience as an adaptive outcome.

On this basis, the present study aims to examine the contribution of SWB and gratitude to the academic resilience of GC students in Indonesia, both simultaneously and partially. The testing was conducted on a cross-island sample, so its coverage is broader than that of previous studies, which have generally been confined to a single institution. The hypotheses proposed are: (1) SWB and gratitude simultaneously contribute significantly to academic resilience; (2) SWB partially contributes significantly to academic resilience; and (3) gratitude partially contributes significantly to academic resilience. The directional hypotheses proposed are as follows:

H1: SWB and gratitude simultaneously contribute positively and significantly to academic resilience.

H2: SWB partially contributes positively and significantly to academic resilience after gratitude is controlled for.

H3: Gratitude partially contributes positively and significantly to academic resilience after SWB is controlled for.

H4: Gratitude contributes indirectly to academic resilience through SWB.

Theoretically, this study is expected to contribute by clarifying the structural position of gratitude as a distal resource and *subjective well-being* as a proximal resource for academic resilience, while also opening space for dialogue between positive psychology frameworks. Practically, this study is expected to provide an empirical basis for study program managers and university guidance and counseling service units in determining the primary targets of programs to strengthen students' academic resilience, including in designing mentoring curricula that prioritize the mental health of prospective professionals.

B. Method

1. Research Design

This study employed a quantitative approach with a predictive correlational design through a cross-sectional survey. This design was chosen because the aim of the study was to test the magnitude of the contribution of two independent variables, namely *subjective well-being* and gratitude, to one dependent variable, namely academic resilience, without manipulating the independent variables. Consequently, the terms contribution, prediction, and indirect effect used in this manuscript are interpreted statistically as associative relationships rather than as temporal causal inferences. This limitation is stated at the outset so that no misinterpretation arises in reading the results, including in the mediation analysis.

2. Participants

The participants were 422 active students of Guidance and Counseling study programs in Indonesia. The sampling technique used was *voluntary sampling*, carried out by distributing an online questionnaire link through the social media networks of GC student communities, including student organization groups and study program student associations. Participants came from five islands, with the largest proportions originating from Sulawesi and Sumatra. Participant characteristics are presented in Table 1.

Table 1. Characteristics of the Research Participants (N = 422)

Characteristic	Category	*n*	%
Island of university origin	Sulawesi	220	52.1
	Sumatra	169	40.0
	Java	20	4.7
	Kalimantan	11	2.6
	Nusa Tenggara	2	0.5
Year of enrollment	2020	2	0.5
	2021	6	1.4
	2022	29	6.9
	2023	108	25.6
	2024	206	48.8
	2025	71	16.8

Age (years)	17 - 19	132	31.3
	20 - 22	278	65.9
	23 - 25	12	2.8
	> 26	1	0.2
Total		**422**	**100.0**

3. Instruments

Data were collected using three Likert-model scales with five response alternatives, ranging from strongly disagree to strongly agree. The *subjective well-being* scale was an adaptation of the modified BBC *Subjective Well-being* Scale (Pontin et al., 2013) which measures psychological well-being, physical well-being, and relational well-being. The gratitude scale was constructed on the basis of the conceptualization of (Emmons & McCullough, 2003) which covers the acknowledgment of kindness received, appreciation of the source of that kindness, and the expression of gratitude in behavior. The academic resilience scale was constructed on the basis of the academic resilience construct of (Martin & Marsh, 2006) which comprises self-belief, control, persistence, and the ability to manage academic anxiety.

The instruments were pilot-tested on a group of GC students outside the research sample. Item validity was tested through item-total score correlations using a critical r-table value of 0.316 at the 5% significance level. Reliability was tested using Cronbach's alpha coefficients. Although Cronbach's alpha for gratitude was .602, which is still marginally acceptable (Hayotte et al., 2020), all items of the three scales were declared valid. A summary of the validity and reliability results is presented in Table 2.

Table 2. Results of the Instrument Validity and Reliability Tests

Instrument	Number of items	Range of computed r	Cronbach's alpha	Remarks
Subjective well-being	10	0.447-0.759	0.825	All items valid, good reliability
Gratitude	8	0.359- 0.663	0.602	All items valid,

				acceptable reliability
Academic resilience	6	0.509-0.757	0.761	All items valid, good reliability

4. Procedure and Research Ethics

Data collection was conducted from 6 to 10 April 2026 through an online survey platform developed specifically for this study and accessible at https://bkform-xi.vercel.app/. The first page of the questionnaire presented an explanation of the research objectives, a guarantee of the confidentiality of participants' identities, and the voluntary nature of participation. Participants could withdraw at any time without any consequences. The collected data were stored without personally identifying information and were accessible only to the research team. This study obtained ethical approval from the Research Ethics Committee of Universitas Negeri Makassar (Approval Number: 3346/DST/UN36.12/TU/2026).

5. Data Analysis Technique

Data were analyzed with the aid of JASP software version 0.97. The stages of analysis comprised descriptive statistical analysis, classical assumption testing, and hypothesis testing with multiple linear regression conducted hierarchically. In Model 1, only SWB was entered as a predictor; gratitude was then added in Model 2. This hierarchical procedure was chosen in order to observe the increment in explained variance produced by gratitude after the effect of SWB was controlled. Assumption testing covered residual normality, homoscedasticity, multicollinearity through tolerance and variance inflation factor (VIF) values, and autocorrelation through the Durbin-Watson statistic (Hair et al., 2019; Tabachnick & Fidell, 2019). The effective contribution of each predictor was calculated by multiplying the standardized beta coefficient by the correlation coefficient of the independent variable with the dependent variable.

C. Results

1. Data Quality Screening

All 422 cases had complete responses, so no missing data handling was required. The maximum Mahalanobis distance of 15.42 remained below the critical chi-square value of 16.27 at df = 3 and p = 0.001, so no multivariate outliers were found. The maximum Cook's distance of 0.037 was far below the threshold of 1, indicating that no case exerted undue influence on the model estimates. Standardized residuals ranged from -3.44 to 3.20, with only three cases (0.7%) exceeding an absolute value of 3, and removing those cases did not alter the pattern of conclusions. All 422 cases were therefore retained in the analysis.

2. Data Description

Descriptive statistics for the three variables are presented in Table 3. The mean SWB score was 39.06 out of a theoretical range of 10 to 50, gratitude 29.77 out of a theoretical range of 8 to 40, and academic resilience 22.79 out of a theoretical range of 6 to 30. Converted into per-item means, the three variables fell within a range of 3.72 to 3.91 out of a maximum scale value of 5, indicating that participants were generally in the moderate-to-high category. The skewness and kurtosis values of the three variables were within the range acceptable for parametric analysis. The intercorrelation matrix shows that SWB correlated strongly with academic resilience (r = 0.653, p < 0.001), gratitude correlated moderately with academic resilience (r = 0.366, p < 0.001), and gratitude correlated moderately to strongly with SWB (r = 0.502, p < 0.001). The magnitude of these intercorrelations among the predictors is an initial indication of possible overlapping variance, which is examined further in the following section.

Table 3. Descriptive Statistics and Intercorrelation Matrix (N = 422)

Variable	M	SD	Skewness	Kurtosis	1	2	3
1. Academic resilience	22.79	3.53	-0.11	0.14	-		
2. *Subjective well-being*	39.06	4.75	-0.41	0.57	0.653**	-	
3. Gratitude	29.77	4.50	0.14	-0.65	0.366**	0.502**	-

3. Assumption Testing Results

The Shapiro-Wilk test on the residuals yielded W = 0.996 with p = 0.266, so the assumption of residual normality was met. The Breusch-Pagan test yielded LM = 2.82, df = 2, p = 0.244, indicating no symptoms of heteroscedasticity. Re-estimation with HC3 robust standard errors produced a pattern of significance identical to the standard estimation, namely SWB remained significant (t = 14.75, p < 0.001) and gratitude remained non-significant (t = 1.20, p = 0.230), so the conclusions do not depend on the assumption of constant error variance. The multicollinearity test yielded *tolerance* of 0.748 and a VIF of 1.337 for both predictors. These values fall well within safe limits, so multicollinearity in the technical sense did not occur. It must be emphasized that the absence of multicollinearity that disrupts estimation does not mean the absence of overlapping variance between predictors, because these are two different issues. The Durbin-Watson statistic in Model 2 was 1.872, so the assumption of residual independence was met

4. Results of the Simultaneous and Partial Hypothesis Tests

A summary of the regression models is presented in Table 4. Model 1, which contained only SWB as a predictor, yielded a correlation coefficient of R = 0.653 with R2 = 0.426. Adding gratitude in Model 2 increased R2 only to 0.428, a change of 0.002 that was not significant, F change (1, 419) = 1.448; p = 0.230. The adjusted R2 value was practically unchanged, moving from 0.425 to 0.426, whereas the AIC and BIC values actually increased in Model 2. This indicates that adding gratitude did not improve the predictive capacity of the model.

Table 4. Summary of the Regression Models

Model	R	R2	Adj. R2	RMSE	F change	df1	df2	p
Model 1	0.653	0.426	0.425	2.677	312.20	1	420	< 0.001
Model 2	0.654	0.428	0.426	2.675	1.448	1	419	0.230

The ANOVA results in Table 5 show that Model 2 was significant overall, F (2, 419) = 157.00; p < 0.001. The first hypothesis is therefore accepted, namely that

SWB and gratitude simultaneously contribute significantly to the academic resilience of GC students. The magnitude of the simultaneous contribution of the two variables is 42.8%, while the remaining 57.2% is explained by other variables outside this research model.

Table 5. ANOVA Results

Model	Source	Sum of squares	df	Mean square	F	p
Model 1	Regression	2236	1	2236	312.20	< 0.001
	Residual	3009	420	7.164		
	Total	5245	421			
Model 2	Regression	2247	2	1123	157.00	< 0.001
	Residual	2998	419	7.156		
	Total	5245	421			

The regression coefficients for each predictor are presented in Table 6. In Model 2, SWB contributed significantly to academic resilience, with an unstandardized coefficient of 0.466 and a standardized beta coefficient of 0.627, t = 14.68; p < 0.001. This coefficient means that every one-unit increase in the SWB score is followed by an increase of 0.466 units in the academic resilience score when gratitude is controlled for. By contrast, gratitude did not contribute significantly, with an unstandardized coefficient of 0.040 and a standardized beta of 0.051, t = 1.203; p = 0.230. The second hypothesis is therefore accepted, whereas the third hypothesis is rejected. The resulting regression equation is Y = 3.381 + 0.466 X1 + 0.040 X2.

Table 6. Regression Coefficients, Confidence Intervals, and Effect Sizes

Model	Predictor	B	SE	95% CI B	β	t	p	f^2
Model 1	Constant	3.830	1.081	[1.706, 5.954]		3.54	< 0.001	
	SWB (X1)	0.485	0.027	[0.431, 0.539]	0.653	17.67	< 0.001	0.743
Model 2	Constant	3.381	1.143	[1.133, 5.628]		2.96	0.003	
	SWB (X1)	0.466	0.032	[0.404, 0.529]	0.627	14.68	< 0.001	0.515

Gratitude (X2)	0.040	0.034	[-0.026, 0.106]	0.051	1.20	0.230	0.003

The calculation of effective contributions clarifies the imbalance between the two predictors, as presented in Table 7. Of the total 42.8% of variance in academic resilience explained, 40.9% was contributed by SWB and only 1.9% by gratitude. Expressed as relative contributions, SWB accounted for 95.6% of the model's total contribution, while gratitude accounted for only 4.4%.

Table 7. Effective and Relative Contributions of the Predictors

Variable	**Beta**	**r**	**EC (%)**	**RC (%)**
Subjective well-being (X1)	0.627	0.653	40.9	95.6
Gratitude (X2)	0.051	0.366	1.9	4.4
Total			42.8	100.0

5. Statistical Power Analysis

A statistical power analysis was conducted to assess whether the non-significance of gratitude could be explained by limitations of sample size. With N = 422, two predictors, and a 5% significance level, this study had 80% power to detect a minimum unique effect size of $f^2 = 0.019$, equivalent to an R^2 increment of 0.011 or a standardized beta of approximately 0.12. The observed unique effect size of gratitude ($f^2 = 0.003$) fell far below that threshold, with post hoc power of only 0.23. The appropriate reading of these figures is that this study is powerful enough to conclude the absence of a unique effect of small size or larger, but not powerful enough to establish the absence of a very small unique effect.

6. Mediation Analysis Results

H4 was tested with a simple mediation model, the results of which are presented in Table 9. Gratitude contributed significantly to SWB ($a = 0.502$, $p < 0.001$), and SWB contributed significantly to academic resilience after gratitude was controlled for ($b = 0.627$, $p < 0.001$). The total effect of gratitude on academic resilience was significant ($c = 0.366$, $p < 0.001$), but its direct effect became non-significant once SWB was entered ($c' = 0.051$, $p = 0.230$). The indirect effect was ab = 0.315 with a 95% bootstrap confidence interval of [0.247, 0.384] that did not contain zero, and was therefore significant. The proportion of the total effect that

was mediated reached 86.0%. This pattern is consistent with full mediation, namely that the association of gratitude with academic resilience runs almost entirely through *subjective well-being*. H4 is therefore accepted. Given that the research design is cross-sectional, the ordering of paths in this model is a theoretical specification whose fit with the data was tested, not evidence of temporal ordering.

Table 8. Results of the Mediation Analysis of Gratitude on Academic Resilience through *Subjective Well-Being*

Path	Coefficient (β)	B	SE	p	95% bootstrap CI (B)
a: Gratitude → SWB	0.502	0.529	0.045	< 0.001	[0.441, 0.617]
b: SWB → Resilience (X2 controlled)	0.627	0.466	0.032	< 0.001	[0.404, 0.529]
c: Total effect of gratitude	0.366	0.287	0.036	< 0.001	[0.217, 0.357]
c': Direct effect of gratitude	0.051	0.040	0.034	0.230	[-0.026, 0.106]
ab: Indirect effect	0.315	0.247	-	< 0.001	[0.194, 0.302]

7. Sensitivity Analysis

A sensitivity analysis was conducted to test the assumption that the non-significance of gratitude was merely a consequence of attenuation due to the marginal reliability of the scale. The results are presented in Table 10. After the correlation matrix was corrected for measurement error, the correlation of gratitude with academic resilience rose from 0.366 to 0.541 and the correlation of gratitude with SWB rose from 0.502 to 0.712. Nevertheless, the standardized beta coefficient of gratitude in the two-predictor model shifted in a negative direction, namely -0.093 with a 95% bootstrap confidence interval of [-0.320, 0.095] that still contained zero, whereas the beta of SWB increased to 0.891. This finding is important because it points in the direction opposite to the simple attenuation assumption. Correcting for measurement error did not restore the unique contribution of gratitude; rather, it magnified the dominance of SWB, because the correction also increased the degree of overlap between the predictors. It should be noted that the alpha coefficient is a lower-bound estimator of reliability, so this

correction procedure tends to overcorrect, and the corrected R^2 of 0.683 should be read as an upper-bound scenario rather than as a point estimate.

Table 10. Comparison of Estimates before and after Attenuation Correction

Parameter	Observed	Corrected	95% CI corrected	Direction of change
r Gratitude - Resilience	0.366	0.541	-	Increased
r Gratitude - SWB	0.502	0.712	-	Increased
r SWB - Resilience	0.653	0.824	-	Increased
β SWB	0.627	0.891	[0.713, 1.105]	Increased
β Gratitude	0.051	-0.093	[-0.320, 0.095]	Remains non-significant
R^2	0.428	0.683	-	Increased

D. Discussion

The findings of this study consist of two mutually complementary parts. First, *subjective well-being* is a strong predictor of academic resilience among GC students, whereas gratitude makes no significant unique contribution once SWB is controlled for. Second, the mediation test shows that gratitude remains related to academic resilience, but that this relationship runs almost entirely through SWB. Together, these two findings shift the research question from whether gratitude has an effect to where in the sequence gratitude operates.

The strong contribution of SWB is consistent with *broaden-and-build* theory (Fredrickson, 2001). Students with high *subjective well-being* hold reserves of positive affect that broaden their thinking when they face academic difficulties (Maulidhah & Fahmawati, 2025; Roosdyanto et al., 2025), so that they are better able to see alternative courses of action, seek help, and sustain effort rather than fixating on failure. Within the *Conservation of Resources* framework (Hobfoll, 1989), *subjective well-being* can be read as a reserve of resources ready to be mobilized when academic demands increase.

The non-significant result for gratitude must not be read as an absence of relationship. The correlation of gratitude with academic resilience of 0.366 indicates a positive relationship of moderate magnitude, and the mediation test confirms that this relationship is real but indirect. The issue lies in the overlap of

variance: the correlation of gratitude with SWB of 0.502 indicates that most of the information carried by gratitude is already contained in SWB, so that when both are analyzed together the contribution of gratitude is absorbed by the more proximal predictor. This pattern represents redundancy between predictors rather than suppression, because the coefficient of gratitude shrinks toward zero without changing sign, and it is not disruptive multicollinearity either, because the VIF value is only 1.337.

The assumption that the loss of the unique effect of gratitude is an artifact of the marginal reliability of the scale was tested directly through a sensitivity analysis with attenuation correction, and the results do not support that assumption. After measurement error was corrected, the beta coefficient of gratitude did not move away from zero in a positive direction, as would be expected if attenuation were the main cause; instead, it shifted in a negative direction with a confidence interval that still contained zero. Even so, the psychometric limitations of the gratitude scale remain a genuine weakness of this study, and the results of this sensitivity analysis must not be read as a justification for using an instrument with marginal reliability.

The statistical power analysis sets an honest limit on that reading. This study had adequate power to detect unique effects of small size or larger, but not very small effects. The defensible claim is therefore not that gratitude has no unique effect at all, but that such a unique effect, if it exists, is too small to be of practical significance in designing service programs.

Theoretically, these findings position gratitude as a distal resource and *subjective well-being* as a proximal resource for academic resilience. This position is consistent with the review by Wood et al., (2010) which regards gratitude as one source of well-being rather than as a parallel and separate construct, and with the finding of Emmons & McCullough, (2003) that gratitude exercises increase positive affect and life satisfaction, both of which are components of SWB. A similar pattern appears in other collectivist cultural contexts, such as the finding of Man Man &

Jing, (2025) which places gratitude as an intervening variable in a longitudinal design. This convergence strengthens the proposition that the structural position of gratitude as an intervening variable is not peculiar to the present sample alone, although a firmer cross-cultural comparison would require tests of measurement invariance that could not be conducted here.

Within the Islamic tradition, gratitude is not a free-standing affective skill but an inner attitude that shapes a comprehensive outlook on life: gratitude cultivates acceptance of divine decree, acceptance gives rise to thuma'ninah or tranquility of heart (QS Ar-Ra'd [13]: 28), and out of that tranquility grows patience as endurance in the face of difficulty (QS Al-Baqarah [2]: 153). This conceptual sequence parallels the empirical structure found here, namely gratitude upstream, inner well-being in the middle, and academic endurance downstream. Read in this way, the non-significance of the direct contribution of gratitude does not diminish the standing of gratitude but rather explains how it works. The implication is that the strengthening of gratitude is better treated as part of comprehensive inner well-being development rather than as a single technique aimed directly at academic resilience.

Practically, these findings direct GC study program managers and university guidance and counseling service units to place the enhancement of *subjective well-being* as the primary target of programs to strengthen academic resilience (Ramadhani & Setiawati, 2026). Relevant forms of service include group counseling focused on emotion regulation, cross-cohort peer support, more realistic structuring of assignment loads, and structured reflective spaces for students undertaking field practice. Gratitude remains a worthwhile program component through gratitude journals, daily appreciation exercises, or gratitude-themed psychoeducation, which at Islamic religious universities can be combined with muhasabah and dhikr.

This study has a number of limitations. The cross-sectional design does not permit causal conclusions, and the relationship between SWB and academic

resilience is very likely reciprocal, so the mediation model tested is an associative model rather than evidence of temporal ordering. The marginal reliability of the gratitude scale limits the power of the testing, and the available data archive consisted of composite scores, so confirmatory factor analysis could not be reported. In addition, *voluntary sampling* through social media introduces selection bias with an unbalanced regional composition, SWB was analyzed as a composite score so that its cognitive and affective components could not be separated, and the model explained only 42.8% of the variance, so that a large share of the variance is determined by other variables such as social support and academic self-efficacy.

In light of these limitations, further research is advised to revalidate the gratitude instrument through confirmatory factor analysis with reporting of model fit indices, *composite reliability*, and *average variance extracted*, or to use a psychometrically tested scale. A longitudinal panel design or *Ecological Momentary Assessment* is needed to trace the direction of the relationships among the variables, while the effectiveness of gratitude interventions needs to be tested through randomized controlled experiments that position *subjective well-being* as an intermediate outcome and academic resilience as the final outcome.

E. Conclusion

This study concludes that *subjective well-being* is a proximal psychological resource that directly sustains the academic resilience of Guidance and Counseling students, whereas gratitude stands as a distal resource that operates through *subjective well-being*. The non-significance of the direct contribution of gratitude is therefore not a marker of the absence of a role but an indicator of where it operates within the chain of psychological resources. For study program managers and university guidance and counseling service units, these findings suggest that programs to strengthen student resilience should place *subjective well-being* as both the primary target and a measurable intermediate target, rather than targeting academic resilience directly. Gratitude-themed activities remain relevant

as a pathway that forms well-being, with evaluation that measures changes in well-being first before assessing changes in academic endurance. At the curricular level, strengthening the mental health of prospective counselors deserves to be treated as part of professional competence formation rather than as a supplementary service outside the academic process.

This conclusion must be read with attention to its limits. The cross-sectional design does not permit causal inference, psychometric limitations in one of the instruments constrain the precision of the estimates, and the unbalanced regional composition of participants means that the findings cannot be treated as a national portrait or generalized to students outside the field of Guidance and Counseling. The most pressing research agenda is retesting the model with confirmatorily validated instruments, latent variable modeling, longitudinal designs or Ecological Momentary Assessment, and controlled experiments on gratitude interventions with *subjective well-being* as an intermediate outcome.

REFERENCES

Akyıl, Y., Okur, S., Erdinç, B., & Satıcı, S. A. (2025). Gratitude as a longitudinal mediator between social support and mental wellbeing. *Acta Psychologica*, *261*, 105793. https://doi.org/10.1016/j.actpsy.2025.105793

Anggraini, D., Juniarly, A., & Putridinanti, N. D. (2026). Self compassion dan subjective well being pada sandwich generation yang bekerja. *Jurnal Consulenza : Jurnal Bimbingan Konseling Dan Psikologi*, *9*(1), 176–189. https://doi.org/10.56013/jcbkp.v9i1.3934

Ardi, Z., Putra, A. H., & Mulia, F. D. (2024). *Resiliensi Akademik: Fondasi Sukses Pendidikan*. CV Eureka Media Aksara.

Ardis, N., Nugraha, S. P., Nasution, S., Raisardhi, A., & Nasir, E. (2025). The role of subjective well-being in mediating grit and academic stress among final-year students at university X. *Indonesian Journal of Counseling and Development*, *7*(2), 237–250. https://doi.org/10.32939/ijcd.v7i2.6092

Das, K. V., Jones-Harrell, C., Fan, Y., Ramaswami, A., Orlove, B., & Botchwey, N. (2020). Understanding subjective well-being: Perspectives from psychology and public health. *Public Health Reviews*, *41*(1), 25. https://doi.org/10.1186/s40985-020-00142-5

Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, *125*(2), 276–302. https://doi.org/10.1037/0033-2909.125.2.276

Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, *84*(2), 377–389. https://doi.org/10.1037/0022-3514.84.2.377

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, *56*(3), 218–226. https://doi.org/10.1037/0003-066X.56.3.218

Hafizh, A. A., Ramadhani, L. A., Anjani, Z. A., Salsabillah, A. T., & Krismona, E. B. (2026). Navigasi ketidakpastian: Membangun "career resilience" pada mahasiswa generasi z di era disrupsi. *Prosiding Konseling Kearifan Nusantara*, *5*(1), 203–212. https://doi.org/10.29407/sy8ejf76

Hayotte, M., Thérouanne, P., Gray, L., Corrion, K., & D'Arripe-Longueville, F. (2020). The french ehealth acceptability scale using the unified theory of acceptance and use of technology 2 model: Instrument Validation Study. *Journal of Medical Internet Research*, *22*(4), e16520. https://doi.org/10.2196/16520

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, *44*(3), 513–524. https://doi.org/10.1037/0003-066X.44.3.513

Klutsey, D. A., & Mahama, I. (2025). Academic resilience as a mediator between meaning in life and subjective happiness among undergraduate students at the university of education, Winneba. *BMC Psychology*, *13*(1), 673. https://doi.org/10.1186/s40359-025-02989-2

Mahfud, M., & Ghozali, S. (2026). Integrasi sabar-syukur dan filosofi stoikisme dalam konstruksi resiliensi spiritual: analisis komparatif bagi pengembangan kurikulum pendidikan agama islam di era disrupsi. *Tamadduna: Jurnal Peradaban*, 42–58. https://doi.org/10.29313/tamadduna.v3i1.9989

Man, X., & Jing, Z. (2025). The role of prosocial tendencies in the relationships between gratitude, perceived social support, and psychological well-being among Chinese university students: A structural equation modeling approach. *Frontiers in Psychology*, *16*. https://doi.org/10.3389/fpsyg.2025.1510543

Martin, A. J. (2013). Academic buoyancy and academic resilience: Exploring 'everyday' and 'classic' resilience in the face of academic adversity. *School Psychology International*, *34*(5), 488–500. https://doi.org/10.1177/0143034312472759

Martin, A. J., & Marsh, H. W. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools*, *43*(3), 267–281. https://doi.org/10.1002/pits.20149

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, *56*(3), 227–238. https://doi.org/10.1037/0003-066X.56.3.227

Maulidhah, C. R. P., & Fahmawati, Z. N. (2025). Optimism and academic resilience correlate with student subjective well-being: optimisme dan ketahanan akademik berkorelasi dengan kesejahteraan subjektif mahasiswa. *Academia Open*, *10*(2), https://doi.org/10.21070/acopen.10.2025.9398

McCullough, M. E., Emmons, R. A., & Tsang, J.-A. (2002). The grateful disposition: A conceptual and empirical topography. *Journal of Personality and Social Psychology*, *82*(1), 112–127. https://doi.org/10.1037/0022-3514.82.1.112

Mufidah, E. F., Abdillah, H., & Habibah, A. H. (2026). Portrait of counselors' self-efficacy in the implementation of individual counseling services in schools. *Jurnal Konseling Pendidikan Islam*, *7*(1), 462–472. https://doi.org/10.32806/jkpi.v7i1.1028

Nasichah, Ardelia, A., Sodik, S., & Nisa, R. D. (2026). Penyesuaian diri mahasiswa di kampus uin syarif hidayatullah jakarta terhadap tuntutan akademik dan sosial. *Jurnal Pendidikan Sosial Dan Humaniora*, *5*(3), 2862–2877.

Pontin, E., Schwannauer, M., Tai, S., & Kinderman, P. (2013). A UK validation of a general measure of subjective well-being: The modified BBC subjective well-being scale (BBC-SWB). *Health and Quality of Life Outcomes*, *11*(1), 150. https://doi.org/10.1186/1477-7525-11-150

Ramadhani, A. P. D., & Setiawati, D. (2026). Dinamika resiliensi mahasiswa semester akhir program studi bimbingan dan konseling universitas negeri surabaya. *SENTRI: Jurnal Riset Ilmiah*, *5*(2), 1480–1494. https://doi.org/10.55681/sentri.v5i2.5622

Roosdyanto, F. X. D., Zamralita, Z., & Fahlevi, R. (2025). Kesejahteraan subjektif pada mahasiswa universitas x jakarta. *Provitae: Jurnal Psikologi Pendidikan*, *18*(1). https://doi.org/10.24912/provitae.v18i1.33731

Setiagils, A., Rozak, A., & Nuraeni, N. S. (2024). Peran lingkungan sosial dalam mengatasi fenomena quarter life crisis pada mahasiswa generasi z di perguruan tinggi. *Muqoddima: Jurnal Pemikiran dan Riset Sosiologi*, *5*(2), 43–60. https://doi.org/10.47776/MJPRS.005.02.01

Tian, H. M., Zhou, Y. Q., Chang, X. L., & Wang, Y. F. (2025). Perceived social support and depression: Longitudinal mediating roles of gratitude and meaning in life. *BMC Psychology*, *13*(1), 1217. https://doi.org/10.1186/s40359-025-03541-y

Wood, A. M., Froh, J. J., & Geraghty, A. W. A. (2010). Gratitude and well-being: A review and theoretical integration. *Clinical Psychology Review*, *30*(7), 890–905. https://doi.org/10.1016/j.cpr.2010.03.005