



THE RELATIONSHIP BETWEEN CATHOLIC RELIGIOUS LEARNING AND THE ROLE OF GUIDANCE AND COUNSELING TEACHERS ON STUDENT RESILIENCE AT SMA GEMBALA BAIK PONTIANAK

HUBUNGAN ANTARA PEMBELAJARAN AGAMA KATOLIK DAN PERAN GURU BIMBINGAN DAN KONSELING TERHADAP RESILIENSI SISWA DI SMA GEMBALA BAIK PONTIANAK

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Abstrak

Penelitian ini bertujuan untuk menemukan nilai-nilai iman Katolik yang diajarkan melalui Pendidikan Agama Katolik di SMAS Gembala Baik Pontianak, serta menilai bagaimana nilai tersebut membantu dalam pembentukan resiliensi peserta didik. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif dengan desain studi kasus deskriptif. Subjek dari penelitian ini terdiri dari guru Pendidikan Agama Katolik, guru Bimbingan Konseling, dan lima peserta didik dari kelas XII IPS 3. Data diperoleh melalui wawancara mendalam, observasi langsung di ruang kelas, dan pengumpulan dokumen seperti Rencana Pelaksanaan Pembelajaran (RPP), foto kegiatan, serta arsip sekolah. Analisis data dilakukan dengan menggunakan model dari Miles dan Huberman, yang mencakup reduksi data, presentasi data, dan penarikan kesimpulan melalui triangulasi sumber. Temuan dari penelitian ini menunjukkan bahwa nilai-nilai iman Katolik yang diajarkan mencakup nilai doa, harapan, kasih, pengampunan, kesabaran, pelayanan, dan pengharapan terhadap Tuhan. Nilai-nilai iman ini ternyata berperan dalam pembentukan resiliensi peserta didik, yaitu kemampuan untuk bertahan, bangkit, dan tetap optimis dalam menghadapi tantangan akademik atau masalah pribadi yang didasari oleh iman dan harapan kepada Tuhan. Penelitian ini menekankan pentingnya menggabungkan pendidikan iman dengan pengembangan kepribadian supaya peserta didik dapat menghadapi berbagai tantangan hidup dengan iman yang kokoh dan penuh harapan.

Kata kunci: Pendidikan Agama Katolik; Nilai Iman Katolik; Resiliensi; Peserta Didik; SMAS Gembala Baik Pontianak

Abstract

This study aims to identify the Catholic faith values taught through Catholic Religious Education at SMAS Gembala Baik Pontianak, and to assess how these values contribute to the development of student resilience. The approach used in this study was qualitative with a descriptive case study design. The subjects of this study consisted of a Catholic Religious Education teacher, a Guidance and Counseling teacher, and five students from grade XII IPS 3. Data were obtained through in-depth interviews, direct classroom observation, and document collection such as Lesson Plans (RPP), activity photos, and school archives. Data analysis was conducted using the model from Miles and Huberman, which includes data reduction, data presentation, and drawing conclusions through source triangulation. The findings of this study indicate that the Catholic faith values taught include prayer, hope, love, forgiveness, patience, service, and hope in God. These faith values apparently play a role in the development of student resilience, namely the ability to survive, bounce back, and remain optimistic in facing academic challenges or personal problems based on faith and hope in God. This research emphasizes the importance of combining faith education with personality development so that students can face various life challenges with strong faith and full of hope.

Keywords: *Catholic Religious Education; Catholic Faith Values; Resilience; Students; Gembala Baik Senior High School Pontianak*

INTRODUCTION

The development of students today faces two challenges: they must meet academic and job-related demands while also contending with secular culture, changing values, and various psychological pressures that can weaken their mental strength. In this context, religious education in schools plays a crucial role. Its task is not only to teach religious knowledge but also to instill religious values. This will help shape students' character, identity, and ability to overcome life's challenges. Catholic Religious Education teachers are expected to serve more than simply as instructors; they must also be "catechists," role models, and spiritual guides. This is often emphasized in research on Catholic religious education. A Catholic religious teacher serves not only as a teacher but also as a good example. Teachers must professionally convey Christian values to the students they teach. In the context of formal education, they serve as teachers, but in the terms of the Universal Church, they are also called Catechists. As a catechist, a teacher must be able to apply learning and instill Christian values, as expressed in Paul's Letter to the Galatians 5:22-23 (Cornelius, 2025). The role of a Religious Education Teacher goes beyond simply teaching about religious traditions. Teachers also serve as guides in spiritual development, helping students explore their beliefs, values, and relationship with God (Sihotang, 2024).

Furthermore, several studies have shown a positive relationship between faith/spirituality development and adolescent resilience. Research in vocational schools found a significant relationship between faith-building activities and student resilience. Faith development provides significant support for students' ability to face challenges, build self-confidence, and understand difficult experiences as part of growth (correlation results of approximately $r \approx 0.64$ and

contribution of ~40.6% in one field study in vocational schools). These results confirm that planned religious activities, such as communal worship, faith development, or the practice of prayer and reflection, are associated with resilience indicators that include the courage to reflect, taking responsibility for failure, and the belief that prayer and faith provide strength when facing problems (Elisabeth, 2022).

Religious education plays a significant role in shaping students' character and personality. It is not only about teaching doctrine or spiritual aspects, but also helping students develop mental and emotional abilities to face life's challenges. With modern advancements, globalization, social media, academic pressure, and complex social situations, students now increasingly need resilience, namely the ability to bounce back and survive pressure, stress, challenges, and failure.

Academic resilience is crucial for students in their education. Without adequate academic resilience, there is concern that students will experience academic-related stress. Academic stress occurs when students are unable to respond to academic demands and perceive these pressures as disruptive to their lives. Students who feel a spiritual presence within themselves tend to believe that everything that happens is God's will. When students feel extremely low, they believe that there are valuable lessons to be learned from these difficulties. Therefore, these students have the ability to rise above and persevere in the face of challenges, demonstrating strong resilience (Meiranti & Sutoyo, 2021).

This research shows that two factors can help students develop resilience. First, the belief that every event is connected to God, and second, the capacity to draw wisdom from the experiences students experience. This belief regarding the relationship between events and God is known as spirituality. Thus, spirituality can be considered one of the characteristics of resilient individuals (Meiranti & Sutoyo, 2021).

Previous research serves as a crucial reference for the researcher in conducting this study. By reviewing earlier studies, the researcher can gain a general overview of the topic, enrich the theoretical framework, and strengthen the references used to construct the conceptual framework. Furthermore, previous research provides a basis for comparison, highlighting similarities and differences with the current study, thereby ensuring the findings are more objective and possess an element of novelty.

A review of existing literature revealed no study with a title identical to the current one: "The Role of Catholic Religious Education in Instilling Catholic Faith Values in Relation to Resilience at SMAS Gembala Baik Pontianak." Consequently, to avoid any perception of duplication, the researcher deems it necessary to present findings from relevant prior studies to demonstrate their connection to the topic at hand. These studies serve both as a point of comparison and as evidence of this research's originality and its potential contribution to the field of Catholic religious education. The following are several findings from previous research relevant to this study.

Previous research by Kornelius Meiji, Hemma Gregorius Tinenti, and Yusi Kurniati (2025) examines the role of Catholic Religious Education teachers in instilling Christian values in high schools across the Sekadau Hulu District. The

research aims to analyze and describe the teachers' role in this process, as well as to identify the opportunities and challenges they face in three high schools in Sekadau Hulu, West Kalimantan. The study was motivated by the declining quality of Catholic religious instruction, which has tended to become merely a matter of formality and administration, resulting in a failure to achieve the primary goal of shaping students' faith and Christian character. Consequently, the research critically examines how Catholic Religious Education teachers carry out their duties as both educators and catechists in instilling values such as love, patience, kindness, faithfulness, gentleness, and self-control in their students.

The findings indicate that the role of Catholic Religious Education teachers in instilling Christian values has not been fully realized. Instruction in schools tends to focus on knowledge acquisition and formal routines rather than on a deeper internalization of faith values. Teachers are heavily burdened with administrative tasks, leaving insufficient attention for the cultivation of Christian values like love, patience, and kindness. Interview results reveal that while some teachers strive to set an example through patience, care, and discipline—and by involving students in spiritual activities such as communal prayer and church service—there are limitations. Specifically, teacher creativity in developing instructional materials and connecting them to the students' real-life experiences remains very limited. Furthermore, students often attend Catholic religious classes merely to fulfill academic obligations rather than as part of a process of forming a living faith. Based on these findings, the researcher emphasizes the need to enhance teachers' competence, professionalism, and spirituality so that Catholic religious instruction truly addresses human dignity and fosters Christian values within the students (Kornelius, 2025).

Despite numerous studies, there is still little research specifically examining the role of Catholic Religion subjects in instilling Catholic faith values and its direct relationship to student resilience in high schools in a local area like Pontianak. SMAS Gembala Baik, as a Catholic school in Pontianak, has certain unique characteristics: the social background, local culture, challenges faced by students in Pontianak, and the teaching methods of Catholic Religion that may differ from other institutions. Therefore, it is crucial to conduct research that explains: How deeply Catholic faith values (such as faith, hope, love, loyalty, prayer, and morals) are integrated into Catholic Religion lessons at SMAS Gembala Baik. How internalizing these values can support students' resilience and their ability to face academic challenges, social pressures, family dynamics, peer influence, and environmental changes. Factors that support and hinder the process of internalizing faith that influence student resilience at this school.

By understanding the function of Catholic Religion lessons in instilling faith values and their relationship to resilience, it is hoped that: Schools can improve their teaching strategies, teaching materials, methods, and pedagogical approaches applied in Catholic Religion lessons to be more effective in building student resilience. Schools can provide better psychological and spiritual support, considering students' faith as a source of strength to face various challenges in life. It also contributes academically to the literature on Catholic Religion

education in Indonesia regarding the relationship between faith and mental health or psychological resilience in students.

METHOD

This research employed qualitative methods. Qualitative research is a research process that produces descriptive data derived from the words, writings, and behaviors of individuals observed. With a qualitative approach, research is expected to provide in-depth explanations of the words, writings, and behaviors observed by individuals, groups, communities, or organizations within a specific context. This is examined from a comprehensive, complete, and holistic perspective (Sujarweni, 2020). This approach aims to gain a deeper understanding of the role of Catholic Religious Studies in instilling Catholic values in relation to resilience at Gembala Baik Senior High School (SMA Gembala Baik Pontianak).

This study aims to provide an in-depth overview of: the implementation of Catholic Religious Studies in school learning activities; the Catholic faith values conveyed through Catholic Religious Studies and various religious activities at school; and the role of Catholic faith values in fostering resilience in students.

Data collection was conducted through direct observation of religious studies at school, in-depth interviews with Catholic Religious Education teachers, students, and Guidance and Counseling (BK) teachers, and documentation in the form of lesson plans, teaching materials, activity photographs, and school archives. The methods used included observation, interviews, and documentation collection.

Data analysis followed the model developed by Miles & Huberman: (1) data reduction, by sorting and focusing on relevant data; (2) data presentation in the form of descriptive narratives; and (3) drawing conclusions and verifying them through data triangulation to increase the reliability of the research results.

RESULTS AND DISCUSSION

Catholic Faith Values Instilled Through Catholic Religious Education Lessons at SMAS Gembala Baik Pontianak

Before presenting the research findings, the researcher will first outline supporting data related to the research process, such as the activity schedule and the identities of the informants involved. This research was conducted from October 21 to November 18, 2025, at SMAS Gembala Baik Pontianak. Spanning a period of approximately four weeks, the study involved various stages, including observation, interviews, and other forms of field data collection.

Observations were carried out over three days: October 23, October 30, and November 6, 2025. The purpose of these observations was to gain a realistic picture of how Catholic Religious Education lessons were conducted and to observe student behavior within the school environment. In addition to observations, the researcher conducted in-depth interviews with several key informants: the Catholic Religious Education teacher, the Guidance and Counseling (BK) teacher, and students.

The interview with the Guidance and Counseling teacher (initials E) took place on October 27, 2025, followed by an interview with the Catholic Religious

Education teacher (initials W) on October 29, 2025. Meanwhile, interviews with five students from class XII IPS 3 identified by the initials MBB1, PMS2, VVC3, AS4, and IW5 were conducted on October 30, 2025.

The research results indicate that Catholic Religious Education lessons at SMAS Gembala Baik Pontianak instill several important Catholic values, such as prayer, hope, love, patience, service, and surrender to God's plan. To understand how important these values are to students' character and spiritual development, the discussion below will connect the research findings with relevant sources from other researchers.

Based on the results of data analysis, including interviews, observations, and documentation at SMAS Gembala Baik Pontianak, several Catholic values consistently emerge in Catholic Religious Education lessons. These values are not only conveyed through material but are also instilled through teaching methods, interactions between teachers and students, and religious activities at school. Some of the most visible Catholic values are:

- a. Faith: Belief in the Triune God, a personal relationship with God, and acknowledgment of Church teachings. These values are conveyed through basic theological materials such as the content and meaning of the Bible, classroom discussions, and faith reflections. This aligns with research findings by Armelia and Maria, which show that Catholic Religious Education helps students better understand, appreciate, and internalize their beliefs in their daily lives (Maria & Armelia, 2023).
- b. Hope: Field findings indicate that students strongly hold faith in God's plan of salvation, hope for a spiritual future, and the courage to face life's challenges while remaining confident in God's presence. In the context of Catholic Religious Education classes, teachers often emphasize hope through examples from biblical stories and the lives of saints, as well as through prayer and shared reflection.
- c. Love: In Catholic teachings, love is a core value that emphasizes love for God and others. This is evident in research showing students' willingness to help and forgive one another, a form of love ingrained in students at Gembala Baik High School in Pontianak. This value is also embedded in group discussions, where students are willing to help friends who are struggling if they don't understand a given assignment. Teachers also emphasize brotherhood and empathy among students. Research according to Armelia and Maria also shows that the core of Catholic religious education, such as faith, hope, and love, are implemented into the values of brotherhood, justice, happiness, as well as welfare and environmental preservation (Maria & Armelia, 2023).
- d. Conscience/Conscience: Catholic religious studies at SMAS Gembala Baik emphasize the development of students' conscience, the ability to distinguish between right and wrong according to the teachings of the Catholic Church. This is evident in moral discussions in class during class observations, learning about Catholic ethics, and personal reflection or teacher-led recitation of Bible verses. Research by Armelia and Maria also states that conscience development is fundamental to Catholic religious education, enabling students to develop a strong understanding of their character (Maria & Armelia, 2023).

- e. **Christian Integrity:** Through Catholic religious studies, students are encouraged to live according to Christian morals such as honesty, justice, responsibility, and solidarity. This integrity is not merely a normative teaching but is also lived out through teacher examples, school rules, and concrete practices (e.g., social service, liturgical activities held at school). This is evident at SMAS Gembala Baik Pontianak. According to Bartolomeus, Catholic religious education is an activity carried out in an orderly and continuous manner. The goal is to improve students' ability to strengthen their faith and obedience to God Almighty, in accordance with Catholic teachings (Bartolomeus, 2022).

Furthermore, the presence of supportive learning structures such as communal prayer, the celebration of the Eucharist or mass at school, and involvement in spiritual activities, both in the parish and in school spiritual groups, can strengthen the instillation of Catholic values. Collaborative relationships between schools, families, and churches are crucial in supporting students' internalization of faith. Previous research, according to Armelia and Maria, suggests a relationship between character development resulting from Catholic religious instruction involving collaboration between families, schools, and churches, which can help students become individuals with strong faith (Maria & Armelia, 2023).

The Relationship Between the Inculcation of Catholic Faith Values and the Formation of Student Resilience at SMAS Gembala Baik Pontianak

Resilience is a person's ability to recover from stress, difficulties, and life changes while remaining psychologically and socially healthy. In the context of the Catholic faith, resilience can be seen not only psychologically but also spiritually. Faith, hope, and spiritual meaning help students face challenges.

Students expressed that the teachings of hope in the Catholic faith gave them mental strength when they faced failure or academic challenges. Belief that God is always with them and trusting that God has a "bigger plan" made them feel less alone when facing exam stress, problems with friends, or personal issues.

The values of love and solidarity also help build social support. In school spiritual activities, such as group prayer and social service, students find friends and mentors who provide both spiritual and emotional guidance. This enhances their ability to socialize with others and not only strengthens their faith but also fosters a sense of community.

Moral knowledge also serves as a guide when students face ethical issues or temptations, such as peer pressure or unethical behavior. With the principles instilled by Catholic teachings, students are more likely to take steps consistent with their faith values, even when there may be risks to social or academic relationships, demonstrating moral courage and resilience.

This research finding aligns with research by Kristiana, who stated that Catholic spirituality points to student resilience as a journey of faith that combines prayer, reflection, and fellowship. Liturgical life, participation in pastoral activities, and support from the Catholic Youth Community or the Catholic campus

community serve as protective elements that enhance students' ability to persevere in the face of academic pressure (Kristiana, 2025).

Thus, at SMAS Gembala Baik Pontianak, the Catholic faith values instilled through Catholic Religious Studies serve as both internal and external resources (social/communal resources) for student resilience. Internal resources include hope, faith, and moral conscience, while external resources include spiritual activities, teacher role models, and liturgical activities at school.

Based on data and literature, several key mechanisms can be identified for how cultivating the Catholic faith contributes to resilience:

a. Existential Meaning

Faith provides students with a deeper meaning in life, focusing not only on academic achievement but also on spiritual and moral calling. When facing challenges, students can interpret their difficulties as part of their spiritual and faith growth, rather than simply viewing them as failures. According to Kristina, Catholic spirituality and faith serve as the foundation for resilience, combining psychological and spiritual aspects. Resilience derived from faith helps students not only survive academic pressures but also grow into mature, optimistic individuals who are ready to face the challenges of college life (Kristiana, 2025).

b. Connectedness in Spiritual Activities

Spiritual activities at school, such as prayer groups, community service, and mass, can foster social bonds. Support for these spiritual activities is not only emotional but also spiritual, as students can share knowledge of their faith and pray together with friends and spiritual mentors. According to Christian spirituality, Catholicism views student resilience as a journey of faith that combines prayer, reflection, and community. Involvement in liturgy, pastoral ministry activities, and support from the Catholic Youth community or Catholic campus groups serve as a buffer that strengthens student resilience when facing academic challenges. Recent research shows that support from a faith community not only creates a sense of calm but also improves emotional well-being and the ability to handle stress. Therefore, from a Catholic perspective, student resilience is understood as a combination of psychological abilities and God's grace, which helps students not only survive amidst pressure but also develop into hopeful and mature individuals (Kristiana, 2025).

c. Spiritual Practices as a Coping Strategy

Prayer, Scripture reflection, and participation in school Mass are spiritual practices used by students as coping strategies when facing stress or problems. These practices can provide a sense of calm, orientation, and renewed hope. According to Kristiana, resilience is not only seen as a psychological mindset, but also as a spiritual strength that helps people face problems or challenges. Catholic spiritual teachings state that the ability to recover from adversity comes not only from personal potential but also from a relationship with God, who is the source of hope (Kristiana, 2025).

d. Moral Character Formation

Catholic moral teachings through Catholic Religious Education can strengthen students' character, enabling them to become honest, responsible, and empathetic individuals. This character supports students' moral resilience, enabling them to maintain good values even when faced with temptation, peer and academic pressure, or ethical dilemmas. According to Ari et al., the implementation of religious character education can be implemented through three main aspects: the teaching and learning process, school culture, and extracurricular activities. This activity can be carried out through learning, providing examples, reinforcing values, and establishing habits. It is hoped that the implementation of character education will become a routine activity at school, thus becoming a habit. To support the development of character education, one activity that can be carried out is holding communal prayers before and after each activity. Furthermore, building a religious life can also be done through prayer and other spiritual development activities, which teach understanding among others, as well as a relationship with God (Ari, 2024).

CONCLUSION

Catholic Religious Education lessons at SMAS Gembala Baik Pontianak successfully incorporate Catholic faith values such as prayer, hope, love, forgiveness, patience, and service through learning materials, contextual methods, and teacher examples. Catholic Religious Education and Guidance and Counseling teachers play a crucial role in building student resilience through a spiritual approach. Catholic Religious Education teachers also connect faith to life experiences and the sacraments, while Guidance and Counseling teachers support students in facing challenges through prayer, reflection, and empathy. There is a positive relationship between the application of Catholic faith values and increased student resilience. Students who are actively involved in spiritual activities and have hope and trust in God are better able to handle academic pressures and personal challenges. Real challenges arise from the religious diversity of students, varying levels of participation in spiritual activities, and limited resources for spiritual development. This requires inclusive and collaborative learning strategies.

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