

Enhancing Psychological Resilience of Civil Servant Volunteers in Marginalized Children's Education

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ABSTRAK

Resiliensi psikologis merupakan faktor penting yang memungkinkan relawan mempertahankan kesejahteraan mental, beradaptasi secara positif, serta menjalankan peran edukatif secara efektif di tengah keterbatasan sumber daya dan tekanan emosional. Penelitian ini bertujuan untuk menguji efektivitas program pelatihan resiliensi terstruktur berbasis prinsip bimbingan dan konseling dalam meningkatkan resiliensi psikologis relawan ASN. Penelitian menggunakan pendekatan kuantitatif dengan desain one-group pretest-posttest terhadap 25 relawan yang terlibat dalam pendidikan anak marginal. Instrumen penelitian berupa skala resiliensi psikologis berdasarkan teori Grotberg yang mencakup dimensi I Have, I Am, dan I Can. Hasil uji validitas menunjukkan bahwa 20 dari 21 butir pernyataan dinyatakan valid dengan nilai r hitung > r tabel (0,361), sedangkan satu butir dinyatakan gugur. Uji reliabilitas menghasilkan nilai Cronbach's Alpha sebesar 0,958 yang menunjukkan tingkat reliabilitas sangat tinggi. Data dianalisis menggunakan uji Wilcoxon Signed-Rank Test pada taraf signifikansi 0,05. Hasil analisis menunjukkan nilai Asymp. Sig. (2-tailed) < 0,001 ($p < 0,05$), yang mengindikasikan adanya perbedaan signifikan antara skor resiliensi psikologis sebelum dan sesudah pelatihan. Temuan ini menunjukkan bahwa pelatihan resiliensi terstruktur memberikan dampak positif yang signifikan dalam meningkatkan resiliensi psikologis relawan ASN. Penelitian ini [r2.1] memberikan implikasi praktis bagi pengembangan program pengabdian kepada masyarakat berbasis bimbingan dan konseling, serta menjadi rujukan dalam perancangan intervensi psikologis berkelanjutan bagi relawan pendidikan di kelompok masyarakat marginal.

Kata Kunci : Resiliensi Psikologis; Relawan; Anak Marginal; Pendidikan; Bimbingan Dan Konseling

ABSTRACT

Psychological resilience is a crucial factor that enables volunteers to maintain mental well-being, adapt positively, and perform their educational roles effectively amid limited resources and emotional demands. This study aimed to examine the effectiveness of a structured resilience training program based on guidance and counseling principles in enhancing the psychological resilience of civil servant volunteers. A quantitative approach with a one-group pretest-posttest design was employed involving 25 volunteers engaged in the education of marginalized children. The research instrument was a psychological resilience scale developed based on Grotberg's resilience theory, encompassing the dimensions of I Have, I Am, and I Can. The validity test results indicated that 20 out of 21 items were [r4.1] valid, with r values exceeding the critical value (0.361), while one item was excluded. The reliability test yielded a Cronbach's Alpha coefficient of 0.958, indicating very high reliability. Data were analyzed using the Wilcoxon Signed-Rank Test at a significance level of 0.05. The results showed an Asymp. Sig. (2-tailed) value of < 0.001 ($p < 0.05$), indicating a statistically significant difference between pretest and posttest psychological resilience scores. These findings demonstrate that the structured resilience training program had a significant positive effect on enhancing the psychological resilience of ASN volunteers. This study provides practical implications for the development of community service programs grounded in guidance and counseling and serves as a reference for designing sustainable psychological interventions for educational volunteers working with marginalized communities.

Keywords: Psychological Resilience; Volunteers; Marginalized Children; Education; Guidance And Counseling

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1. INTRODUCTION

Volunteers play a pivotal role in addressing educational disparities among marginalized children, particularly in contexts where formal educational resources are limited. In many developing countries, civil servant volunteers are increasingly engaged in community-based educational initiatives as part of governmental and social responsibility programs. While their involvement significantly contributes to improving access to education, these volunteers are frequently exposed to complex psychological demands, including emotional exhaustion, role overload, secondary traumatic stress, and limited institutional support. Such challenges may undermine their psychological resilience and, consequently, the sustainability and effectiveness of their engagement in marginalized children's education.

Psychological resilience refers to an individual's capacity to adapt positively in the face of adversity, stress, and challenging life circumstances. Within the context of educational volunteering, resilience is a critical protective factor that enables individuals to maintain emotional well-being, motivation, and functional performance despite ongoing stressors. Resilience is not only related to the ability to survive, but also to how a person manages stress and pressure in a more constructive way. According to Sari & Indrawati (Sari & Indrawati, 2017), resilience enables individuals to develop realistic goals and manage challenges in a more productive way, which is very useful for ASN volunteers who have to work in environments that are not always supportive. This training also teaches volunteers to understand and manage stress, which in turn can help them maintain motivation and continue to contribute to the fullest despite facing difficulties. Further studies show that resilient individuals are not only able to overcome problems, but can also turn difficulties into opportunities for learning and growth (Maharani & Menanti, 2022). Therefore, resilience training based on stress management, relaxation techniques, and emotional regulation training will help ASN volunteers manage emotional challenges more effectively. This is important considering that they often have to face very demanding situations, such as physical threats, loss of privacy, and social pressure that comes with their service (Putri & Laeli, 2024). Resilience training also helps volunteers identify and address the causes of problems more accurately, enabling them to develop more effective coping strategies (Erinasari et al., 2023; Jiang et al., 2022).

In the Indonesian context and similar socio-cultural settings, civil servants who volunteer in marginalized children's education often assume dual roles: fulfilling formal bureaucratic responsibilities while simultaneously engaging in emotionally demanding community service. This dual role intensifies psychological pressure and highlights the urgent need for targeted interventions that not only enhance professional competence but also strengthen psychological resilience. Integrating counseling-based resilience training into community engagement programs offers a promising approach to supporting volunteers' mental well-being while ensuring the continuity and quality of educational services for marginalized children.

Therefore, this study aims to examine the effectiveness of a structured training program designed to enhance psychological resilience among civil servant volunteers involved in marginalized children's education. As a form of community engagement scholarship, this program integrates counseling principles, experiential learning, and reflective practices to address the specific psychological challenges faced by volunteers. By presenting outcomes from this training initiative, the study seeks to contribute to the international discourse on volunteer resilience, counseling-informed community interventions, and sustainable educational support for marginalized populations. The findings are expected to provide practical implications for policymakers, counselor educators, and community practitioners in designing evidence-based resilience interventions for volunteers in educational and social service contexts.

2. METHOD

This study used a quantitative approach with a one-group pretest–posttest design, which aimed to measure changes in the psychological resilience levels of volunteers before and after being given an intervention in the form of resilience training.

Research Subjects

The research subjects consisted of 25 volunteers who were actively involved in marginal children's education activities. All participants completed the entire research process, from filling out the pretest, participating in the training, to filling out the posttest.

Research Instruments

The research instrument was a psychological resilience scale developed based on Grotberg's theory of resilience, which covers three main dimensions, namely I Have, I Am, and I Can. The initial instrument consisted of 21 Likert scale statements.

The validity and reliability of the instrument were tested on 30 respondents outside the research sample. The validity test results showed that 20 statements were valid, with a calculated r value greater than the table r [$r_{5.1}$](0.361). One statement was rejected because it did not meet the validity criteria. The reliability test produced a Cronbach's Alpha value of 0.958, indicating that the instrument has a very high level of reliability, making it suitable for use as a research measurement tool.

Research Procedure

The research was conducted in three main stages. First, a pretest was conducted to measure the psychological resilience of volunteers before participating in the training. Second, resilience training was conducted through four online meetings using the Zoom Meeting platform, with each session lasting 3 hours. The training material was structured and focused on strengthening the dimensions of I Have, I Am, and I Can in the context of volunteer service. Third, after the entire training series was completed, a posttest was conducted to measure the psychological resilience level of volunteers after the intervention.

Data Analysis Techniques

Data analysis was performed by comparing the pretest and posttest scores using the Wilcoxon Signed-Rank Test. This test was chosen because it does not test for normality and homogeneity assumptions, and the data comes from paired measurements in the same group. The Wilcoxon test was used to determine significant differences between psychological resilience scores before and after training. All data analysis was conducted at a significance level of 0.05.

3. RESULT AND DISCUSSION

Result

Based on the results of grouping scores into five categories, there was a clear shift in the distribution of scores from the pretest to the posttest. In the pretest stage, most respondents were in the moderate category (43–61), with 11 respondents, followed by the high category (62–80) with 8 respondents, and the very high category (81–100) with only 3 respondents. In addition, there were still 2 respondents in the low category (24–42), indicating that the initial abilities of the respondents were still diverse and tended to be at a moderate level.

Table 1. Table of Cycle 1 Student Learning Outcomes in Cycle 1

Category	Range	Pretest	Posttest
Very high	81 - 100	3	22
High	62 - 80	8	3
Moderate	43 - 61	11	0
Low	24 - 42	2	0
Veri Low	5 - 23	0	0

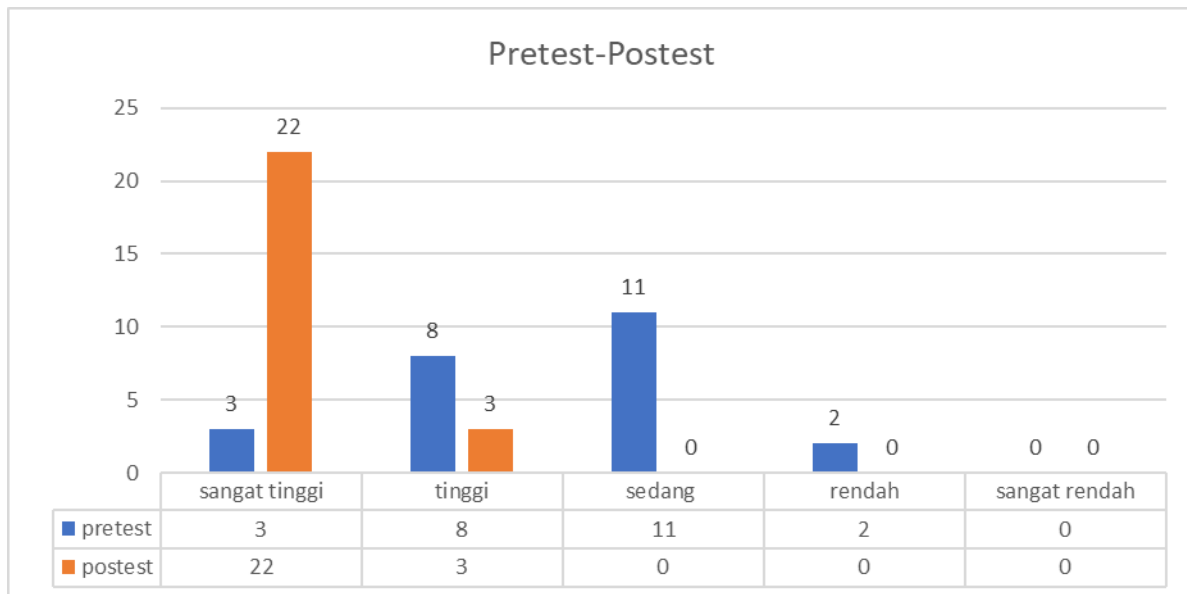


Figure 1. Differences between Pre-Post Test

After receiving treatment or intervention, there was a significant change in the posttest. The majority of respondents moved to the very high category (81–100), totaling 22 respondents, while 3 respondents remained in the high category (62–80). There were no respondents in the medium, low, or very low categories.

This change in distribution shows that the intervention was able to improve the respondents' scores overall, not only raising the average score, but also shifting the majority of respondents to the highest category. This finding reinforces the Wilcoxon test results, which show a significant difference between the pretest and posttest scores, and indicate that the program/intervention implemented was effective in improving the measured variables.

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	1 ^a	1.00	1.00
	Positive Ranks	24 ^b	13.50	324.00
	Ties	0 ^c		
	Total	25		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

Figure 2. Wilcoxon Test Result

Based on the Wilcoxon test Ranks table, it is known that out of a total of 25 respondents, there were 24 respondents who experienced an increase in scores, as indicated by Positive Ranks (Posttest > Pretest) with a mean rank of 13.50 and a sum of ranks of 324.00. This indicates that most respondents obtained higher posttest scores than pretest scores. Meanwhile, only 1 respondent experienced a decrease in score, as indicated by Negative Ranks (Posttest < Pretest) with a mean rank of 1.00 and a sum of ranks of 1.00. There were no respondents with the same score between the pretest and posttest (ties = 0).

Overall, the dominance of positive ranks over negative ranks indicates a consistent change towards an increase in posttest scores. These findings indicate that the intervention or treatment provided contributed positively to the improvement of the variables measured in this study. This interpretation is further strengthened by the results of the Wilcoxon significance test (Asymp. Sig. < 0.05), which indicates that the difference between the pretest and posttest scores is statistically significant.

Uji Wilcoxon

Test Statistic ^a	
	Posttest - Pretest
Z	-4.346 ^b
Asymp. Sig. (2-tailed)	<.001
a Wilcoxon Signed Ranks Test	
b Based on negative ranks.	

Figure 2. Wilcoxon Test Result

Based on the Wilcoxon Signed Ranks test results, a Z value of -4.346 was obtained with an Asymp. Sig. (2-tailed) value < 0.001. This significance value is smaller than the significance threshold of 0.05 ($p < 0.05$), so it can be concluded that there is a statistically significant difference between the pretest and posttest scores.

The negative sign on the Z value indicates that the statistical calculation is based on negative ranks, but substantively the direction of change is determined by the rank distribution. Referring to the Ranks table, the majority of respondents were in positive ranks (posttest > pretest), so it can be interpreted that the posttest scores were significantly higher than the pretest scores.

These results indicate that the treatment or intervention provided in this study was effective in improving the measured variable. The significant difference between the pretest and posttest shows that the program/intervention had a real effect on the respondents.

Discussion

Based on the resilience training intervention conducted independently by the experiment participants, it had a significant impact on reducing a person's stress levels. These findings are in line with previous studies showing that resilience training can reduce stress (Arifah & Prijambodo, 2014; Nurlaila et al., 2024; Subramani & Kadhiravan, 2017; Zamirinejad et al., 2014). Previous studies have also reported that resilience training programs can reduce stress and anxiety in various populations, including teachers, students, and military cadets (Chitra & Karunanidhi, 2021; Sukup & Clayton, 2021; Zueger et al., 2023). The findings in this study support previous findings regarding the positive impact of resilience training in building psychological resilience in social service for civil servant volunteers teaching marginalized children. Resilience training for civil servant volunteers who teach marginalized children plays a very important role in supporting their optimal psychological resilience (Murillo-Sánchez et al., 2013). Given the serious challenges they face, such as limited resources, emotional pressure, and heavy social burdens, the ability to persevere and thrive in the face of adversity is essential. Resilience, defined as an individual's capacity to adapt positively in the face of pressure, difficulties, or trauma, and high resilience tends to be associated with lower stress levels (Maylinda et al., 2024; Wulandari & Supriyadi, 2018), the concept of resilience has gained significant attention in recent decades. Initially, the concept of resilience emerged from studies in developmental and child psychology, observing how some children were able to thrive in high-risk environments (Varghese, 2024). Resilience enables individuals to not only bounce back from adversity but also to thrive in the face of difficulty.

Other studies also show that resilient individuals are able to see the positive aspects of challenging experiences and turn them into opportunities for growth (Agustina & Broto, 2022; Popiyanto et al., 2022; Tudor & Spray, 2017). Subsequently, research expanded to examine resilience in various age groups and contexts, including adults facing significant misfortune, recovering from trauma, and returning to normalcy (Sari & Indrawati, 2017). Joseph defines resilience as an individual's adaptation to change, demands, and disappointments in life, a view reinforced by Liquanti, who emphasizes an individual's ability to not give up when facing pressure and environmental changes, as well as to avoid maladaptive behavior (Purnama, 2019). Smet notes that the term resilience was first used by Redl in 1969 to describe the difference in individuals' positive responses to stress, while Grotberg defines it as the ability to adapt to unavoidable unpleasant conditions (Muslimin, 2021; Wahyuni, 2018). Furthermore, Richardson and Waite argue that every individual inherently possesses

resilience, making it a universal process that distinguishes the quality of adaptation between individuals (Irawan et al., 2022; Maylinda et al., 2024).

Werner, as the originator of the term resilience, defines it as the result of positive development in individuals who grow up in high-risk conditions or the ability to recover from trauma due to persistent and sustained competence under stressful conditions (Mulati & Purwandari, 2022; Munawaroh & Mashudi, 2018). Reivich and Shatte explain that resilience is the ability to cope with and adapt to difficult events or problems experienced in life (Pratiwi & Hirmaningsih, 2017; Sasmita & Afriyenti, 2019). This definition is reinforced by Masten et al., who describe resilience as a process of positive adaptation despite being in challenging or threatening conditions (Cassidy, 2016). Overall, resilience can be understood as an individual's adaptive ability to cope with change, pressure, and life challenges, both in difficult times and when facing trauma. This definition is in line with more recent views, which see resilience as the ability to "bend but not break, bounce back, and even possibly grow in the face of difficult life experiences" (Anderson et al., 2020). However, there is no single consensus on the definition of resilience, with some experts emphasizing the individual's ability to cope effectively with stress and pressure, bounce back from disappointment, and develop realistic goals (Claudia & Sudarji, 2019). However, in general, resilience can be understood as an adaptive ability that allows individuals to demonstrate positive adaptation even when facing difficult or dangerous contexts (Fu & Wang, 2023). The term resilience, introduced by Redl in 1969, describes the positive aspects of individual differences in a person's response to stress and adverse circumstances, although a single consensus definition has not yet been reached (Nurmalasari, 2019). Overall, despite various perspectives on the definition of resilience, this concept is generally understood as an individual's adaptive ability to overcome life's challenges, respond to stress effectively, and thrive despite facing difficult or dangerous situations.

The results of this study indicate that resilience training provided over three sessions as part of the training program, developing key components of resilience such as optimism, self-control, and the ability to build positive social relationships, will be very beneficial for ASN volunteers. Optimism, as an important component of resilience, reflects an individual's tendency to maintain positive expectations for the future, even in the face of difficulties (Fullerton et al., 2021). Resilient individuals tend to have a more positive outlook on life, are able to manage stress, and adapt to change, which is essential in dealing with complex job demands (Suyitno & Wahyingsih, 2022). This proves that resilience training not only helps them survive but also encourages them to grow even in stressful situations (Faridah et al., 2025). Based on the above results, there is a positive impact on civil servants who teach marginalized communities. These results support previous research findings that highlight the importance of resilience training, which is also reflected in its impact on the psychological well-being of volunteers. High resilience is positively correlated with subjective well-being (Eva et al., 2021), meaning that volunteers with high levels of resilience tend to be happier and better able to adapt to challenging situations. Conversely, volunteers with low resilience tend to experience higher levels of stress, which can reduce their effectiveness in providing social service (Lutfiyah & Dwarawati, 2023). Therefore, through structured resilience training, ASN volunteers can learn to manage pressure, maintain their well-being, and remain focused on carrying out their social mission (Akbari, 2017; Wijaya et al., 2020).

4. CONCLUSION

In conclusion, resilience training is an important investment in strengthening the psychological resilience of civil servant volunteers who teach marginalized children. By developing resilience, volunteers are not only able to survive, but also grow and develop, having a positive impact on their own lives and on the social service they perform. This training helps them manage stress, improve psychological well-being, and maintain enthusiasm in carrying out their social duties, even in challenging conditions.

The practical implication of this study suggests that structured resilience training based on guidance and counseling principles effectively enhances volunteers' ability to manage emotional pressure and dual-role demands. Therefore, it is highly recommended that policymakers and counseling practitioners design sustainable psychological interventions and integrated community service programs to maintain the mental well-being and consistent performance of volunteers working in marginalized environments.

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