BUILDING A RESILIENT GENERATION THROUGH WELFARE, COUNSELING, AND CHARACTER EDUCATION APPROACHES

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ABSTRACT

The digital and global era has profoundly influenced young people's values, emotions, and behavior. Alongside its benefits, it has triggered moral decline, mental distress, and reduced resilience among students. This study aims to explore the conceptual relationship between psychological well-being, counseling, and character education as an integrated framework for building a resilient generation in the modern era. This qualitative descriptive research employs a literature review approach by analyzing theoretical and empirical studies related to positive psychology, counseling, and moral education. Thematic and conceptual synthesis methods were used to identify interconnections among the three constructs. Findings indicate that psychological well-being provides the foundation for emotional stability, counseling supports adaptive coping and self-awareness, while character education instills moral integrity and social responsibility. When integrated, these three domains form a holistic educational model that strengthens mental health, academic success, and personal resilience. Integrating welfare, counseling, and character education is essential to create a sustainable, morally strong, and resilient generation ready to face global and digital challenges.

Keywords: resilience, psychological well-being, counseling, character education

ABSTRAK

Era digital dan globalisasi telah memengaruhi nilai, emosi, serta perilaku generasi muda. Di balik manfaatnya, muncul tantangan berupa degradasi moral, tekanan psikologis, dan rendahnya ketahanan mental di kalangan peserta didik. Penelitian ini bertujuan mengeksplorasi hubungan konseptual antara kesejahteraan psikologis, konseling, dan pendidikan karakter sebagai kerangka terpadu dalam membangun generasi tangguh di era modern. Penelitian deskriptif kualitatif ini menggunakan pendekatan studi literatur dengan menganalisis teori dan temuan empiris tentang psikologi positif, bimbingan konseling, dan pendidikan moral. Analisis tematik dan sintesis konseptual digunakan untuk menelusuri keterkaitan antar variabel utama. Kesejahteraan psikologis menjadi dasar stabilitas emosi, konseling berfungsi sebagai dukungan adaptif dalam memahami diri dan mengelola tekanan, sedangkan pendidikan karakter menanamkan integritas moral dan tanggung jawab sosial. Integrasi ketiganya membentuk model pendidikan holistik yang memperkuat kesehatan mental, prestasi akademik, dan ketahanan pribadi. Integrasi kesejahteraan, konseling, dan pendidikan karakter

merupakan langkah strategis untuk menciptakan generasi yang tangguh, beretika, dan berdaya saing global.

Kata kunci: ketahanan, kesejahteraan psikologis, konseling, pendidikan karakter

INTRODUCTION

The development of the times, marked by advances in digital technology and globalization, has had a major impact on the lifestyles, ways of thinking, and characters of the younger generation. On the one hand, these advances have opened up opportunities for unlimited access to knowledge and creativity. However, on the other hand, serious challenges have arisen in the form of moral degradation, psychological pressure, and low mental resilience in facing various social and academic pressures. The phenomena of burnout, anxiety, and deviant behavior are indicators that many young people do not yet have sufficient resilience to adapt to the complexities of modern life (Goleman, 1995).

This condition requires an educational approach that is not only oriented towards academic achievement but also pays attention to psychological well-being and character building. Character education combined with effective counseling services can be a strategic instrument in fostering individual resilience. According to Lickona (1991), character education not only serves to instill moral values, but also shapes individuals who are resilient, disciplined, and responsible. Meanwhile, counseling services in schools and colleges play a role in helping students understand themselves, cope with pressure, and foster stable mental well-being (Corey, 2017).

In the context of a modern era fraught with uncertainty and rapid change, building a resilient generation is an urgent need for the nation's sustainability. A resilient generation is not only able to survive difficult situations but also able to thrive through the negative experiences they encounter. As emphasized by Seligman (2011) in his theory of Positive Psychology, individual well-being plays an important role in building resilience and sustained optimism. Therefore, the integration of character education, counseling, and well-being development needs to be prioritized in the education system in order to produce a resilient, prosperous, and globally competitive generation.

Today's youth face increasingly complex psychological well-being issues. Academic pressure, social media demands, and environmental expectations often trigger stress, anxiety, and even depression. According to a WHO study (2021), the prevalence of mental disorders among adolescents continues to increase every year, especially those related to academic stress and emotional instability. This condition is exacerbated by weak self-regulation skills and low social support from the surrounding environment. According to Ryff (1989), psychological well-being is not only characterized by momentary happiness, but also by an individual's ability to achieve self-actualization, meaningful life goals, and positive relationships with others. When these aspects are not fulfilled, emotional

imbalances arise, which have an impact on the low psychological resilience of the younger generation.

In addition, character issues are also a serious challenge in modern education. The rapid development of information technology has had a negative impact in the form of a decline in moral values, low empathy, and an increase in individualistic behavior among students. A study by Lickona (1991) shows that a character crisis arises when education only emphasizes cognitive aspects without being balanced by the instillation of ethical values and social responsibility. Phenomena such as cyberbullying, intolerance, and consumptive behavior are manifestations of weak character building. Therefore, an educational strategy that balances intellectual development and moral guidance is needed so that the psychological well-being and character of the younger generation can grow harmoniously.

Modern education can no longer focus solely on mastering knowledge and technical skills, but must integrate aspects of psychological well-being, counseling services, and character education as a whole. These three aspects complement each other in shaping individuals who are emotionally, morally, and socially balanced. According to Seligman (2011), psychological well-being is the foundation for the emergence of positive attitudes, optimism, and resilience in facing life's challenges. Without mental well-being, the educational process will lose its meaning because students will lack sufficient motivation and adaptive abilities. On the other hand, character education serves to instill moral and spiritual values that guide ethical decision-making, while counseling acts as a support mechanism to help individuals understand themselves and overcome psychological barriers (Corey, 2017).

The integration of these three aspects is an urgent matter that cannot be delayed in the context of shaping a resilient generation. Educational institutions need to design curricula and coaching programs that combine character-building activities, well-being-based learning, and humanistic counseling services. Research by Elias et al. (1997) shows that when emotional, social, and moral aspects are taught in an integrated manner, students show significant improvements in prosocial behavior, mental health, and academic achievement. Thus, the synergy between well-being, counseling, and character education not only supports academic achievement but also builds resilience, which is a key characteristic of a superior generation in an era of disruption.

Based on the background and urgency of integrating well-being, counseling, and character education, this study seeks to answer two main questions. First, how do psychological well-being, counseling services, and character education relate to each other in shaping a young generation that has the resilience to face the challenges of modern life? Second, how can strategies for implementing the integration of these three aspects be effectively applied in the educational environment to nurture students who are emotionally well-adjusted, morally strong, and adaptable to social and technological changes?

THEORETICAL STUDY

1. The Concept of Well-being and Its Dimensions (Emotional, Social, Psychological)

The concept of well-being is a condition of an individual that shows a balance between subjective happiness, life satisfaction, and good mental health. According to Ryff (1989), psychological well-being includes six main dimensions, namely self-acceptance, positive relationships with others, autonomy, mastery of the environment, life purpose, and personal growth. Meanwhile, Seligman (2011), through the PERMA model, adds five components of well-being, namely positive emotion, engagement, positive relationships, meaning, and accomplishment. In the context of education, student well-being includes emotional balance, healthy social relationships, and internal motivation that encourages enthusiasm for learning and adaptation to environmental pressures.

2. Principles and Functions of Counseling in the Context of Education

Counseling in education serves as a professional service that helps students understand themselves, develop their potential, and overcome personal and social problems. Corey (2017) states that educational counseling emphasizes an empathetic therapeutic relationship, unconditional acceptance, and belief in the individual's ability to change positively. The main principles of counseling include confidentiality, voluntariness, and respect for the dignity of the client. In the school context, counseling not only plays a role in dealing with emotional problems but also encourages academic, social, and moral development. Counselors become facilitators for students so that they are able to build self-awareness, manage stress, and develop coping skills in facing the challenges of learning life.

3. Character Education: Values, Goals, and Implementation in Schools

Character education aims to shape students to have strong personalities, good morals, and social responsibility. Lickona (1991) explains that character education is a conscious effort to help students understand, love, and implement values of goodness. The core values of character education include honesty, discipline, empathy, hard work, and respect for others. Its implementation in schools can be done through contextual learning, teacher role modeling, extracurricular activities, and a value-oriented school culture. Thus, character education becomes an important foundation for the formation of a strong and integrity-based personality.

4. The Concept of Resilience According to Psychology and Education

Resilience is a person's ability to bounce back from difficulties, adapt to change, and continue to function optimally in stressful situations. According to Masten (2001), resilience is "ordinary magic," which is the natural psychological strength that individuals possess to survive and thrive after experiencing life challenges. In the context of education, resilience is important for fostering fighting spirit, optimism, and problem-solving skills in students. Education that fosters resilience focuses not only on academic teaching but also on character building and ongoing emotional support.

5. Conceptual Relationship between Well-being, Counseling, and Character Education

These three concepts are closely related and reinforce each other in shaping a resilient generation. Well-being is the foundation for mental health and learning motivation; counseling serves as a means of maintaining and restoring psychological well-being; while character education provides moral direction and meaningful life values. When the three are integrated, a holistic education system is formed one that not only prepares students to be intellectually smart, but also emotionally and morally strong. Elias et al. (1997) emphasize that the integration of social-emotional learning and values education has been proven to improve academic achievement, healthy social relationships, and reduce negative behavior in schools. Therefore, strengthening well-being, counseling, and character education are key strategies for building a resilient generation in the modern era.

RESEARCH METHODOLOGY

1. Type of Research: Descriptive Qualitative and Literature Study

This research uses a descriptive qualitative approach with a literature study method (library research). The qualitative approach was chosen because the focus of this study is not on testing hypotheses, but rather on gaining an in-depth understanding of concepts and relationships between conceptual variables, namely well-being, counseling, and character education. According to Creswell (2014), qualitative research aims to explore meanings that emerge from experiences or concepts naturally through in-depth interpretation of non-numerical data. The literature study method was used to collect, examine, and synthesize relevant theories and previous research results. This approach allows researchers to construct strong conceptual arguments without having to conduct direct field observations (Zed, 2008).

2. Data Sources: Books, Journals, and Related Research Reports

The data in this study were obtained from various secondary sources, including scientific books, national and international academic journals, and research reports related to the topics of psychological well-being,

counseling, character education, and the resilience of the younger generation. These sources were selected using purposive sampling, which is the selection of literature based on criteria of relevance, credibility, and recency (Bungin, 2012). The data collection process was carried out through searches in scientific databases such as Google Scholar, Scopus, and ResearchGate, with attention to the originality and validity of the content. Each piece of literature found was analyzed to identify patterns, themes, and correlations between conceptual variables in line with the research objectives.

3. Data Analysis Techniques: Thematic Analysis and Concept Synthesis

The data analysis techniques used were thematic analysis and concept synthesis. Thematic analysis aims to identify and group the main themes that emerge from the literature review. According to Braun and Clarke (2006), thematic analysis is carried out in six stages, namely data familiarization, initial coding, theme searching, theme review, definition, and analysis report preparation. Meanwhile, concept synthesis is carried out by integrating findings from various sources to form a more complete and in-depth understanding of the relationship between well-being, counseling, and character education. This synthesis model allows researchers to generate new concepts or reinforce existing theories through a comparative and interpretative approach (Snyder, 2019).

RESULTS AND DISCUSSION

1. The Role of Well-being in Shaping Resilient Individuals

Psychological well-being plays a fundamental role in shaping resilient individuals, namely individuals who are able to adapt and bounce back from life's difficulties. According to Seligman (2011), well-being is not merely the absence of mental disorders, but an optimal state in which individuals feel meaning, involvement, and positive relationships with their environment. This condition is the foundation for a person's ability to deal with stress and pressure with a positive attitude.

Individuals with high levels of well-being tend to have an optimistic outlook and a clear sense of purpose in life. They do not give up easily when faced with failure, but rather see difficulties as opportunities to learn. Research by Ryff (1989) shows that psychological well-being, which includes the dimensions of self-acceptance and mastery of the environment, contributes greatly to the formation of emotional resilience. Thus, well-being plays an important role as a natural protector against various forms of psychological pressure.

In addition, emotional well-being directly affects a person's ability to manage stress. Fredrickson (2001), through the Broaden and Build theory, explains that positive emotions broaden an individual's mindset and increase their adaptive capacity in difficult situations. When individuals feel happy and calm, they are better able to make rational decisions and overcome problems constructively.

In the context of education, the well-being of students must be a primary concern for educators and institutions. A supportive learning environment, harmonious social relationships, and recognition of students' potential can foster healthy psychological well-being. This is in line with Huppert's (2009) view that schools play a strategic role in creating a positive culture that supports student well-being. Thus, well-being is not only a desirable psychological condition, but also a key factor in shaping resilient individuals. Students with high well-being will have mental resilience, enthusiasm for learning, and the ability to face life's challenges with a positive and productive attitude (Diener & Ryan, 2009).

2. Counseling Strategies to Foster Student Resilience

Counseling plays an effective role as a psychological intervention in helping students build resilience. School counselors have a responsibility to create a safe space for students to express their feelings, understand themselves, and find solutions to the problems they face. According to Corey (2017), effective counseling must be based on empathy, unconditional acceptance, and belief in the client's potential for positive change.

One strategy that can be applied is the solution-focused brief counseling (SFBC) approach, which helps students focus on strengths and solutions rather than problems. According to De Shazer (1985), this approach strengthens students' confidence in facing challenges and fosters the belief that every individual has the capacity to rise from adversity. This strategy is effective for developing sustainable coping skills.

In addition, group counseling services are also an effective means of fostering student resilience. Through discussion and reflection with peers, students can learn to share experiences, receive positive feedback, and broaden their social perspectives. Gladding (2012) emphasizes that group counseling can increase social connectedness and reduce feelings of isolation, two important factors in building resilience. The role of teachers and counselors in providing positive feedback and emotional support is equally important. The person-centered counseling approach developed by Carl Rogers (1951) emphasizes the importance of a warm and authentic relationship between counselors and students as a means of psychological healing.

Thus, healthy interpersonal relationships become the main medium for the growth of resilience. Through strength-oriented and empathetic counseling strategies, schools can help students develop adaptive skills, positive thinking, and strengthen their psychological well-being. This makes counseling not only a problem-solving tool, but also a medium for building resilient character (Sweeney, 2001).

3. Character Education as the Foundation of Values and Morality

Character education is an important foundation in building a morally and emotionally resilient individual. Lickona (1991) emphasizes that character education aims to shape habits of thinking, feeling, and acting

based on values of goodness. With a strong character, students are able to make ethical and responsible decisions when facing complex situations.

Values such as honesty, responsibility, empathy, and hard work must be internalized through a meaningful learning process. Thomas (2012) states that character education is effective when moral values are not only taught theoretically but also practiced in everyday school life. This can be done through reflective activities, teacher role modeling, and the habit of positive behavior. Character education also plays a role in strengthening individual integrity and moral fortitude. When a person has a strong moral compass, they tend to be more resilient to negative social pressures and temptations to engage in deviant behavior. Peterson and Seligman (2004) identify character as the foundation of strengths that are the main source of resilience in positive psychology.

In addition to shaping morality, character education also fosters a sense of social responsibility. A school environment that instills a culture of mutual respect and helpfulness creates a sense of connectedness that supports students' psychological well-being (Berkowitz & Bier, 2003). Thus, strong character is not only an ethical aspect but also part of the emotional well-being that supports resilience. Overall, character education becomes the moral foundation for shaping a resilient generation. The values internalized through this education enable students to have direction in life, meaning, and the strength to face difficulties with integrity and wisdom (Nucci & Narvaez, 2008).

4. Integration of Three Aspects in Educational Practice

The integration of well-being, counseling, and character education is a comprehensive strategy in creating a holistic education system. These three aspects complement each other: well-being provides a psychological foundation, counseling serves as a supporting instrument, and character education functions as a guide to values. Elias et al. (1997) emphasize that social and emotional learning integrated into education can improve academic achievement and reduce destructive behavior.

This integrative approach can be realized through a curriculum that balances cognitive and affective aspects. Schools need to develop value-based learning programs, reflective activities, and synergistic counseling services. Seligman (2011) states that education that emphasizes well-being and meaning in life helps students develop long-term resilience. In addition to the curriculum, the role of school culture is also very important. An inclusive, supportive, and empathetic environment can be a space for students to grow happily and develop character. Huppert (2009) states that educational institutions that foster a positive climate will strengthen the well-being and intrinsic motivation of students.

Collaboration between teachers, counselors, and parents is a key factor in the success of this integration. Teachers act as moral role models, counselors as emotional companions, and parents as character reinforcers at home. This collaboration will create continuity between formal and non-formal education (Bronfenbrenner, 1979). Thus, the integration of well-

being, counseling, and character education is not merely an educational innovation, but a strategic necessity in building a resilient generation that is ready to face social change and global challenges (Waters & Loton, 2019).

5. Examples of Implementation Models in Schools or Universities

The implementation model for integrating these three aspects can be realized through comprehensive education programs, such as the School Well-being Program. This program includes teacher training on student well-being, regular counseling assistance, and character-based learning. According to Waters and Loton (2019), schools that implement a Positive Education model based on positive psychology show improvements in student well-being and academic performance.

At the university level, a relevant model is the Campus Counseling and Character Development Center, which is an integrated service center that combines academic guidance, psychological counseling, and character building for students. This model allows students to receive emotional support as well as moral guidance (Rickwood et al., 2018). This approach has been widely implemented in foreign universities as part of the student well-being framework. In addition to formal programs, non-formal activities such as peer mentoring, social activities, and service learning can strengthen the application of character values while increasing students' social empathy. Research by Astin and Sax (1998) shows that involvement in social activities increases a sense of responsibility and concern for others.

Teachers and lecturers can also integrate character values and well-being into the learning process through reflection, ethical discussions, and community-based projects. This method is in line with the transformative education approach that encourages students to think critically and behave ethically (Mezirow, 1991). This kind of integrative model is expected to not only improve psychological well-being, but also strengthen students' moral and social resilience. In other words, education that focuses on well-being, counseling, and character will produce graduates who are intelligent, resilient, and have integrity (Elias & Weissberg, 2000).

CONCLUSION

Psychological well-being has been proven to play an important role in shaping resilient individuals. People with high levels of well-being are better able to manage stress, adapt to pressure, and view challenges as opportunities for growth. In the context of education, student well-being can be fostered through a positive learning environment, strong social support, and a sense of meaning and purpose in life.

Counseling strategies are an effective means of fostering student resilience. Through an approach that focuses on solutions, empathy, and self-empowerment, counseling can help students identify their personal strengths and build adaptive skills to overcome difficulties. In addition, character education provides a solid foundation of moral values so that

students are not only emotionally resilient, but also adhere to ethical principles and social responsibility.

The integration of well-being, counseling, and character education creates a holistic and sustainable education system. These three aspects reinforce each other in shaping a generation that is intelligent, resilient, and moral. Their implementation in schools or colleges can be realized through well-being education programs, integrated counseling services, and values-based learning. Thus, education not only produces knowledgeable individuals but also resilient and characterful individuals who are ready to face the dynamics of life.

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