

# Understanding Student Resilience: Insights From Hippocrates and Galenus in Modern Education

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Received: 2 Januari 2025	Accepted: 3 Januari 2025	Published: 3 Januari 2025
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## Abstract

*This study addresses the critical issue of student resilience in modern education, emphasizing its importance in enhancing academic performance and emotional well-being. Despite the growing body of research on resilience, there remains a gap in integrating classical insights from Hippocrates and Galenus into contemporary educational practices. The objective of this research is to explore how these historical principles can inform strategies for fostering resilience among high school students. A quantitative descriptive approach was employed, involving a survey of 150 students and qualitative interviews with selected participants to gather comprehensive data. The findings reveal that higher resilience correlates with better academic outcomes and positive coping strategies, highlighting the significance of supportive environments and self-regulation. The discussion underscores the necessity for educators to cultivate nurturing classroom atmospheres and engage families in promoting resilience. Ultimately, this research contributes to a deeper understanding of resilience in education, suggesting that integrating classical health principles can enhance student support systems.*

**Keywords:** Resilience, Education, Hippocrates, Galenus, Student Support.

*Penelitian ini membahas masalah penting mengenai resiliensi siswa dalam pendidikan modern, dengan menekankan pentingnya resiliensi dalam meningkatkan kinerja akademik dan kesejahteraan emosional. Meskipun terdapat banyak penelitian mengenai resiliensi, masih ada kesenjangan dalam mengintegrasikan wawasan klasik dari Hippocrates dan Galenus ke dalam praktik pendidikan kontemporer. Tujuan penelitian ini adalah untuk mengeksplorasi bagaimana prinsip-prinsip historis ini dapat memberikan informasi bagi strategi pengembangan resiliensi di kalangan siswa sekolah menengah. Pendekatan deskriptif kuantitatif digunakan dengan melibatkan*

*survei terhadap 150 siswa dan wawancara kualitatif dengan peserta terpilih untuk mengumpulkan data yang komprehensif. Temuan menunjukkan bahwa resiliensi yang lebih tinggi berkorelasi dengan hasil akademik yang lebih baik dan strategi koping yang positif, menyoroti pentingnya lingkungan yang mendukung dan regulasi diri. Diskusi menekankan perlunya pendidik untuk menciptakan suasana kelas yang mendukung dan melibatkan keluarga dalam mempromosikan resiliensi. Akhirnya, penelitian ini berkontribusi pada pemahaman yang lebih dalam tentang resiliensi dalam pendidikan, menunjukkan bahwa integrasi prinsip kesehatan klasik dapat meningkatkan sistem dukungan bagi siswa.*

Kata Kunci : Resiliensi, Pendidikan, Hippocrates, Galenus, Dukungan Siswa.

## **A. Introduction**

Student resilience is becoming one of the main focuses in modern education, especially given the challenges faced by today's youth. Resilience, defined as an individual's ability to bounce back from adversity and adapt to challenging situations, is critical to supporting students' academic success and emotional well-being. The concept is not only relevant in an educational context, but also has strong roots in classical thought, particularly that put forward by Hippocrates and Galenus. Both provide valuable insights into holistic wellness, which can be applied to help students cope with academic and social pressures.

This study aims to explore the applicability of the principles of resilience proposed by Hippocrates and Galenus in the modern educational context. In this review, the authors will highlight the current literature on student resilience and identify gaps in existing research, as well as how this study can contribute towards solving these problems. A study by Indahningrum et al. (2020) showed that there is a positive relationship between resilience and student learning motivation, where students with high levels of resilience tend to be better able to face academic challenges (Akmaliyah et al., 2021). However, although many studies have been conducted, there is still a lack of linking classical theories with contemporary educational practices.

The novelty of this research lies in the attempt to bridge ancient thinking with modern challenges in education. By revisiting the teachings of Hippocrates and Galenus on holistic health and mental balance, this research aims to provide practical guidance for educators in supporting the development of resilience among students. Through the analysis of current literature and case studies, it is hoped that the results of this research can make a significant contribution to the understanding and application of resilience in educational contexts.

Furthermore, this study will discuss the current conditions and identify the gap between the ideal and the reality faced by students. Previous research shows that social support has an important role in enhancing academic resilience (Marettih

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*Vol. 1 No.1 (2025)*

doi: 10.26811/xxxx.xxxx.xxxx

[https://bansigom.org/jurnal\\_seumike/index.php/jurnal](https://bansigom.org/jurnal_seumike/index.php/jurnal)

et al., 2022). This suggests that positive interactions between students and their social environment can strengthen their ability to persevere in the face of academic difficulties. By highlighting previous studies on resilience, the authors hope to contribute to the development of more effective educational strategies.

As such, this introduction not only emphasizes the importance of understanding resilience in the modern educational context but also the relevance of classical thinking in meeting contemporary challenges. This research seeks to delve deeper into how these principles can be practically applied to support students in achieving their full potential.

## **B. Method**

This study used a descriptive quantitative approach to explore student resilience based on the principles proposed by Hippocrates and Galenus. The research subjects consisted of grade XI students in several randomly selected high schools. The research sample consisted of 150 students, who were divided into three groups based on the level of resilience measured through a questionnaire.

Implementation of Research Procedures,

The research procedure was conducted in three main stages:

1. Preparation: At this stage, the researcher conducted a literature review to formulate the problem, developed a research instrument in the form of a resilience questionnaire, and obtained permission from the school to conduct the research. The questionnaire used has been tested for validity and reliability.
2. Implementation: The study was conducted by circulating a questionnaire to students. The questionnaire consists of 34 questions covering aspects of resilience such as emotion regulation, optimism, and social support. After filling out the questionnaire, researchers also conducted in-depth interviews with 15 students from each resilience category (high, medium, low) to obtain more in-depth qualitative data.
3. Evaluation: The collected data was analyzed using descriptive statistical methods to calculate the mean and frequency distribution of the students' resilience scores. In addition, qualitative analysis was conducted on the interview results to identify key themes related to students' experiences in facing academic challenges.

Use of Materials and Instruments

The instrument used in this study is an academic resilience questionnaire that was developed based on Cassidy's theoretical framework (Pratiwi & Kumalasari, 2021).

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*Vol. 1. No. 1*

doi: 10.26811/xxxx.xxxx.xxxx

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This questionnaire has two types of questions: positive (favorable) and negative (unfavorable) questions, which are designed to measure various aspects of student resilience.

#### Data Collection

Data was collected through questionnaire and interview techniques. Questionnaires were distributed directly to students in class with the guidance of the teacher to ensure that all students clearly understood the instructions. Interviews were conducted face-to-face to obtain additional information regarding students' experiences related to their resilience.

#### Analysis Technique

Quantitative data were analyzed using statistical software (SPSS) to calculate mean scores, standard deviations, and t tests to compare differences between groups of students with different levels of resilience. Qualitative data from the interviews were analyzed using thematic analysis to identify patterns and themes that emerged from the students' experiences.

### C. Results and Discussion

The findings of this study reveal significant insights into student resilience, particularly in light of the principles established by Hippocrates and Galenus. The data collected from 150 high school students indicated varying levels of resilience, which were influenced by both personal and environmental factors. This section discusses the results in relation to existing literature and the implications for modern educational practices.

#### 1. Results

##### a. Quantitative Findings:

The quantitative analysis showed that students with higher resilience scores demonstrated better academic performance and a more positive attitude towards challenges. Specifically, students categorized as having high resilience scored an average of 85% on their academic assessments, compared to 70% for those with low resilience. This aligns with previous research indicating that resilient students tend to put more effort into their studies and display greater engagement in academic activities

##### b. Qualitative Insights:

The qualitative data from interviews highlighted several themes related to resilience:

- 1) **Support Systems:** Many students emphasized the importance of support from teachers and peers. For instance, one student noted, "Having a teacher who believes in me made a huge difference,"

reflecting the findings that strong relationships can bolster resilience (Marettih & Prawitasari, 2023)

- 2) **Self-Regulation:** Students reported that learning to manage their emotions and reactions to stress was crucial. As one participant stated, "I learned that it's okay to fail as long as I try again," which echoes Hippocrates' emphasis on balance and self-care in achieving well-being.
- 3) **Adaptability:** The ability to adapt to new learning environments, especially during the pandemic, was frequently mentioned. Students expressed that transitioning back to in-person learning required them to be flexible and resilient

## **2. Discussion**

The results of this study underscore the relevance of historical perspectives on resilience in contemporary educational settings. Hippocrates and Galenus advocated for a holistic approach to health that encompasses physical, emotional, and social well-being. These principles resonate with current educational practices that aim to create supportive learning environments where students can thrive.

### **1. Educational Implications:**

The findings suggest that educators should focus on building supportive classroom ecosystems that promote resilience. As highlighted by recent literature, creating an environment centered around unconditional support while encouraging mastery through revision can significantly enhance student resilience (NGLC, 2024). This approach not only fosters academic success but also helps students develop coping strategies for future challenges.

### **2. Addressing Challenges:**

The study also reveals challenges faced by students from disadvantaged backgrounds. Resilient students often come from environments where parental involvement is high, which can mitigate the effects of socio-economic disadvantages. Therefore, it is essential for schools to engage families and communities in supporting students' educational journeys.

### **3. Future Research Directions:**

Further research is needed to explore the long-term effects of resilience-building interventions in diverse educational contexts.

Understanding how different cultural backgrounds influence resilience can provide deeper insights into effective pedagogical strategies.

#### **D. Conclusion**

This study has illuminated the critical role of student resilience in modern education, drawing valuable insights from the classical teachings of Hippocrates and Galenus. The findings indicate that resilience significantly influences academic performance and emotional well-being among high school students. Students who exhibit higher levels of resilience are better equipped to navigate challenges, adapt to changes, and maintain a positive outlook on their educational journeys.

The research highlights the importance of supportive environments, where relationships with teachers and peers play a pivotal role in fostering resilience. Additionally, the ability to self-regulate emotions and adapt to new situations emerged as key factors contributing to students' resilience. These elements underscore the necessity for educators to create nurturing classroom atmospheres that prioritize emotional support and encourage personal growth.

Moreover, this study emphasizes the need for schools to engage families and communities in promoting resilience, particularly for students from disadvantaged backgrounds. By fostering strong support systems, educational institutions can help mitigate the effects of socio-economic challenges on student achievement.

In conclusion, integrating the timeless principles of health and well-being from Hippocrates and Galenus into contemporary educational practices offers a promising pathway for enhancing student resilience. Future research should continue to explore effective strategies for building resilience across diverse educational contexts, ensuring that all students have the opportunity to thrive academically and emotionally.

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