



Analysis of Muslim Students' Resilience in Coping with Prolonged Grief

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ABSTRACT

Resilience plays a crucial role in helping students cope with prolonged grief, as experiences of loss can negatively affect their psychological well-being. Therefore, this study aims to examine the effect of self-efficacy and self-esteem on students' resilience in dealing with prolonged grief. This study employed a cross-sectional predictive design involving 346 students from Malang State University selected through purposive sampling. This study used three instruments measuring self-efficacy (X_1), self-esteem (X_2), and resilience (Y), all of which employed a Likert scale and were tested for validity and reliability. The reliability test showed $\alpha = .856$ for the self-efficacy scale, $\alpha = .831$ for the self-esteem scale, and $\alpha = .745$ for the resilience scale. The results of the analysis after conducting validity tests and regression tests yielded the regression model $Y = 6.742 + .412X_1 + .283X_2 + \epsilon$. The coefficients were β_1 (self-efficacy) = .412 ($t = 4.568$; $p < .001$) and β_2 (self-esteem) = .283 ($t = 2.476$; $p = .014$). The results indicate that self-efficacy and self-esteem significantly and positively predict resilience. This study contributes theoretically by supporting a positive psychology framework and providing recommendations for preventive interventions, although its cross-sectional design limits causal inference. Future research is encouraged to employ longitudinal or experimental designs and to include mediating or moderating variables such as social support, coping strategies, or personality factors to strengthen the explanatory model.

Keywords: Resilience; Muslim Student; Self-Efficacy; Self-Esteem; Prolonged Grief

ABSTRAK

Resiliensi memainkan peran penting dalam membantu siswa mengatasi kesedihan yang berkepanjangan, karena pengalaman kehilangan dapat berdampak negatif pada kesejahteraan psikologis mereka. Oleh karena itu, penelitian ini bertujuan untuk mengkaji pengaruh kepercayaan diri dan harga diri terhadap resiliensi mahasiswa dalam menghadapi kesedihan yang berkepanjangan. Penelitian ini menggunakan desain *cross-sectional predictive* yang melibatkan 346 mahasiswa dari Universitas Negeri Malang yang dipilih melalui *purposive sampling*. Penelitian ini menggunakan tiga instrumen penelitian, yaitu *self-efficacy* (X_1), *self-esteem* (X_2), dan *resilience* (Y), yang seluruhnya menggunakan skala Likert serta telah diuji validitas dan reliabilitasnya. Uji reliabilitas menunjukkan $\alpha = 0,856$ untuk skala *self-efficacy*, $\alpha = 0,831$ untuk skala *self-esteem*, dan $\alpha = 0,745$ untuk skala resiliensi. Hasil analisis setelah dilakukan uji validitas, regresi hingga mendapatkan model regresi yaitu $Y = 6,742 + 0,412X_1 + 0,283X_2 + \varepsilon$. Untuk koefisien β_1 (*Self-Efficacy*) = 0,412 ($t = 4,568$; $p < 0,001$) dan β_2 (*Self-Esteem*) = 0,283 ($t = 2,476$; $p = 0,014$). Hasil penelitian menunjukkan bahwa *self-efficacy* dan *self-esteem* memiliki pengaruh positif dan signifikan terhadap resiliensi. Penelitian ini memberikan kontribusi teoretis dengan mendukung kerangka kerja psikologi positif dan memberikan rekomendasi untuk intervensi pencegahan, meskipun desain *cross-sectional* membatasi kesimpulan kausal. Penelitian di masa depan disarankan untuk menggunakan desain longitudinal atau eksperimental dan memasukkan variabel mediasi atau moderasi seperti dukungan sosial, strategi koping, atau faktor kepribadian untuk memperkuat model penjelasan.

Kata kunci: Resiliensi; Mahasiswa Muslim; *Self-Efficacy*; *Self-Esteem*; *Prolonged Grief*

INTRODUCTION

Mental health continues to receive increasing attention among students because it affects academic, social, and emotional functioning (Douwes et al., 2023). University students often face academic pressure, family expectations, and social demands that can contribute to psychological problems, including prolonged grief disorder. If left untreated, this condition can reduce quality of life, academic productivity, and interpersonal

functioning (Glickman, 2021). The loss of a loved one is a universal experience, yet individuals differ in how they process and respond to it emotionally.

Grief can generate substantial emotional distress and may increase the risk of pathological reactions in some individuals (Stroebe, 2018). Prolonged Grief Disorder (PGD) may occur not only after death, but also when a loved one is missing or their whereabouts remain unknown. Boelen et al. (2019) describe traumatic loss as the loss of a loved one under circumstances with strong traumatic potential, such as murder, suicide, accidents, natural disasters, war, and terrorism. These forms of loss often make the grieving process more complex and more difficult to resolve adaptively.

Previous studies show that psychological responses to loss vary depending on how individuals process the experience. Those who struggle to accept loss tend to report higher levels of depression, anxiety, and prolonged grief symptoms than those who adjust more adaptively (Boelen et al., 2019). Among students, developmental demands and academic responsibilities may intensify the burden of grieving, especially when loss occurs during a critical life stage. PGD is characterized by persistent longing, emotional pain, and difficulty returning to daily functioning when adaptation to loss is disrupted (Iglewicz et al., 2020).

PGD can negatively affect university students' psychological well-being and academic functioning, including reduced concentration and motivation, sleep disturbance, social withdrawal, and suicidal ideation (Glickman, 2021). It is also relatively prevalent among students and has been associated with stress, physical health problems, and limited social support (Ashouri et al., 2025). These findings indicate that students do not show identical outcomes after loss, as some adapt and continue functioning whereas others experience persistent distress. This variation highlights the importance of resilience as a key factor in understanding students' responses to prolonged grief (Xu et al., 2024).

Resilience refers to the ability to endure adversity, adapt positively, and recover from difficult experiences (Zalli, 2024). In psychological literature, resilience is widely understood as a person's capacity to maintain or regain functioning despite pressure or hardship (Connor & Davidson, 2003; Egan et al., 2024; Abate et al., 2024). Previous research has shown that social support, coping strategies, and emotional regulation play important roles in shaping resilience (Gross, 2015). In student life, resilience can be seen in

the ability to stay engaged in academic activities, regulate emotions after loss, and gradually adjust while continuing to fulfill academic responsibilities.

Resilience develops through a process in which individuals encounter difficulties, learn from success and failure, and strengthen their capacity to manage stress over time (Wang et al., 2024). This process is influenced not only by external factors such as social support, but also by internal processes such as cognitive appraisal, emotional regulation, and positive self-beliefs. In this regard, self-efficacy and self-esteem are important psychological resources because they shape how individuals evaluate their abilities and self-worth when facing adversity (Bandura, 1997; Xu & Xu, 2025). Higher levels of self-efficacy and self-esteem may therefore strengthen resilience and support more adaptive responses to prolonged grief.

In Muslim students, resilience may also be shaped by religious beliefs and values. Islamic teachings emphasize patience (*sabr*), trust in God's plan (*tawakkul*), and positive acceptance of destiny, which may help individuals accept loss and reduce emotional distress (Draganović et al., 2025). Religious coping has also been shown to help individuals manage stressful and traumatic experiences by providing meaning, hope, and emotional regulation (Undariningsih et al., 2025). Examining resilience among Muslim students is therefore important for understanding how personal beliefs interact with psychological resources such as self-efficacy and self-esteem.

Although prior studies acknowledge that resilience develops through repeated efforts to cope with adversity, most research has focused on external stressors or general coping outcomes rather than internal psychological resources. The combined roles of self-efficacy and self-esteem in shaping resilience, particularly in the context of prolonged grief among university students, remain underexplored. Self-efficacy reflects students' beliefs in their ability to manage academic and personal challenges, whereas self-esteem relates to self-evaluation and the ability to deal with failure (Bandura, 1997; Chemers et al., 2001; Muris & Otgaar, 2023). When students possess confidence in their abilities and a positive sense of self, they are more likely to respond constructively to emotional distress and develop resilience in the context of prolonged grief (Astutik & Pujianto, 2025). This study therefore aims to examine the effects of self-efficacy and self-esteem on students' resilience to prolonged grief. The topic is important because mental health problems among students,

including prolonged grief, continue to increase and may worsen when stress is not managed properly, while resilience functions as an essential capacity for coping with adversity (Kassymova et al., 2023). This study is also relevant because empirical evidence on how Indonesian students develop resilience within their specific social and cultural context remains limited. By addressing this gap, the study is expected to provide evidence-based insights for designing mental health interventions in higher education settings.

METHODS

This study employed a cross-sectional predictive design to examine the relationship between the independent variables and the dependent variable (Creswell & Creswell, 2017). In this design, the independent and dependent variables were specified based on theoretical considerations and previous empirical findings. The stages of the study are illustrated in Figure 1, and the achievement indicators for each stage are presented in Table 1.

As presented in Table 2, the subjects consisted of 346 third-semester students from Malang State University. Based on gender, 186 were male and 160 were female. Most respondents were 18 years old, followed by 19 years old, 17 years old, 20 years old, and 21 years old. In terms of region of origin, the majority of respondents came from Java, while the rest came from Sumatera, Kalimantan, Bali, NTT, NTB, Sulawesi, and Papua, reflecting the geographical diversity of the participants. The respondents came from various programs of study and faculties, with the largest proportion originating from the Faculty of Engineering. The sample was selected using purposive sampling. Purposive sampling is a technique for determining and collecting samples selected by the researcher based on specific considerations relevant to the research objectives (Creswell & Creswell, 2017). In this study, subjects were selected based on the following criteria: (1) students of Malang State University, (2) third-semester students, and (3) students who reported having experienced prolonged grief, as identified through the study screening procedure.



Figure 1. Research Procedure

Table 1.

Achievement Indicators for Each Research Step

No	Step	Achievement Indicators
1	Literature Review	Obtaining theoretical study results and previous research results related to factors influencing resilience in individuals experiencing prolonged grief, especially self-efficacy and self-esteem
2	Pre-processing	Obtaining data verification results related to missing values, the amount of data obtained, inconsistent data, and other data issues before testing and regression analysis are conducted
3	Regression Modeling	Obtaining the results of multiple linear regression analysis examining the effects of self-efficacy and self-esteem on resilience
4	Evaluation	Obtaining an overview of the novelty of the model from the research results compared to previous studies and reviews

Table 2.

Demographic Data of Respondents

Aspects	Category	Frequency (n)	Percentage (%)
Gender	Male	186	54
	Female	160	46
Age (years)	17	17	4
	18	216	63
	19	101	29
	20	11	3
	21	1	1
Region of origin	Sumatera	8	2
	Java	309	89
	Kalimantan	8	2
	Bali, NTT, NTB	14	4
	Sulawesi	5	2
	Papua	2	1
Program of study	German Language Education	40	11
	Chinese Language Education	13	4
	History Education	51	15
	Sociology Education	24	7
	Informatics Engineering Education	11	3
	Electrical Engineering Education	17	5
	Sports Coaching Education	41	12
	Pancasila and Civic Education	3	1
	Culinary Arts Education	60	17
Mechanical Engineering Education	86	25	
Faculty	Faculty of Letters	53	15
	Faculty of Social Sciences	78	23
	Faculty of Engineering	174	50
	Faculty of Sports Science	41	12

Note. Percentages are shown as whole numbers and adjusted to total 100 in each category.

This study used three questionnaire-based instruments measuring self-efficacy (X_1), self-esteem (X_2), and resilience (Y), all using a Likert scale. The self-efficacy instrument used the General Self-Efficacy Scale adapted by Novrianto et al. (2019), with indicators of magnitude, strength, and generality. The self-esteem instrument used the Coopersmith Self-Esteem Scale, with indicators of significance, power, competence, and virtue, as adapted by Putri (2021). Meanwhile, the resilience instrument used the short version of the Connor-Davidson Resilience Scale (CD-RISC), as adapted by Simamora (2024), with indicators of personal competence, spirituality, self-acceptance, self-control, and self-confidence.

For the self-efficacy scale, item validity coefficients ranged from .471 to .603, with all items meeting the validity criteria ($r > .30$, $p < .05$). For the self-esteem scale, item validity coefficients ranged from .288 to .468, with most items meeting the validity criteria. Two items did not meet the criteria ($r = .288$, $p = .062$; $r = .296$, $p = .071$) and were therefore excluded from further analysis, leaving 20 valid items. Reliability testing using Cronbach's alpha showed coefficients of $\alpha = .856$ for self-efficacy, $\alpha = .831$ for self-esteem, and $\alpha = .745$ for resilience. Because all coefficients were $\geq .70$, all instruments were considered reliable (Nunnally, 1978).

Data were analyzed using multiple linear regression in SPSS to examine the predictive effects of self-efficacy and self-esteem on resilience. A significance level of $p < .05$ was used as the decision criterion (Kurniawan, 2016). Multiple linear regression was selected because the study involved two independent variables and one dependent variable.

RESULTS AND DISCUSSION

A multiple linear regression analysis was conducted to examine whether self-efficacy and self-esteem predicted student resilience. As shown in Table 3, the model was statistically significant, $F = 118.231$, $p < .001$, and explained 40.8% of the variance in resilience ($R^2 = .408$). The regression equation was $Y = 6.742 + .412X_1 + .283X_2 + \varepsilon$. Self-efficacy ($\beta = .412$, $t = 4.568$, $p < .001$) and self-esteem ($\beta = .283$, $t = 2.476$, $p = .014$) both significantly and positively predicted resilience. These findings indicate that higher self-efficacy and self-esteem were associated with higher resilience, with 6.742 representing the baseline resilience score when both predictors were zero.

Table 3.
Multiple Linear Regression Test Results

Variable	Coefficient(β)	t	Sig.	Conclusion
Constant	6.742	-	< .001	-
Self-Efficacy (X ₁)	.412	4.568	< .001	Significant
Self-Esteem (X ₂)	.283	2.476	.014	Significant
Statistics			Value	
R			.639	
R ²			.408	
F			118.231	
Sig. F			< .001	

Note. The regression model is significant ($p < .05$). Self-efficacy and self-esteem significantly and positively predict resilience.

The findings indicate that self-efficacy and self-esteem are important psychological resources associated with student resilience. The positive contribution of both variables supports the adaptive coping perspective, which emphasizes that confidence in one’s abilities and positive self-evaluation are central components of psychological resilience (Bandura, 1997; Puspita et al., 2024; Papoulidi & Maniadaki, 2025). At the same time, the model explained 40.8% of the variance in resilience, suggesting that although self-efficacy and self-esteem play substantial roles, resilience is also shaped by other factors such as social support, life experiences, and spirituality. This pattern is consistent with meta-analytic findings showing that personal factors explain an important, but still partial, proportion of resilience variability (Morison & Benight, 2022; Schmidt et al., 2022).

Prolonged grief disorder is increasingly understood as a psychoemotional condition marked by persistent separation distress, disrupted emotional adaptation, and sustained interference with everyday functioning long after a significant loss has occurred (Lenferink; 2017; Szuhany et al., 2021). Unlike normative grief, which gradually becomes integrated into ongoing life, PGD is characterized by enduring preoccupation with the deceased or the loss event, difficulty accepting reality, and continued impairment that distinguishes it from ordinary bereavement reactions (Boelen et al., 2019). This issue is especially important in higher education because students are situated in a developmental period that requires identity exploration, emotional consolidation, and increasing independence, yet these tasks may be disrupted when grief remains unresolved and begins to undermine concentration, motivation, social participation, and academic engagement (Glickman, 2021). Within this

context, the present findings are highly relevant because they position self-efficacy and self-esteem as meaningful psychological resources that may strengthen resilience among students experiencing prolonged grief, in line with prior work suggesting that individual strengths can support adaptive adjustment to loss-related distress (Lacour et al., 2020; Schmidt et al., 2022).

The present study also needs to be situated within the broader landscape of student mental health, where psychological difficulties are no longer peripheral but represent a central concern for universities worldwide. National evidence indicates that depression, anxiety, and stress affect approximately 30–50% of students in Indonesia, showing that psychological vulnerability in student populations is already substantial even before grief-specific reactions are considered (Arfandi et al., 2025). Although existing student mental health literature has focused primarily on stress, anxiety, and depression, prolonged grief remains comparatively underexamined despite the fact that experiences of losing a parent, sibling, friend, or other significant figure are not uncommon during emerging adulthood (Glickman, 2021; Szuhany et al., 2021). The present findings therefore extend the literature by showing that grief-related adjustment deserves direct empirical attention in student populations, particularly because prolonged grief may coexist with but should not be reduced to other emotional disorders, given its distinctive emphasis on loss-related yearning, ongoing attachment, and impaired adaptation to a specific absence (Boelen et al., 2019).

The interpretation of these findings is strengthened by the resilience framework, which views adaptation after adversity not as the absence of sadness but as the capacity to continue functioning despite distress. Contemporary perspectives conceptualize resilience as a dynamic developmental process through which individuals recover, reorganize, and sustain meaningful functioning after severe stress, rather than as a fixed trait that only a few people possess (Bhatnagar, 2021). In grief contexts, resilience is closely tied to meaning-making because individuals who can interpret loss in a coherent and personally meaningful way tend to report better long-term psychological adjustment, whereas those who remain overwhelmed by the incomprehensibility of the event often struggle to move forward (Barboza et al., 2021). Among university students, however, the work of making meaning is frequently complicated by competing academic demands, social expectations, and

pressure to remain productive, so resilience becomes a critical bridge between the experience of loss and the restoration of adaptive functioning in campus life (Arfandi et al., 2025; Barboza et al., 2021).

The current findings also support the argument that resilience cannot be explained adequately through environmental support alone, even though social support remains an important component of coping. Several Indonesian studies have shown that support from others does not automatically generate positive adaptation if the individual lacks the internal readiness to receive, interpret, and mobilize such support in a constructive way (Novrianto et al., 2019; Simamora, 2024). This distinction is theoretically important because it positions resilience not merely as an external condition created by caring relationships, but as an internal mechanism that enables students to translate available support into purposeful coping, self-regulation, and continued participation in daily roles. In the context of prolonged grief, such an internal mechanism becomes especially salient because the student who outwardly appears supported may still remain psychologically immobilized if confidence, self-worth, and emotional agency have been substantially eroded by the loss experience.

One of the most important internal resources identified in this study is self-efficacy, which Bandura (1997) defined as an individual's belief in their capability to organize and execute actions required to manage prospective situations. In the context of prolonged grief, self-efficacy does not remove sorrow, but it influences whether students perceive themselves as capable of tolerating pain, regulating emotional disruption, and taking small but meaningful steps toward re-engagement with everyday responsibilities. This interpretation is consistent with evidence from grief research showing that lower self-efficacy is associated with greater prolonged grief severity, suggesting that students who doubt their ability to cope may become more vulnerable to persistent grief-related helplessness and disengagement (Lacour et al., 2020). It is also compatible with the broader student literature indicating that when individuals possess stronger confidence in their own competence, they are less likely to be overwhelmed by negative appraisals in the face of challenge and more likely to approach stressors as manageable rather than defeating (Bandura, 1997; Hasmi et al., 2023).

The strength of self-efficacy becomes particularly visible in the preservation of daily structure during periods of prolonged grief, because adaptation is often reflected not in dramatic emotional recovery but in the ability to maintain ordinary routines under difficult psychological conditions. Students with stronger self-efficacy are more likely to continue attending classes, attempting assignments, interacting socially, and retaining some degree of behavioral organization even when grief remains intense, whereas low self-efficacy may lead to avoidance, passivity, and the progressive erosion of daily functioning. This interpretation resonates with evidence that functional continuity in routine activities constitutes a key marker of adaptive adjustment to prolonged grief and that belief in one's ability to manage stress can help protect such continuity over time (Ivers et al., 2024). It is further reinforced by studies showing that students with high self-efficacy demonstrate better resilience after major loss and cope more adaptively with emotional pressure, although the present findings also acknowledge that self-efficacy operates within a wider ecology that includes social support, life experience, and coping strategies rather than replacing those factors entirely (Fitri et al., 2025; Nasution, 2022).

Alongside self-efficacy, the present study demonstrates the importance of self-esteem as another foundational internal resource associated with resilience in the face of prolonged grief. Self-esteem refers to the evaluative dimension of the self, namely the extent to which individuals regard themselves as valuable, worthy, and acceptable, and this dimension has long been recognized as central to psychological adjustment across diverse life domains (Muris & Otgaar, 2023). In more recent discussions, self-esteem is also understood as a basic psychological need that supports confidence, self-respect, acceptance of personal strengths and weaknesses, and the maintenance of personal dignity under stress (Macarau & Stevanus, 2022). In grief contexts, these functions are especially important because the loss of a significant other can destabilize self-concept, intensify self-blame, and threaten the continuity of identity, thereby making positive self-evaluation a crucial resource for maintaining psychological coherence (Rosi et al., 2019).

The present results suggest that students with higher self-esteem possess stronger emotional resources for integrating loss without allowing it to fully define their worth or identity. This interpretation aligns with prior work showing that stable and positive self-evaluation enables individuals to maintain self-acceptance, reduces the tendency to become

trapped in self-blame, and facilitates the integration of painful experiences into a broader narrative of selfhood rather than allowing loss to fragment personal meaning (Rosi et al., 2019; Barboza et al., 2021). It is also consistent with evidence that students with higher self-esteem are better able to regulate emotions and cope adaptively with grief, whereas lower self-esteem is associated with increased proneness to prolonged grief and weakened psychological defenses against sustained sorrow (Huda et al., 2025; Schmidt et al., 2022). At the same time, the present findings should not be interpreted as implying that self-esteem alone determines grief outcomes, because family support and broader environmental conditions also play significant roles in shaping the trajectory of bereavement and recovery (Sandhi et al., 2023; Muris & Otgaar, 2023).

A major contribution of this study lies in demonstrating that self-efficacy and self-esteem should not be treated as isolated variables, but as interdependent psychological strengths that jointly shape students' resilience. Self-efficacy supports action, persistence, and behavioral engagement, whereas self-esteem provides the evaluative security needed to tolerate imperfection, setbacks, and temporary emotional instability without collapsing into feelings of worthlessness. This interaction is important because students with high self-efficacy but low self-esteem may continue trying while remaining internally fragile, whereas students with high self-esteem but low self-efficacy may preserve self-worth yet still struggle to take constructive action in the face of grief-related demands. In line with the argument of Sisto et al. (2019) and Zeigler-Hill & Wallace (2012), the balance between believing that one is valuable and believing that one is capable appears essential for enduring adversity adaptively, and this balance helps explain why the combined influence of self-efficacy and self-esteem is more meaningful than either construct considered in isolation.

The regression results provide empirical support for this interpretation by showing that self-efficacy and self-esteem both exert positive and significant effects on resilience, with self-efficacy emerging as the stronger predictor. This pattern is theoretically plausible because belief in one's competence more directly energizes adaptive coping behaviors such as emotion regulation, persistence, support seeking, and continued engagement with stressors, whereas self-esteem contributes more indirectly by stabilizing self-worth and protecting the individual from debilitating self-devaluation (Morison & Benight, 2022). The

significance of self-esteem nevertheless remains substantial, because students who preserve a more positive and stable view of themselves are less likely to interpret grief, failure, or temporary nonperformance as proof of global personal inadequacy, a process that strengthens their psychological buffer against despair and loss of control (Christiady & Juniarti, 2024). The stronger role of self-efficacy is also consistent with evidence that confidence in one's ability to act is closely related to persistence during periods of prolonged sadness, especially when students must continue meeting academic obligations despite substantial emotional burden (Li et al., 2024).

These findings become even more meaningful when interpreted in relation to the lived demands of higher education, because academic persistence under grief is often a behavioral expression of resilience rather than a sign that grief has disappeared. Students with stronger self-efficacy do not necessarily feel less sadness, but they appear more able to believe that they can still complete assignments, tolerate imperfect performance, return to class, and remain involved in learning processes without being completely defeated by emotional pain. Students with lower self-efficacy, by contrast, may be more likely to perceive academic demands as unmanageable additions to existing distress, which can increase avoidance, fatigue, and withdrawal from roles that might otherwise support gradual recovery. In this sense, the present study helps clarify why self-efficacy may show a stronger statistical contribution than self-esteem, because it is more proximally linked to the concrete enactment of coping in environments where functioning is continuously tested through deadlines, attendance, performance standards, and interpersonal participation.

For Muslim students, the present findings can also be interpreted through an Islamic psychological lens that enriches, rather than replaces, conventional psychological explanation. The significance of self-efficacy is congruent with the meaning of QS. Yusuf: 87, which emphasizes not despairing of Allah's mercy and thereby encourages perseverance, hopeful action, and continued striving despite hardship, values that can reinforce confidence in one's capacity to endure suffering with faith and effort (Rofiqoh et al., 2025). Islamic psychology further suggests that mental health is shaped not only by cognitive and emotional processes, but also by spiritual dimensions such as patience, gratitude, trust in God, and surrender to divine wisdom, all of which may help students regulate distress and preserve dignity in periods of loss (Mildaeni & Huda, 2024). From this

perspective, resilience is not merely survival under pressure, but a spiritually informed capacity to remain steadfast, rebuild meaning, and sustain effort, making self-efficacy and self-esteem psychologically important while also compatible with faith-based understandings of human endurance and recovery (Rochman et al., 2024).

The practical implications of these results for universities are substantial because campuses often respond to student distress only after problems have become acute, whereas the present findings support more preventive and developmental approaches. Intervention programs may be designed to enhance self-efficacy through graded mastery experiences, behavioral activation, skills rehearsal, structured feedback, and opportunities for students to recognize small but meaningful successes in coping with difficulty. At the same time, self-esteem may be strengthened through counseling, guided self-reflection, compassionate communication, peer affirmation, and educational practices that encourage students to evaluate themselves fairly rather than harshly during periods of vulnerability. Such programs are especially relevant in bereavement-sensitive mental health services because students experiencing prolonged grief often need help not only processing loss, but also preserving the self-beliefs that make recovery efforts psychologically possible.

Academically, this study contributes to a literature that has tended to privilege depression, anxiety, and generalized stress over grief-specific adjustment in student populations. This emphasis is understandable given the high prevalence of those conditions, yet it risks obscuring the distinct ways in which bereavement can impair functioning, particularly in developmental periods when attachment, identity, and autonomy are still being consolidated (Arfandi et al., 2025; Glickman, 2021; Szuhany et al., 2021). The present study addresses that gap by showing that prolonged grief among students can be meaningfully interpreted through positive psychological constructs, especially self-efficacy and self-esteem, and this complements prior evidence that resilience among Muslim university students is strengthened by internal resources such as self-efficacy and religiosity (Bukhori, 2022). The findings also resonate with research showing that low resilience is associated with burnout and emotional exhaustion in academic life, thereby suggesting that psychological capacities relevant to grief may also have broader implications for students' educational persistence and well-being under sustained pressure (Oktaviani & Rozi, 2024).

Despite these contributions, the findings should be interpreted with appropriate methodological caution because the cross-sectional design does not permit strong causal inference. Although the regression analysis demonstrates significant associations and supports the theoretical relevance of self-efficacy and self-esteem, it cannot determine whether these psychological resources reduce prolonged grief over time, whether prolonged grief erodes these resources, or whether reciprocal processes unfold dynamically across adjustment trajectories. Future studies would therefore benefit from longitudinal or experimental designs capable of tracing how self-beliefs change before, during, and after bereavement-related disruption, as well as from testing whether interventions that target self-efficacy and self-esteem produce measurable reductions in grief-related dysfunction. The inclusion of additional mediator and moderator variables such as social support, coping strategies, personality factors, or meaning-making processes would also help explain greater variance and clarify the mechanisms through which students develop resilience under loss-related stress.

Overall, the present study indicates that strengthening students' psychological capacity through self-efficacy and self-esteem development is a promising strategy for mitigating the risk of prolonged grief and supporting adaptive functioning in higher education. The results suggest that students who believe they can act effectively in the face of difficulty and who continue to evaluate themselves as worthy despite pain are better positioned to sustain resilience when confronted with significant loss. In a university environment where mental health problems are increasingly prevalent and where the pressures of performance can intensify emotional burden, these findings provide an empirical basis for more systematic, evidence-informed, and culturally responsive well-being programs. Taken together, the study not only advances theoretical understanding of resilience in bereaved students, but also offers a practical framework for campuses seeking to prevent chronic psychological disruption by strengthening the internal resources that enable students to endure, adapt, and recover.

CONCLUSION

This study demonstrates that self-efficacy and self-esteem are significant positive predictors of resilience among Muslim university students experiencing prolonged grief,

with self-efficacy emerging as the stronger contributor. These findings indicate that students who maintain stronger beliefs in their capacity to cope and a more positive evaluation of self are better positioned to adapt to loss-related distress while sustaining academic and psychosocial functioning. The study contributes to the student mental health literature by extending resilience research beyond depression, anxiety, and general stress, and by highlighting the role of internal psychological resources in grief-related adjustment within an Indonesian Muslim higher education context. From a practical perspective, the findings support the development of preventive campus-based interventions that strengthen self-efficacy and self-esteem as part of bereavement-sensitive mental health services. Nevertheless, the cross-sectional design limits causal interpretation, and a substantial proportion of resilience variance remains explained by other factors. Future studies should therefore employ longitudinal or experimental designs and incorporate additional explanatory variables, such as social support, coping strategies, spirituality, and personality, to refine understanding of resilience in the context of prolonged grief.

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Ethics Statement

Ethical approval was not required for this study because it was conducted in an educational setting and did not involve sensitive or high-risk procedures. Nevertheless, the authors affirm that this study was conducted in accordance with the principles of research ethics. Participant consent was obtained prior to data collection. Participation was voluntary, and participants had the right to withdraw at any time without consequences. Participant confidentiality and anonymity were strictly maintained throughout the research process. The authors confirm that the study was conducted in accordance with ethical research principles, including informed consent, voluntary participation, and confidentiality protection.

Declaration of Generative AI Use

The authors used Chat GPT to assist with language editing and readability improvement. The authors have reviewed, edited, and verified all AI-assisted content and accept full responsibility for the accuracy, originality, and integrity of the manuscript.

Conflict of Interest Statement

The author(s) declare that there is no conflict of interest regarding the publication of this article.

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