

Mapping Research on Tawakal and Academic Resilience: Bibliometric Analysis Pemetaan Tren Penelitian Tawakal dan Resiliensi Akademik: Analisis Bibliometrik

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Abstract :

Increased academic pressure, especially after the COVID-19 pandemic, poses a serious risk to students' mental health. In this context, tawakal as an Islamic spiritual value is seen as having the potential to strengthen academic resilience. This study aims to map the dynamics of the development of studies on the relationship between tawakal and academic resilience during the period 2016-2025. Using a bibliometric approach, 24 articles indexed by Google Scholar were analyzed using VOSviewer and Biblioshiny software. The results of the analysis show an increase in academic attention to the integration of Islamic spirituality in strengthening resilience, with the main themes including tawakal, resilience, academic resilience, and social support. Meanwhile, topics such as Islamic psychology, online learning, and religiosity emerged as emerging fields of study. The findings confirm that tawakal is not only a spiritual belief, but also an adaptive coping strategy in the face of academic pressure. This study has implications for strengthening the theoretical framework of spirituality-based educational psychology, as well as opening new research directions that emphasize the integration of religious values in building students' academic resilience.

Keywords:

Tawakal, Academic Resilience, Islamic Psychology, Bibliometric Analysis

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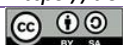
1. Introduction

The world of education today faces increasingly complex challenges. Increasing academic pressure has become a global phenomenon, seriously impacting on the mental health of both high school and college students. The higher the level of education, the greater the responsibilities and challenges faced (Nashori & Saputro, 2021). Various studies report a significant increase in cases of stress, anxiety, and even burnout, especially among students pursuing higher education (Lipson et al., 2022). In this context, academic resilience has emerged as a crucial concept that enables students to survive and thrive amidst pressure and uncertainty. Academic resilience refers to a student's ability to persevere through the learning process, encompassing the capacity to cope with setbacks, challenges, difficulties, and pressure (Nashori & Saputro, 2021). This resilience is not simply an innate ability of the individual but rather a capability that can be developed through protective factors such as social support, adaptive coping strategies, and psychological and spiritual resources (Dweck & Yeager, 2019).

In recent years, academic resilience has become a significant focus in educational and psychological research, due to the increasing academic stress experienced by students (Nuha et al., 2024). In the current educational context, increased academic stress has become a global issue with severe impacts on the psychological well-being of students, including an increased risk of anxiety and study burnout (Barbayannis et al., 2022; Lipson et al., 2022). In Indonesia, a national survey shows that approximately 65% of students experience moderate to severe academic stress (Kemdikbud, 2022). This situation underscores the importance of strengthening academic resilience, specifically the adaptive capacity of individuals to maintain consistent learning and recover from academic stress and challenges encountered throughout the educational process (Della, 2023; Irawan et al., 2022).

This resilient character reflects how individuals can navigate academic obstacles through psychological support, healthy social interactions, and deep spiritual beliefs (Dweck & Yeager, 2019). Umam and Hasan (2025) emphasized that strengthening student resilience can be achieved through

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the integration of Islamic values into the learning process, as a response to increasingly complex academic pressures. In the Islamic tradition, spiritual practices such as *tawakkal*, which centres on surrendering to God after making maximum effort, emerge as a constructive and adaptive coping strategy (Isdianto et al., 2025). *Tawakkal* is not merely an attitude of resignation but reflects a profound trust in God in the face of various difficult situations, always accompanied by sincere effort (Nashori, 2024). Within the framework of spiritual coping, *tawakkal* to God has been identified as a form of religious coping that has the potential to help students overcome difficulties (Saputra et al., 2022). Habibah et al. (2021) and Putri and Uyun (2017) found that trust in Allah increases individual resilience.

Although these two concepts are increasingly discussed, studies that thoroughly bridge the relationship between the value of *tawakkal* and academic resilience are still very limited. The existing literature tends to be fragmented and focused on a small scope, so it has not formed a systematic understanding of the relationship between the two. It is this gap that makes this research urgent, because without a comprehensive mapping, the integration of Islamic spiritual values in strategies to strengthen academic resilience will be difficult to direct appropriately. To address this gap, bibliometric analysis is seen as an appropriate approach because it is able to identify trends, collaboration patterns, and dominant themes in related scientific publications. This method also helps to create a knowledge map that is useful for new researchers and educational policy makers who want to integrate spiritual values in academic resilience.

This research aims to address this gap through a bibliometric approach, which generally aims to explore the dynamics and direction of the development of scientific studies related to *tawakkal* and academic resilience in the last decade (2016-2025), using bibliometric analysis tools such as VOSviewer and the biblioshiny feature in the RStudio application. The bibliometric method is used because it provides a comprehensive and quantitative picture of the direction and dynamics of a scientific field, including visualization of relationships between topics, authors, and institutions (Donthu et al., 2021).

The purpose of this bibliometric study is to map trends, collaboration patterns, and dominant themes in scientific publications discussing the concepts of *tawakkal* (trust) and academic resilience during the period 2016–2025. This study seeks to uncover the extent to which the integration of Islamic spiritual values, particularly *tawakkal* (trust), is examined within the context of academic resilience. The research question addressed in this study is the dynamics of the development of studies related to the concepts of *tawakkal* and academic resilience. Therefore, this study is expected to enrich theoretical and practical understanding in the realm of spirituality-based educational psychology.

2. Methods

This study uses a bibliometric approach as the primary method to explore the dynamics and development of scientific studies related to the concepts of *tawakkal* (trust) and academic resilience. Bibliometrics is a quantitative analysis method that utilizes bibliographic data to identify research trends, uncover interrelationships between topics, and comprehensively evaluate the knowledge map in a field (Paltrinieri et al., 2023). This approach is also effective in helping new researchers systematically understand the structure and dynamics of literature within a discipline (Zupic & Čater, 2015). This study utilizes Bibliometrix, an open-source R-based tool that offers comprehensive visualization and scientific mapping features (Aria & Cuccurullo, 2017).

This research process is divided into three main stages. The first stage involved collecting literature data through the Google Scholar database. The keywords used were "Tawakkal" AND "Academic Resilience" OR "Academic Resilience", with publication year limits between 2016 and 2025. From the initial search results, 84 articles were obtained from Google Scholar. Next, the articles were screened based on the inclusion criteria, namely: articles that have been finally published, have a direct relationship to the topic, and are available in complete form. After the selection process, 24 articles were obtained that met the requirements for further analysis.

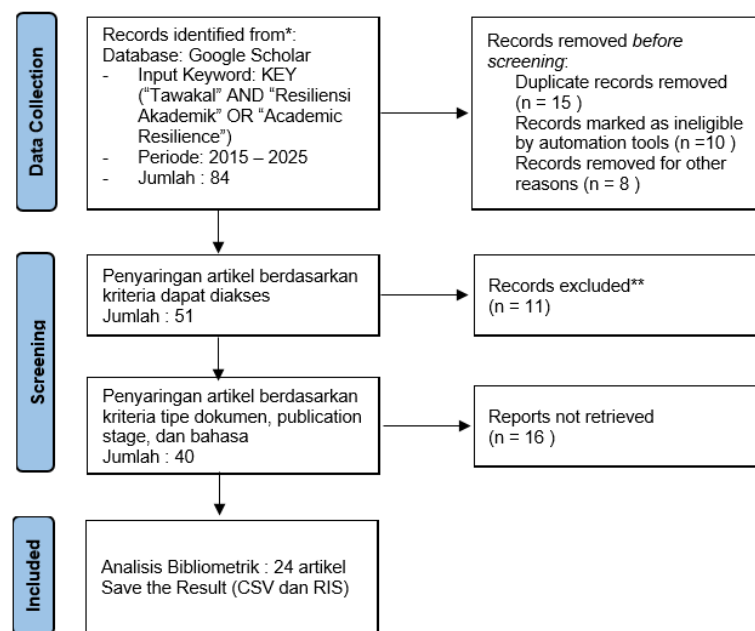


Figure 1. PRISMA Flow Diagram

The second stage is bibliographic data management and curation using the Zotero reference manager application. Zotero is used to store, organize, and export article data in BibTeX format. This process facilitates the removal of duplicate data, correction of inconsistent metadata, and grouping based on relevant keywords. The curated BibTeX files are then imported into two analysis tools: VOSviewer and biblioshiny.

The third stage is data analysis. The initial steps in this stage are carried out using the RStudio application, which is used to run the biblioshiny feature. Next, data visualization is developed using features available in Bibliometrix, including word clouds, co-occurrence networks, and thematic maps. By using this combination of tools, the research can comprehensively and systematically depict the intellectual structure and dynamics of the topic's development.

3. Results

Sources Analysis

Source Analysis consists of two parts, Annual Scientific and Document Analysis:

1. Annual Scientific

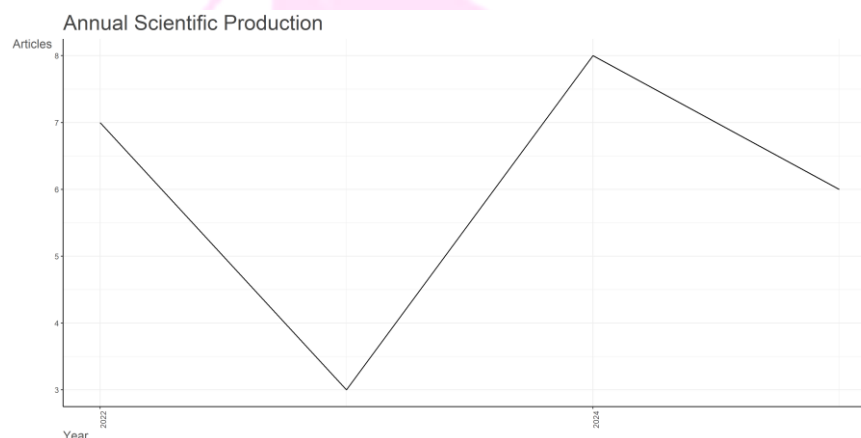


Figure 2. Annual Scientific

Analysis of the trend of scientific publications on the theme of tawakal and academic resilience in the period 2016 to 2025 shows a fluctuating growth pattern. However, the visualization of annual scientific production in this graph only covers the period 2022 to 2025. This is due to the limited number of relevant publications in the previous years, where articles that explicitly integrate the two concepts have only begun to show significant intensity since 2022. Thus, the selection of the year range in the graph reflects an active and representative period in the development of related literature. The peak of publications was recorded in 2024 with eight articles, followed by 2022 with seven articles. Meanwhile, 2023 showed a significant decline to three articles. The year 2025 recorded six publications, but this figure is still tentative as the current year's data has not yet been fully accumulated.

This fluctuation indicates that research on tawakal and academic resilience is still in a developing stage and has not yet reached a stable consistency. The spikes in 2022 and 2024 can be attributed to the increased attention of academics to mental health issues and religious coping strategies, particularly in the aftermath of the COVID-19 pandemic which highlighted the importance of students' psychological resilience. While the decline in 2023 may reflect limited follow-up research or delays in publication. Overall, this trend shows that research dynamics are adaptive to social and educational contexts. This opens up opportunities for future research to strengthen the theoretical basis, expand methodological approaches, and further explore the relationship between tawakal and other variables in the realm of educational psychology and Islamic spirituality.

Document Analysis

Document Analysis is divided into 3, namely Word Cloud, Trend Topic and Networking Approach.

a) Word Cloud

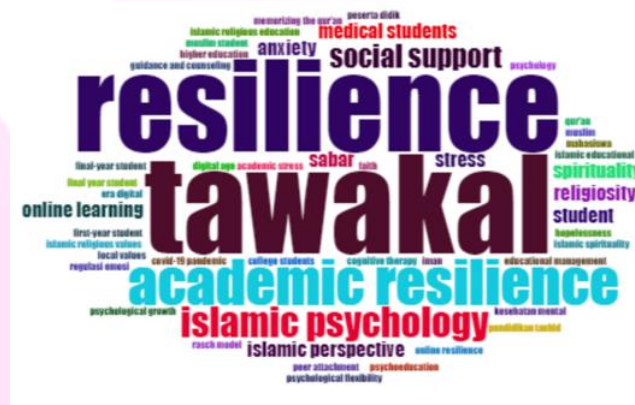


Figure 3. World Cloud

Word cloud visualization above represents the frequency distribution of the occurrence of keywords in scientific publications that examine the theme of tawakal and academic resilience during the period 2016-2025. The size of each word reflects the intensity of its occurrence in the analyzed literature, where the larger the size of a term, the higher the frequency it is used as a representation of the main topic.

The terms resilience, tawakal, and academic resilience appear prominent and dominant, indicating that the core topic of the analyzed literature revolves around individual resilience in the face of academic pressure, as well as the role of spiritual belief in Allah (tawakal) as a form of religious coping strategy. This emphasizes the position of tawakal as one of the important determinants in the development of psychological resilience of Muslim students, especially in the context of higher education. In addition, the emergence of other terms that are smaller in size but still significant, such as stress, coping strategies, well-being, motivation, and spirituality, shows that research in this field also highlights broader dimensions related to internal and external factors that affect academic resilience. Thus, the word cloud not only displays the dominance of the main concept, but also maps the interconnectedness of supporting themes that are an integral part of the academic discourse on tawakal and student resilience.

b) Trend Topic



Figure 4. Topics Trend

The *Trend Topics* graph provides a visualization of the dynamics of the emergence of key terms in the study of *tawakal* and *academic resilience* during the period 2022 to 2024. The horizontal axis shows the year of publication, while the vertical axis displays the main terms that become research trends. The blue dots represent the frequency of occurrence of the term in scientific documents in a given year; the size of the dot reflects the intensity, the larger the dot, the higher the frequency. Through this graph, it can be seen that the focus of research is evolving gradually, from specific spiritual topics such as *tawakal* to the broader, multidimensional study of *resilience*. In other words, terms that initially centered on religious coping strategies began to connect with more general terms in educational psychology, such as *stress management*, *academic performance*, *motivation*, and *well-being*.

In addition, the pattern also indicates a shift in academic interest: in the initial phase (2022), research emphasized the integration of the concept of *tawakal* as the main variable. However, in 2023-2024, emerging topics tend to link *tawakal* with a broader academic resilience framework, for example through a multidisciplinary approach involving positive psychology, spirituality, and higher education. This reflects academics' efforts to not only validate the role of *tawakal*, but also position it within the global discourse on student resilience. Overall, the trends in this topic suggest a consolidation of discourses: from specific Islamic religiosity studies to integration with international perspectives on academic resilience. This dynamic opens room for further, more comprehensive research, both in the local context (Muslim students) and in a cross-cultural comparative framework.

Networking Approach

The Networking Approach is divided into 2, namely Co-occurrence Network, Thematic Map.

a) Co-occurrence Network

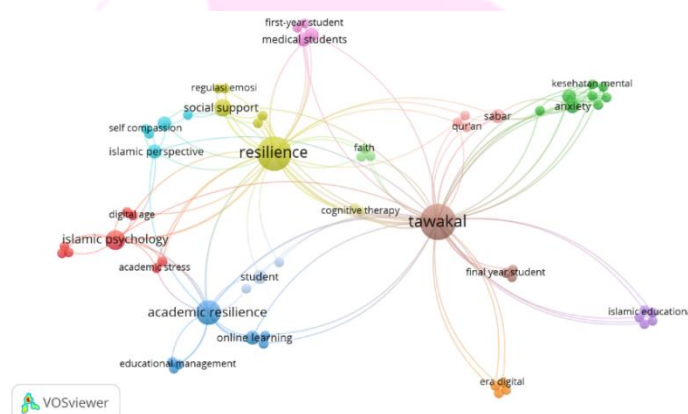


Figure 5. Co-occurrence Network

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The co-occurrence network figure presents a visualization of thematic linkages between keywords that frequently appear in scientific publications on the theme of tawakal and academic resilience during the period 2016-2025. In this visualization, the size of the nodes (circles) indicates the frequency of occurrence of the word in all documents analyzed - the larger the node size, the more frequently the keyword appears. Meanwhile, the different colors reflect the grouping of keywords into specific thematic clusters based on the strength of their relationship with each other; for example, keywords that frequently co-occur in a single document will be grouped in the same color, indicating that these topics tend to be discussed together in the literature.

The results of this visualization show that there are several dominant clusters. For example, the cluster centered on tawakal tends to be associated with the terms religiosity, spiritual coping, and Islamic values, which emphasize the religious dimension of coping strategies for academic stress. Meanwhile, another cluster centered on academic resilience is more associated with the terms stress management, motivation, well-being, and academic performance. The cross-cluster connections show that although tawakal is rooted in the concept of Islamic spirituality, it is still positioned in the broader scientific dialog about students' psychological resilience.

Thus, the co-occurrence network not only maps the frequency of keywords, but also confirms the conceptual relationships between topics that form the knowledge map in this field. The pattern of connectedness indicates that academic resilience research is developing in two main streams: (1) religiosity-based studies as a source of spiritual coping, and (2) educational psychology-based studies that emphasize resilience, academic performance, and student well-being. The integration of these two streams shows great potential for more comprehensive interdisciplinary research in the future.

b) Thematic Map

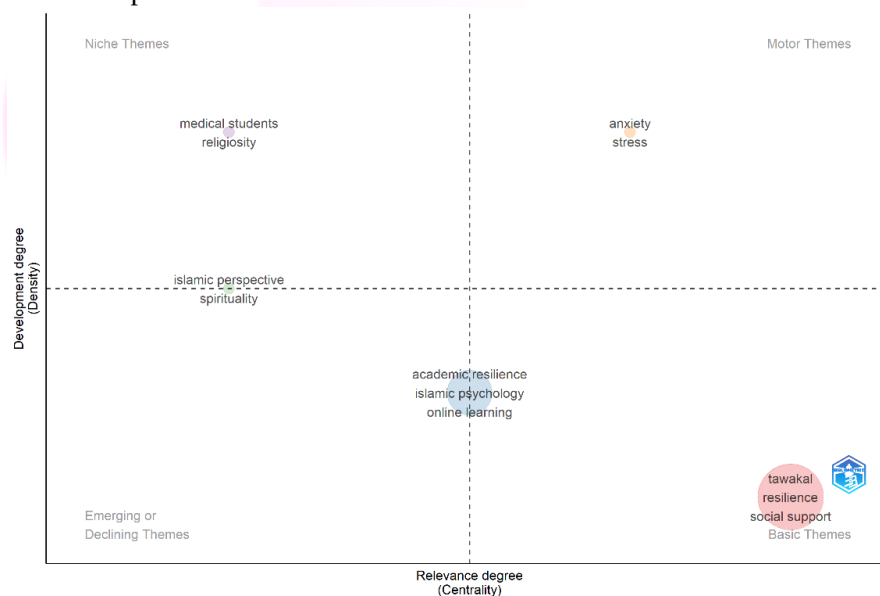


Figure 6. Thematic Map

The thematic map analysis provides a conceptual mapping that divides the main topics into four quadrants based on two dimensions: relevance degree (centrality) and development degree (density). The bottom right quadrant titled Basic Themes shows the keyword clusters of tawakal, resilience, and social support that have high relevance but are still in the early stages of conceptual development. This indicates that these three themes are important foundations in the study of spirituality and academic resilience, but the approach still needs strengthening from a theoretical and methodological perspective. Studies by Saputra et al. (2022) and Hasanah et al. (2023) show that tawakal has a significant influence on academic resilience, especially in the context of online learning and the digital era.

The Motor Themes quadrant (top right) usually contains topics that are both relevant and rapidly evolving, thus becoming a key driver in research. In this context, terms such as academic

performance, motivation and well-being are likely to fall into this category. The presence of these themes indicates that the study of academic resilience does not only stop at the aspect of spirituality, but is also associated with learning outcomes and students' psychological well-being. Meanwhile, the Emerging or Declining Themes quadrant (bottom left) contains themes with low relevance and minimal development. Themes in this quadrant may reflect concepts that are just beginning to be explored, such as psychological capital or faith-based coping, or topics that are declining in popularity. Analysis of this quadrant is important for reading new topic opportunities that have the potential to grow in the future.

The Niche Themes quadrant (top left) shows topics that are highly developed internally (high in terms of density) but less relevant in the broader conceptual framework. These are usually specific themes, such as Islamic counseling or religious education, which, although rich in exploration, are still limited to a particular field of study. Thus, the thematic map not only helps to identify the conceptual foundations (basic themes) in academic resilience research, but also provides insight into potential directions of theme development. The integration between basic themes and motor themes in the future will be very important to build a stronger theoretical framework, as well as produce significant contributions in the practice of spirituality-based higher education.

4. Discussion

The fluctuation in the number of publications in the Annual Scientific Production chart reflects the dynamics of academic attention to integrating Islamic spiritual values in strengthening students' academic resilience, particularly in responding to the psychosocial impacts of the COVID-19 pandemic. Several studies have confirmed the role of tawakkal (trust) as an effective spiritual coping strategy in enhancing resilience, particularly in the context of online learning and the transition to blended learning (Fitriani et al., 2024; Saputra et al., 2022). Furthermore, an Islamic values-based educational approach has been demonstrated to foster a learning environment that promotes the holistic development of academic resilience (Aprilianti, 2024a; Umam & Hasan, 2025).

The word cloud visualization emphasizes the position of tawakkul (trust) as a crucial determinant in developing psychological resilience in Muslim students, particularly in the context of higher education. The terms "Islamic psychology" and "spirituality" are present in the word cloud. Indicates that the Islamic psychology paradigm is the primary lens for understanding resilience. A study by Isdianto et al. (2025) demonstrated that the practice of tawakkal (religious observance) and dhikr (remembrance of God) has a positive impact on anxiety reduction and emotional stability. Furthermore, the emergence of terms such as social support, religiosity, and stress suggests that academic resilience is understood as the result of a complex interaction between internal and external factors. In this regard, social support and an individual's level of religiosity play significant roles in shaping academic resilience. Furthermore, the emergence of terms such as online learning, the COVID-19 pandemic, and the digital age reinforces the current context of post-pandemic academic challenges.

Studies by Kadarsih (2022) and Aprilianti (2024) suggest that these conditions heighten the urgency of developing academic resilience through an adaptive, spiritually values-based approach. It is interesting to note that words such as patience, faith, and Sufism also appear in this visualization, indicating a tendency in the literature to explore concepts of classical Islamic spirituality as part of a holistic approach to resilience. Thus, this word cloud analysis confirms the multidimensional and interdisciplinary nature of scholarly research on tawakkal (religious trust) and academic resilience. This approach, which combines psychological, spiritual, educational, and social aspects, underscores the importance of developing higher education strategies that focus not only on cognitive achievement but also on enhancing students' adaptive capacities through Islamic values.

Trend topics indicate a shift in focus from specific spiritual concepts to a more multidisciplinary approach. 2022 marked the beginning of the term "academic resilience," which was still limited to academic adaptation. A study by Kadarsih (2022) emphasized that Islamic values, such as patience and tawakkul (trust in God), play a crucial role in shaping students' academic resilience during the pandemic, albeit within a limited theoretical framework. In 2023, the focus shifted to strengthening spiritual aspects, with a significant increase in the use of the term "tawakal." Research

began to highlight the role of faith in shaping students' psychological and academic resilience. Hasanah et al. (2023) found that tauhid education, including the value of tawakal, significantly contributed to strengthening students' online resilience in facing technological challenges and digital academic pressures. Meanwhile, trends from 2024–2025 showed a stronger integration of psychological and social aspects, emphasizing the importance of a holistic approach (Mawaddah & Ahmadi, 2025; Widyastuti et al., 2024).

The co-occurrence network results support these findings by positioning tawakal (trust) as a central concept connected to Islamic faith values and psychotherapy. This suggests that tawakal is not only a spiritual attitude but also an adaptive strategy in educational contexts. The resilience cluster highlights the significance of social support and emotional regulation, underscoring the notion that academic resilience stems from the interplay between internal and external factors. The keyword tawakal emerged as a central network linking spiritual concepts, such as patience, the Quran, and faith, with faith-based psychotherapy approaches (cognitive therapy), emphasizing its multidimensional role in mental health contexts (Isdianto et al., 2025). This connection confirms that tawakal functions not only as a religious attitude but also as a profound and applicable spiritual coping strategy in higher education contexts (Saputra et al., 2022; Susana & Yusniarita, 2022). In addition, the keywords 'resilience' and 'academic resilience' form separate clusters that point to supporting factors such as social support, emotion regulation, and self-compassion, indicating that academic resilience is the result of a complex interaction between internal and external factors, both psychological and social (Maktar et al., 2025; Santi et al., 2022).

The presence of the keywords 'Islamic psychology' and 'Islamic perspective' indicates that the conceptual approach in this literature draws heavily on the theoretical framework of Islamic psychology, which emphasizes the values of faith, devotion to God, and purification of the soul as the basis for psychological resilience (Aprilianti, 2024; Kadarsih, 2022). In this context, monotheistic education that integrates the value of tawakkul (trust) is seen as capable of strengthening students' academic resilience in the face of technological pressures and increasing academic demands (Hasanah et al., 2023). Overall, this network map illustrates that the study of tawakkal and academic resilience is multidimensional and interconnected, encompassing spiritual, psychological, social, and educational dimensions that necessitate an interdisciplinary approach to its development.

The thematic map shows that the themes of tawakal (trust) and resilience are foundational and still in the early stages of development. The bottom right quadrant, titled Basic Themes, shows the keyword clusters tawakal (trust), resilience, and social support, which are highly relevant but still in the early stages of conceptual development. This suggests that these three themes are crucial foundations in the study of spirituality and academic resilience; however, their approaches still require theoretical and methodological refinement. Studies by Saputra et al. (2022) and Hasanah et al. (2023) indicate that tawakal (trust) has a significant influence on academic resilience, particularly in the context of online learning and the digital era.

Meanwhile, themes such as academic resilience, Islamic psychology, and online learning, located in the bottom middle section, represent central concepts with high relevance, but their development is not yet optimal. Aprilianti (2024) and Umam and Hasan (2025) noted that the principles of Islamic psychology and the integration of religious values into learning have great potential for developing students' academic resilience; however, their application in higher education remains theoretical. Furthermore, a study by Syifa (2023) on academic resilience in statistics courses during the pandemic also supports the importance of adaptive coping strategies. However, it does not explicitly link them to spiritual values such as tawakkul (trust).

In the upper left quadrant, themes such as medical students and religiosity fall into the niche category. Studies by Widyastuti et al. (2024) and Amir and Rumiani (2023) support this position by demonstrating a positive correlation between religiosity and resilience in medical students. However, these themes remain specific to particular population groups and are not yet sufficiently connected to the mainstream discourse on strengthening resilience based on Islamic values. On the other hand, Islamic perspectives and spirituality are located in the lower left quadrant, representing emerging or declining themes, which are characterized by low relevance and inadequate development. Nevertheless, a Sufism-based approach, such as that studied by Adrian (2024) in the context of Sufi

psychology, provides an important alternative for understanding the development of spiritual resilience in Muslim students.

The top right quadrant, which includes the keywords 'anxiety' and 'stress', falls into the motor themes category, which are rapidly developing and highly relevant themes. Although not yet fully integrated with studies of tawakkul (reliance on faith) in the literature, this topic demonstrates a high level of academic interest in student mental health issues. A study by Khairanis and Aldi (2025), which interpreted hadiths on mental health within an Islamic psychological framework, demonstrated that Islamic teachings on patience, gratitude, and tawakkal (trust) can contribute to reducing students' stress and anxiety levels. Similarly, Santi et al. (2022) demonstrated that emotional regulation and religiosity, mediated by social support, played a role in increasing student resilience during the pandemic. Overall, this thematic map underscores that studies on tawakkal and academic resilience are still in their early development phase as basic themes. This opens up significant opportunities for deepening conceptual exploration and developing holistic, Islamic-value-based intervention programs in the context of higher education and Muslim student mental health.

This study has several limitations that require attention. First, the number of articles analyzed was limited to 24 publications obtained from Google Scholar, as studies explicitly linking the concept of tawakal (religious trust) and academic resilience are relatively new and have shown significant developments in the last three years (2022–2024). This limitation affects the scope of the bibliometric analysis, as it does not fully represent longitudinal developments since the beginning of the decade. Second, because no articles on this topic are indexed in large databases such as Scopus or Web of Science, the mapping was conducted using sources that are broad in scope but heterogeneous in terms of publication quality. Third, the quantitative bibliometric approach does not allow for in-depth exploration of the conceptual content or theoretical framework of each study. Therefore, further studies are recommended to combine this method with a qualitative approach or content analysis to enrich the understanding of the integration of tawakal values within the academic resilience framework in a more in-depth and contextual way.

5. Conclusions

This study reveals that scientific research on tawakal (religious commitment) and academic resilience has increased significantly over the past three years (2022–2024), coinciding with growing attention to student mental health issues stemming from academic pressure and shifts in the post-pandemic learning system. Through a bibliometric analysis of 24 selected articles, tawakal was identified as a central concept in spiritual coping strategies that support the academic resilience of Muslim students. Co-occurrence network and thematic map visualizations place tawakal, resilience, and social support within the basic themes category, indicating that these topics are highly relevant but still in their early stages of development. This reflects significant opportunities for further exploration in the development of theories and interventions that integrate Islamic spirituality with educational psychology approaches.

These findings also confirm that academic resilience is not solely dependent on cognitive and social aspects, but is also closely related to religious values, as reflected in the concepts of Islamic psychology, faith, and patience. Literature findings also indicate a close relationship between religiosity and resilience, particularly among Muslim students and Islamic boarding school students (santri), who consider spirituality a crucial element in character development and psychological well-being. Thus, this study provides an important initial contribution to the intellectual mapping of the study of tawakkal (religious trust) and academic resilience, and can serve as a conceptual and practical reference for the development of higher education policies and programs based on Islamic spirituality that are more holistic and responsive to the psychosocial challenges of today's students.

Based on the conclusions of this research, several suggestions for further research are provided. First, the development of a conceptual model and empirical interventions that systematically integrate the value of tawakkal into academic resilience enhancement programs, particularly in Islamic higher education settings. Second, future studies are advised to expand the focus of the research population, for example, to final-year students, medical students, or students in Islamic boarding schools, to gain a more contextual understanding. Third, validation of resilience

measurement tools based on Islamic spiritual values is necessary, including the development of psychometric instruments that measure the relationship between tawakkal, mental well-being, and academic achievement. Finally, future research is recommended to employ a mixed-methods or quasi-experimental approach to obtain more comprehensive data to elucidate the casual relationship between values and academic resilience

6. CRedit Authorship Contribution Statement

Syifa Nur Azzizah: Conceptualization, Data curation, Formal analysis, Software, Validation, Visualization, Writing - original draft, and Writing - review & editing. **Fuad Nashori:** Conceptualization, Supervision, Validation, and Writing - review & editing.

7. Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

8. Declaration of Generative AI and Assistive Technologies in the Writing Process

The authors used an AI-based tool, ChatGPT, in the process of initial drafting, sentence structure editing, and validation of narrative coherence. The use of this tool is assistive and does not replace the author's intellectual contribution. All final content has been reviewed and approved by the authors, who take full responsibility for the accuracy and originality of this work.

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10. Ethical Approval

This research does not directly involve human participants, animals, or sensitive data. Therefore, no formal ethical approval was required. However, the authors ensure that the entire process of data preparation and analysis is conducted in accordance with the principles of academic ethics and refers to the HIMPSI Code of Ethics as well as Law No. 23 of 2022 concerning Psychology Education and Services.

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