



PROGRAM MANAGEMENT OF STUDENT CADRE DEVELOPMENT AND ITS IMPACT ON STUDENT RESILIENCE

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Abstract. Higher education institutions are expected to produce graduates who excel not only academically but also in non-academic competencies. Among these competencies, resilience is increasingly recognized as a strategic soft skill for coping with academic, social, and personal pressures. This study aimed to examine the effectiveness of managing the Synergoi Paulus Cadre Development Program in enhancing student resilience at Universitas Katolik Indonesia Santu Paulus Ruteng. A mixed-methods approach with an explanatory sequential design was employed. Quantitative data were collected using a one-group pretest–posttest survey involving 40 students who participated in a 21-day intensive residential cadre program, followed by monthly reinforcement sessions. The instrument was an 18-item Likert-scale questionnaire measuring six resilience indicators: emotional regulation, adaptability, self-confidence, social support, persistence (adversity quotient), and problem-solving skills (Cronbach's Alpha = 0.873). Quantitative data were analyzed using descriptive statistics, paired-samples t-test, Cohen's d effect size, and 95% confidence intervals. Qualitative data were obtained through structured experience-sharing sessions and were analyzed thematically. The results indicated significant improvements across all resilience indicators ($p < 0.001$) with large effect sizes. These findings confirm that a structured, values-based, and systematically evaluated student development program management approach is effective in strengthening student resilience.

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INTRODUCTION

Higher education today is expected to produce graduates who excel not only academically but also in non-academic competencies. In this regard, graduates are required to develop adequate mental and emotional strength to navigate the complexity of campus life and professional demands. Empirical realities indicate that university students are exposed to multiple stressors, including high academic workload and final project requirements, family pressure, changes in higher education policies and curricula and their implications, as well as the need to quickly adapt to continuously evolving professional environments (Pascoe et al., 2020; Barbayannis et al., 2022; Córdova Olivera et al., 2023; Collier & Blanchard, 2024). In addition, difficulties in time management, anxiety regarding an uncertain future, and other psychosocial pressures may significantly disrupt students' psychological well-being and academic achievement (Anggraini & Utami, 2025; Gurukishore, 2025). These challenges underscore the need for higher education institutions to implement structured, relevant student development programs that strengthen students' adaptive capacities.

Within this context, student resilience emerges as a key capacity that enables individuals to survive, adapt, and grow positively amid academic, social, and personal pressures. Previous studies consistently demonstrate that students with higher resilience tend to report better mental health, stronger stress management, and more positive adaptive outcomes throughout their studies (Chye et al., 2024; Dong et al., 2024). Furthermore, academic resilience has been found to relate closely to psychological factors that support learning success, including emotional intelligence and lower stress levels (Abdelrahman et al., 2025). Resilience is therefore best understood as a dynamic process shaped through interaction between individual resources, such as emotional regulation and coping strategies, and environmental resources, such as social support and learning communities, leading to sustained positive adaptation (Fullerton et al., 2021; Hiebel et al., 2021). Accordingly, strengthening student resilience should be viewed as a strategic responsibility of

higher education in shaping graduates who are adaptive, psychologically strong, and socially productive.

Recent literature emphasizes that resilience is not a static innate trait but a capacity that can be enhanced through planned, systematic, and evidence-informed educational interventions. Systematic reviews suggest that well-designed resilience interventions can improve students' mental health and psychological well-being when programs are developed based on participants' actual needs and supported by adequate evaluation mechanisms (Abulfaraj et al., 2024). Several intervention approaches have been shown to be effective, including experiential learning, character education, emotional intelligence training, and spiritual education, all of which support the development of meaning, hope, and endurance in responding to stressors (Bennett et al., 2018; Jennings, 2024). In educational contexts, spirituality has also been recognized as a significant factor in strengthening psychological resilience, particularly among vulnerable student populations facing complex adaptation demands (Leung & Pong, 2021; Ali et al., 2022). These findings suggest that resilience enhancement can be a tangible outcome of student development initiatives when they are professionally managed and grounded in meaningful pedagogical strategies.

However, a key challenge in strengthening student resilience in higher education lies not merely in the availability of student development initiatives, but in the quality of program management. In practice, many cadre development and student development programs are implemented routinely, yet they are not always guided by a clear program management cycle and evidence-based evaluation. High participation rates are often treated as the primary indicator of success, while program outputs and outcomes related to student development remain insufficiently measured. From an educational management perspective, student development programs should follow a systematic management cycle aligned with core management functions, including needs-based planning, consistent implementation, documented monitoring, and systematic evaluation to determine program effectiveness (Endo et al., 2025). Research on quality management practices in building institutional resilience further confirms that resilience is not solely an individual concern, but is strongly associated with planned, consistent, and quality-based management systems (Badrudin et al., 2025; Hartinah et al., 2025; Arifiyanti et al., 2025). Moreover, systematic evaluation is essential to provide a strong academic basis for measuring intervention effectiveness and for continuously improving the design of the student development program (Quansah et al., 2024). Therefore, student resilience should be positioned as a strategic outcome of higher education program management, measurable, analyzable, and improvable through continuous program refinement rather than merely a psychological target.

One institutional model of value-based student development is the Synergoi Paulus Cadre Development Program implemented at Universitas Katolik Indonesia Santu Paulus Ruteng. Based on the official program guideline, this initiative is conducted through a 21-day residential training camp, during which participants live in dormitories and undergo intensive development. This design enables deep internalization of values and sustained character formation through structured, immersive learning. The program content includes Paulinian spirituality, Catholic social teaching, emotional intelligence, social analysis, and leadership, delivered through experiential learning, community practices, and guided reflection. Importantly, after the intensive cadre development phase, the program continues through monthly follow-up strengthening sessions tailored to participants' evolving needs. This structure indicates that the Synergoi Paulus program should not be seen merely as a student activity, but as an institutionalized student development program characterized by a systematic program management design.

Although previous studies have shown that student resilience can be enhanced through structured interventions (Abulfaraj et al., 2024; Fullerton et al., 2021) most research still focuses on resilience primarily as an individual psychological construct. In addition, intervention effectiveness is often assessed primarily in terms of outcomes, without situating the intervention within a comprehensive educational program management framework. Empirical studies evaluating spirituality-based cadre development programs from the perspective of higher education program management remain limited, particularly in Indonesia (Ali et al., 2022).



Therefore, the novelty of this study lies in positioning resilience enhancement as a strategic outcome of student development program management, while systematically evaluating an intensive cadre development program implemented in an institutional setting.

Based on this background, the study aims to analyze the effectiveness of managing the Synergoi Paulus Cadre Development Program in enhancing student resilience as a strategic outcome of higher education student development programs. Specifically, this study addresses two research questions: (1) is there a significant difference in students' resilience levels before and after participation in the Synergoi Paulus program; and (2) how do participants interpret the resilience changes they experienced after completing the program, in relation to six indicators: emotional regulation, adaptability, self-confidence, social support, persistence, and problem-solving ability.

Theoretically, this study contributes to the field of educational management, particularly in the domain of student development, by advancing the perspective that student resilience should not be understood solely as a psychological construct, but also as a strategic program outcome that can be systematically designed, implemented, and evaluated. In doing so, this study extends the conceptual framework of resilience within the context of educational management. Practically, the findings of this study provide a valuable reference for higher education institutions in designing structured, outcome-based, and measurable student soft skills development programs. The proposed model underscores the importance of integrating institutional values, experiential learning approaches, and data-driven evaluation systems implemented in a continuous and sustainable manner.

RESEARCH METHODS

This study employed a mixed-methods, explanatory sequential design, in which quantitative and qualitative data were collected and analyzed sequentially to obtain a comprehensive understanding of the effectiveness of the Synergoi Paulus Cadre Development Program in strengthening student resilience. Quantitative data were used as the primary dataset to assess changes in students' resilience levels before and after participating in the program, whereas qualitative data were utilized as a supporting dataset to provide a deeper explanation and interpretation of the quantitative results. From an educational management perspective, student resilience was positioned as a strategic outcome of student development programs that can be evaluated through data-driven impact analysis. The study was conducted at Universitas Katolik Indonesia Santu Paulus Ruteng, which implemented the Synergoi Paulus Cadre Development Program for Cohort I (June–July 2024) and Cohort II (January–February 2025). The participants consisted of all students enrolled in the program across both cohorts. Of the 54 cadres, 40 students fully participated in the study, including completing both pretest and posttest instruments and engaging in structured experience-sharing sessions. A total sampling technique was applied, with inclusion criteria defined as students who completed the full program activities and voluntarily agreed to participate as research respondents.

Quantitative data were collected using a Likert-scale questionnaire measuring six resilience indicators: emotional regulation, adaptability, self-confidence, social support, persistence, and problem-solving ability. Each indicator consisted of three items, yielding a total of 18 statements. Reliability testing indicated a Cronbach's alpha coefficient of 0.873, demonstrating strong internal consistency and supporting the instrument's suitability for this study. Qualitative data were gathered through structured experience-sharing sessions guided by open-ended questions to explore participants' perceptions of attitudinal changes and resilience-related competencies following program completion. The research procedure involved several stages. First, participants completed a pretest questionnaire to establish baseline resilience levels prior to the program. Second, they participated in the intensive cadre development program based on the official curriculum. Third, after completing the program, participants completed the posttest using the same instrument to assess changes in resilience. Fourth, the study was complemented by small-group experience-sharing sessions facilitated by the cadre development team to reflect on participants' experiences, challenges, and perceived changes. These sessions were conducted



during a cadre strengthening activity held on 12–14 December 2025.

Quantitative data were analyzed using descriptive statistics to calculate means and standard deviations, followed by paired-samples t-tests to examine differences in resilience scores before and after program participation. The analysis also included effect-size calculations to assess the practical magnitude of the program's impact. Prior to hypothesis testing, statistical assumption checks were conducted, including an assessment of the normality of difference scores and the identification of potential outliers. Qualitative data were analyzed using thematic analysis through systematic coding and theme development, focusing on the same six resilience indicators measured quantitatively. This approach was applied to ensure interpretive consistency and to support triangulation between quantitative and qualitative findings. The quantitative and qualitative research findings were integrated during interpretation. Themes derived from the qualitative analysis were used to explain and provide an in-depth interpretation of the patterns observed in the quantitative findings. The validity of the quantitative data was supported through instrument reliability testing, verification of statistical assumptions, and reporting of effect sizes and 95% confidence intervals. To enhance the trustworthiness of qualitative findings, structured discussions were facilitated using a consistent set of guiding questions, and the analysis was anchored to the same resilience indicators as the quantitative instrument, thereby strengthening the triangulation of results.

RESULTS AND DISCUSSION

This section presents the research results and discussion in a structured manner. The findings are first reported in the Findings subsection, which includes the quantitative results (students' resilience pretest–posttest) and the qualitative findings from the structured experience-sharing sessions. The Discussion subsection then interprets these findings by linking them to relevant theories and previous studies, while highlighting their implications in the context of educational management, particularly in the management of student development programs through cadre development

A. Results

To address the research objectives, a quantitative analysis was conducted on students' resilience scores before (pretest) and after (posttest) participating in the Synergoi Paulus Cadre Development Program. Changes in resilience scores were examined using a paired-samples t-test, complemented by effect size estimation (Cohen's *d*) and 95% confidence intervals to assess the practical significance of the observed changes. A summary of the quantitative results for each resilience indicator is presented in Table 1.

Table 1. Comparison of Students' Resilience Scores Before and After the Synergoi Paulus Cadre Development Program

Indicator	Mean Pre	SD Pre	Mean Post	SD Post	t(39)	p	Cohen's <i>d</i>	95% CI (Δ Mean)
Emotional regulation	2.62	0.90	4.14	0.62	13.48	< 0.001	2.13	[1.30; 1.75]
Adaptability	3.03	0.94	4.30	0.71	9.45	< 0.001	1.49	[1.00; 1.54]
Self-confidence	2.93	0.93	4.28	0.55	9.42	< 0.001	1.49	[1.05; 1.63]
Social support	2.98	1.02	4.55	0.46	10.03	< 0.001	1.59	[1.26; 1.89]
Persistence (adversity quotient)	3.32	0.83	4.56	0.47	9.38	< 0.001	1.48	[0.97; 1.51]
Problem-solving	2.78	0.87	4.18	0.53	10.05	< 0.001	1.59	[1.12; 1.68]
Total resilience	2.94	0.71	4.33	0.39	12.81	< 0.001	2.03	[1.17; 1.61]

The quantitative analysis indicates that the Synergoi Paulus Cadre Development Program had a significant impact on improving students' resilience. Based on the paired-samples t-test results, statistically significant improvements were observed across all resilience indicators following students' completion of the program. The significance levels for each indicator were consistently high ($p < .001$), suggesting that the observed increase in resilience is a genuine effect of the program intervention rather than random variation.



Descriptively, the mean scores of all indicators increased, shifting overall from a moderate level toward a high level. The largest mean improvements were observed in emotional regulation (Mpre = 2.62, SD = 0.90 to Mpost = 4.14, SD = 0.62) and social support (Mpre = 2.98, SD = 1.02 to Mpost = 4.55, SD = 0.46). These findings indicate that the cadre program not only strengthened students' intrapersonal capacities (e.g., self-control and emotional endurance) but also enhanced interpersonal aspects, particularly the quality of relationships and perceived social support within the cadre community.

Beyond statistical significance, the program effect was also meaningful in practical terms. This is reflected in the effect size (Cohen's *d*) across all indicators, which ranged from large to very large ($d = 1.48$ to $d = 2.13$; Table 1). The strongest effect was found in emotional regulation ($d = 2.13$), followed by social support and problem-solving (each $d = 1.59$), and adaptability and self-confidence (each $d = 1.49$). These results confirm that the cadre development program substantially strengthened students' competencies in coping with stress, adapting to new situations, building self-confidence, expanding social support, maintaining perseverance, and solving problems more effectively.

Overall resilience significantly increased from Mpre = 2.94 (SD = 0.71) to Mpost = 4.33 (SD = 0.39), with $t(39) = 12.81$, $p < .001$, and a very large effect size ($d = 2.03$). In addition, the 95% confidence interval (CI) for the mean difference (post-pre) was entirely positive and did not cross zero, indicating that the improvement was consistent and robust. Therefore, these quantitative findings provide empirical evidence that a systematically managed and well-structured cadre development program is effective in strengthening students' resilience.

The qualitative data obtained from the structured experience-sharing sessions corroborated the quantitative findings. Overall, participants reported noticeable changes in attitudes and competencies that aligned with the six resilience indicators assessed in the survey. In terms of emotional regulation, participants reported being better able to control their emotions, less easily provoked, and more likely to remain calm in the face of conflict or stressful situations. This was reflected, for instance, in one participant's statement: "The cadre program has helped me become calmer when dealing with problems. Previously, I was easily panicked and emotional. Now I can control myself better when facing difficulties" (Participant 12).

Regarding adaptability, participants noted that they became better at adjusting to rules, unfamiliar situations, and the highly disciplined activity rhythm required throughout the cadre program. As one participant explained, "At first, it was difficult to follow the strict schedule, but over time I learned to adapt and manage myself better in accordance with the demands of the program" (Participant 8).

In the dimension of self-confidence, many participants reported increased courage to speak up, take initiative, and express their opinions both in small groups and larger forums. One participant stated, "I am now more confident speaking in front of others and expressing my ideas, even in formal discussions" (Participant 5). Another participant added, "Previously, I felt very insecure around my peers. However, the cadre program helped me become more confident and actively involved in various activities" (Participant 7).

With respect to social support, cadres experienced strengthened relationships and solidarity within the community, leading them to perceive the group as a "new family" that provides mutual support. This is reflected in one participant's statement: "We feel like a family here. When I face difficulties, my friends support and encourage me to keep going" (Participant 17). Another participant noted that "emotional gestures such as hugs and words of encouragement from peers were very helpful in building motivation and courage. This experience also made me realize the importance of expanding and maintaining networks with fellow young people" (Participant 8).

This supportive environment contributed to greater persistence, as participants felt more resilient in facing challenges and less likely to give up when dealing with academic demands or personal problems. One participant remarked, "I have learned not to give up easily. Even when tasks are difficult, I try to stay committed and complete them" (Participant 21).

Finally, in the dimension of problem-solving ability, participants described a shift in mindset from impulsive reactions toward more reflective responses, with an increasing tendency



to pursue communicative and collaborative solutions. As one participant explained, “Before joining this program, I reacted immediately without thinking. Now I try to reflect first and discuss with others before deciding what to do” (Participant 9).

Collectively, these narratives indicate that the perceived improvements extended beyond individual psychological adjustment and reflected strengthened interpersonal resilience developed through sustained community-based engagement. This qualitative evidence reinforces the quantitative results, suggesting that the observed increase in resilience scores represents meaningful developmental change rather than temporary or incidental variation.

B. Discussion

1. Enhancing Student Resilience as an Outcome of Student Development Programs

This study demonstrates that student resilience can be significantly strengthened through a well-organized, systematic student development program. The observed improvements across the six resilience indicators after participation in the Synergoi Paulus Cadre Development Program indicate that the program yields not only statistically significant effects but also meaningful gains in students’ adaptive capacity within higher education settings. These findings reinforce the view that resilience is not an innate and static trait. Rather, resilience constitutes an adaptive process that can be developed through structured learning experiences, social support, and the strengthening of coping mechanisms (Fullerton et al., 2021; Hiebel et al., 2021; Masten et al., 2023). The results of this study are also consistent with systematic reviews, which report that resilience interventions for university students, when intentionally designed and implemented in a structured and systematic manner, tend to produce positive impacts on well-being, mental health, and the ability to cope with academic pressures (Abulfaraj et al., 2024).

In the context of higher education, these findings are particularly important because resilience has been shown to relate closely to academic persistence, reduced stress, and self-regulatory capacity in response to academic challenges (Fang et al., 2025). Across diverse student populations, resilience is also associated with enabling factors such as emotional intelligence and adaptive coping mechanisms. Evidence indicates that academic resilience is significantly related to emotional intelligence and students’ stress levels (Abdelrahman et al., 2025). This aligns with research highlighting the critical roles of social support and resilience in strengthening psychological well-being and buffering the negative effects of stress (Dong et al., 2024). Within the present program context, improvements in emotional regulation, adaptability, and problem-solving may therefore be interpreted as indicators that the program enhanced students’ capacity to manage pressures in more productive and constructive ways, consistent with biopsychosocial perspectives on resilience (Bennett et al., 2018; Chye et al., 2024).

From an educational program management perspective, the large to very large effect sizes suggest that student development initiatives can generate substantial change when delivered through consistent, intensive, and outcome-oriented intervention designs. These findings support the argument that resilience should not be understood solely as an individual psychological issue, but rather as a strategic outcome of non-curricular educational programs that can be evaluated and optimized through professional program management (de la Fuente et al., 2021; Matitaputty et al., 2025). Curriculum-based, systematically structured resilience interventions have been shown to promote sustained improvements in student resilience, particularly when training components emphasize the development of emotional intelligence and reflective learning processes (Jennings, 2024; Park et al., 2021). Accordingly, the resilience enhancement observed in this study further confirms that cadre development can be positioned as an effective practice in educational management: strengthening student capacity through integrated strategies that combine structured mentoring, targeted training, and data-driven impact evaluation (Abulfaraj et al., 2024; Fullerton et al., 2021).

2. Community- and Experience-Based Development as the Mechanism of Change

The effectiveness of the Synergoi Paulus Cadre Development Program in strengthening student resilience can be explained by its primary approach, which emphasizes intensive, structured, community-based development. Throughout the program, students are immersed in a



formative environment that demands commitment, discipline, and high levels of social participation, thereby creating a robust social learning space that fosters adaptive capacity. This perspective aligns with the notion that resilience does not arise solely from individual strengths, but rather develops through dynamic interactions between individuals and their learning environment, including the available social support systems (Fullerton et al., 2021; Hiebel et al., 2021; Masten et al., 2023). Community support has been shown to serve as a psychological buffer, strengthening resilience, particularly when students face academic and psychosocial pressures (Dong et al., 2024; Chye et al., 2024). Therefore, cadre development should not be viewed merely as an individual mentoring process, but as a social learning design that enhances student resilience through relationships, sense of belonging, and collective practices.

Beyond its strong community orientation, the program is also effective because it provides students with challenging experiential learning opportunities that operate as adaptive training in authentic contexts. As students engage continuously in leadership training, social activities, service-based tasks, and group dynamics, they are directly exposed to stressors and structured demands for adjustment. This framework corresponds to the principle that resilience is strengthened when individuals encounter challenges progressively and are subsequently supported in making meaning of their experiences within a reliable system of support (Hiebel et al., 2021; Bennett et al., 2018). It is also consistent with conclusions from systematic reviews indicating that resilience interventions are most effective when they incorporate practical, applicable, and experience-based components rather than relying primarily on theoretical instruction (Abulfaraj et al., 2024). Hence, cadre development can be regarded as a form of student personal development that promotes change not only through informational sessions, but also through sustained practical training that shapes adaptive coping habits.

Furthermore, experience-based development becomes more effective when combined with reflection and emotional regulation facilitated by community interaction. This dynamic is critical because resilience is not acquired simply through exposure to stressors; it also requires processing experience through reflection, which strengthens emotional capacity, enabling such experiences to lead to psychological growth. Research evidence indicates that academic resilience is strongly associated with emotional intelligence, particularly within the context of stress in higher education (Abdelrahman et al., 2025; Collado-Soler et al., 2023). Interventions that integrate emotional learning with social experience have been shown to produce more sustainable impacts in shaping student resilience (Jennings, 2024; Abulfaraj et al., 2024). Accordingly, cadre development may be understood as a developmental model that activates change through two complementary pathways: challenging social experiences and strengthened emotional regulation through community interaction and structured reflection. This is theoretically consistent with resilience development as a process built through support systems, adaptive habits, and learnable coping strategies (Fullerton et al., 2021; Masten et al., 2023).

3. Cadre Development Program Management from an Educational Management Perspective

From an educational management perspective, this study demonstrates that improvements in student resilience are closely associated with the quality of management of cadre development programs within the educational system. Resilience as a student development outcome can be understood as an achievement shaped by the alignment of program design, implementation processes, and evaluation mechanisms, consistently implemented. This view is consistent with resilience theories, which emphasize that adaptive capacity develops through interactions between individuals and environmental support systems (Fullerton et al., 2021; Hiebel et al., 2021; Masten et al., 2023; Park et al., 2021). Therefore, the Synergoi Paulus Cadre Development Program may be regarded as an institutional educational intervention aimed at strengthening students' adaptive capabilities through well-planned program management. In this regard, the findings indicate that resilience can serve as a key indicator of the effectiveness of structured, responsive student development programs that address prevailing academic challenges (Dong et al., 2024; Chye et al., 2024; Abulfaraj et al., 2024).

Program planning in cadre development within the educational management context should



include clearly defined objectives, appropriate learning strategies, and systematic needs mapping as the basis for activity design. This is essential because resilience interventions are unlikely to be effective if implemented as generic training without considering participants' characteristics and the institutional context. Prior studies suggest that resilience interventions have stronger impacts when programs articulate explicit goals, integrate skills for coping and problem-solving, and ensure continuity across activities (Abulfaraj et al., 2024; Park et al., 2021; Sharif-Nia et al., 2024). In addition, resilience development in higher education is closely linked to a program's ability to enhance students' capacity to cope with academic stress and psychosocial demands; thus, it should be grounded in needs-based planning (Dong et al., 2024; Chye et al., 2024; Abdelrahman et al., 2025). Consequently, cadre development planning that integrates character, emotional, social, and spiritual dimensions represents a program management approach that is not merely administrative, but also pedagogical, systematically organizing out-of-class learning processes that shape students' holistic development.

Furthermore, implementing cadre development as an educational program requires clear operational standards, structured resource management, and process quality assurance. In educational management, implementation should go beyond organizing activities and should ensure that the program delivers meaningful learning experiences that foster adaptive behavior among students. This aligns with academic resilience models, which assert that resilience develops when participants are provided with guided adaptive experiences and sustained support (Fullerton et al., 2021; Hiebel et al., 2021; Masten et al., 2023; Bennett et al., 2018). In the context of cadre development, resilience is built not only through content delivery but also through a formative environment that is challenging yet psychologically safe, enabling students to practice self-regulation and coping strategies directly. Empirical evidence likewise indicates that social support and a structured community environment are key factors that reinforce students' psychological resilience (Dong et al., 2024; Chye et al., 2024; Rachmawati et al., 2021; Abdelrahman et al., 2025). Hence, cadre development implementation should be understood simultaneously as a managerial and pedagogical process aimed at strengthening student resilience.

Finally, program evaluation represents a critical management function that distinguishes institutionally routine-based mentoring programs from performance- and outcome-oriented interventions. The findings underscore the importance of evidence-based evaluation that goes beyond assessing program continuity or participation rates, and instead measures tangible impacts on student development indicators. The observed resilience improvements accompanied by large effect sizes reinforce the argument that evaluation should consider both statistical significance and the practical meaning of program outcomes (Abulfaraj et al., 2024; Park et al., 2021; Sharif-Nia et al., 2024). In this context, the cadre development program may serve as a governance model for student development, applying a program management cycle of planning, implementation, monitoring, and evaluation. This is also consistent with educational management scholarship, which emphasizes that strategic planning and evaluation are crucial for improving institutional performance (Endo et al., 2025; Arifiyanti et al., 2025; Quansah et al., 2024). Accordingly, the major contribution of this study to the field of educational management is evident: student resilience is an outcome that can be systematically managed through a measurable, accountable cadre development program.

4. Integration of Spirituality and Soft Skills as Reinforcing Mechanisms for Resilience Development

The integration of spirituality within the Synergoi Paulus Cadre Development Program indicates that student resilience development cannot be understood solely through psychological mechanisms and technical skill-building. A value-based approach that shapes participants' life meaning and motivational orientation is also essential. Contemporary resilience literature emphasizes that resilience becomes stronger when individuals possess a framework of meaning that enables them to interpret pressure as a pathway for personal growth rather than merely as a disturbance or threat (Hiebel et al., 2021; Masten et al., 2023; Park et al., 2021). In this context, spirituality functions as an internal psychosocial resource that strengthens coping capacity and



helps maintain emotional stability when facing stressors, both in academic and personal settings. Several studies have shown that spirituality is positively associated with academic and psychological resilience, particularly among students who come from socially challenging backgrounds (Ali et al., 2022; Schwalm, 2021; Lehihi et al., 2025). Therefore, spirituality within Pauline-based cadre development can be viewed as a core value mechanism that reinforces resilience by fostering an internal orientation and motivation grounded in faith and reflective practice.

In addition to spiritual elements, strengthening soft skills such as emotional intelligence and leadership also plays a strategic role in developing student resilience. Both competencies shape how individuals manage stress, build relationships, and make adaptive decisions. Evidence across various contexts suggests that academic resilience is strongly linked to emotional intelligence and stress levels among university students, indicating that emotional development is a critical priority in higher education (Dong et al., 2024; Abdelrahman et al., 2025; Collado-Soler et al., 2023; Chye et al., 2024). Training curricula that incorporate emotional intelligence have been shown to yield sustained effects on student resilience, as students learn to enhance self-awareness, regulate emotions, demonstrate empathy, and communicate effectively as part of active coping strategies (Jennings, 2024; Park et al., 2021; Sharif-Nia et al., 2024). Consequently, a cadre development program that combines emotional and leadership training may serve as a relevant student development model aligned with current higher education needs. Such programs not only aim to improve academic competence but also foster survival capacity and readiness to navigate increasing social complexity.

At the level of educational program management, integrating spirituality and soft skills also enhances the overall quality of cadre development implementation. The program becomes more holistic and outcome-oriented rather than merely activity-based. Systematic reviews indicate that the most effective resilience interventions tend to be multidimensional, incorporating psychological and emotional training, social support, and the cultivation of adaptive mindsets and personal values (Bennett et al., 2018; Abulfaraj et al., 2024; Park et al., 2021). Within educational contexts, spiritual values contribute to the development of a program culture and community solidarity, which in turn strengthen social support and a sense of belonging, both of which are central to student resilience (Dong et al., 2024; Rachmawati et al., 2021; Ali et al., 2022; Lehihi et al., 2025). Thus, the Synergoi Paulus cadre development initiative represents not only a value-based character-building program but also a model of student development program governance that integrates values, soft skills, and community support as a systemic strategy to enhance student resilience.

5. Managerial Implications for Student Development Programs

The findings of this study indicate that student development programs, particularly cadre development initiatives, should be conceptualized as systematically organized educational programs rather than merely routine campus activities. Therefore, higher education institutions are expected to establish a comprehensive program management system encompassing student needs assessment, the formulation of program objectives and outcome indicators, curriculum development, standardized implementation procedures, and data-driven evaluation. The observed improvement in student resilience in this study further suggests that soft skills outcomes are more likely to be achieved when cadre development programs are implemented through a continuous cycle of planning, implementation, monitoring and evaluation, and ongoing improvement, supported by standard operating procedures and well-documented outcomes as a form of academic and institutional accountability (Endo et al., 2025; Quansah et al., 2024).

The effectiveness of cadre development programs is also influenced by the quality of their core components, including value-based mentoring, intensive experiential learning, residential community formation (dormitory-based living), and sustained post-program support. Accordingly, cadre program management should be directed toward strengthening quality standards, including participant competency targets, facilitator/mentor capacity, structured supervision and mentoring mechanisms, and impact evaluation strategies that assess students' character development, both quantitatively and qualitatively, rather than solely participant



satisfaction. This approach enables cadre development to be advanced as a character-strengthening model grounded in quality management, outcome-based accountability, and systematic improvement, while emphasizing that student resilience constitutes a strategic educational management outcome that can be managed and optimized through effective program design (Hartono, 2024; Adzidzah & Yudiawan, 2025).

CONCLUSIONS AND SUGGESTIONS

This study was grounded in the assumption that well-structured and carefully planned management of student development programs does not merely sustain cadre development activities but also produces measurable outcomes in strengthening students' character, particularly resilience. The findings indicate strong alignment between the intended program objectives and the achieved outcomes. Quantitatively, the Synergoi Paulus Cadre Development Program led to statistically significant improvements across all examined resilience indicators, including emotional regulation, adaptability, self-confidence, social support, persistence, and problem-solving skills. Qualitatively, participants reported meaningful shifts in attitudes and coping strategies when facing academic and social challenges, moving from reactive responses to more calm, reflective, and collaborative approaches. These findings suggest that resilience enhancement should not be viewed solely as an individual psychological effect but as a strategic educational outcome achievable through systematic program design grounded in meaningful learning experiences.

Furthermore, the study demonstrates that program effectiveness is determined not only by the content delivered during the cadre development process but also by the quality of program management as an educational process. Needs-based planning, intensive implementation, continuous mentoring, and sustained post-program reinforcement through routine strengthening activities constitute critical stages that shape overall program impact. Accordingly, within this study's context, student resilience emerges as a key indicator of effective program management in higher education, particularly for value- and community-based student development initiatives.

Based on these results, higher education institutions are encouraged to institutionalize cadre development programs as part of formal student education supported by clear management standards. This includes establishing competency-based learning outcomes for cadres, developing standard operating procedures, implementing data-driven monitoring and evaluation mechanisms, and ensuring sustainable post-program reinforcement systems. Through this approach, student development is not dependent solely on participation in routine activities, but is strengthened through measurable outputs and outcomes aligned with students' needs and workplace demands. Future research should adopt more rigorous methodological designs, such as quasi-experimental studies with control groups, broaden sample coverage across cohorts, examine mediating or contributing factors such as spirituality, emotional intelligence, and sense of belonging, and conduct longitudinal evaluations to assess the sustained effects of cadre development on resilience as well as academic performance and student leadership.

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