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A Bibliometric Analysis of Research on Academic Buoyancy

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Abstract. Academic buoyancy is a positive psychology construct that is the ability to bounce back from academic challenges and obstacles that individuals commonly experience on a daily basis. The purpose of this study is to determine the trend of research mapping related to academic buoyancy using bibliometric analysis and to recognize the novelty of topics that can later be studied by future researchers. The method used in this research is a systematic literature review with bibliometric analysis. Data collection was carried out in April 2025 with the Publish or Perish (PoP) application and using a database from Google Scholar with the keyword academic buoyancy in scientific journal publications in 2015-2024 so that 994 scientific journals were obtained. In VOSviewer bibliometric analysis, researchers conduct data analysis and visualization starting from the analysis of the topics studied, network visualization analysis, overlay visualization, density visualization, and connected authorship visualization. The results of the bibliometric analysis with the keyword academic buoyancy obtained novelty findings in this study, namely topics related to peers, positive youth development, classroom environment, mattering, self-efficacy, school burnout, achievement motivation, academic buoyancy scale. Some of these research topics can be used as suggestions for future researchers to further develop academic buoyancy derived topics in order to disseminate and strengthen knowledge development that has the potential to foster innovation and novelty.

Keywords: *academic buoyancy, bibliometric analysis, publish or perish, student, vosviewer*

Introduction

As a living being, humans are inseparable from various pressures (Permatasari et al., 2021), both psychological pressure, academic pressure and pressure in the work environment (Aziz et al., 2024). Academic pressure is usually felt by students (Hidayati & Nurwanah, 2019). This academic pressure refers to feelings experienced by students characterized by various physical and emotional reactions (Djoar & Anggarani, 2024). Academic pressure can be influenced by internal or external factors, such as high expectations from family and a less supportive environment, as well as task pressure

(Alviasari et al., 2025) which requires deep understanding (Worang, 2024). Prolonged pressure can interfere with overall cognitive processes (Febri, 2024) such as low motivation, lack of meaningful social interaction, and feeling disconnected from the learning process (Santoso, 2023). It also affects the psyche and mentality which causes anxiety, worry, sensitivity, irritability, and even disruption of daily activities due to frequent thoughts (Sari, 2024).

Johari & Ahmad (2019) emphasized in their research, that academic pressure is proven to have a significant impact on student well-being and academic pressure often arises from various sources, such as the demand for good achievement and perceived time constraints. Ladapase & Sona (2023)in their research stated that, with many tasks obtained in a short time, causing students to feel pressured so that students experience anxiety and interpersonal conflict, and this is not in line with the demands of parents for good academics. In this case, the ability to cope with the pressure they face is needed and this willingness is termed academic buoyancy (Martin, 2013).

Academic buoyancy is the ability to bounce back from various obstacles and academic challenges that are commonly experienced by individuals on a daily basis (Martin & Marsh, 2008). Academic buoyancy arises from the existence of everyday hassles or stress arising from small academic problems that are often experienced by students such as low grades, low motivation to learn, low self-confidence due to low grades, difficult assignments with short deadlines, and low student engagement in class (Yosarma et al., 2024; Datu & Yuen, 2018; Martin & Marsh, 2009; Martin & Marsh, 2008). Academic buoyancy is an everyday academic resilience that is an important factor in students' academic development (Martin & Marsh, 2020; Martin & Marsh, 2008). The similarities between academic buoyancy and academic resilience are often equated, however, there is a difference between the two, namely academic resilience is in the larger, complex and significant difficulties experienced by only a small percentage of students while academic buoyancy is a common stress condition experienced by many students in everyday academic life (Martin & Marsh, 2008).

Academic buoyancy helps students in dealing with academic-related challenges and setbacks and can help students in achieving success (Dang & Middlemiss, 2025). In addition, academic buoyancy can prevent negative effects due to minor problems related to academic challenges that are often experienced by students (Upadyaya et al., 2024). Students who have good academic buoyancy are able to complete their assignments and exams with confidence, are able to plan for the future and have strategies to gain success (coordination), have a commitment to complete various academic tasks and challenges well (commitment), are able to remain calm and control themselves (composure), and are able to control success or avoid failure well (control) (Collie et al., 2015; Martin, 2012; Martin et al., 2010).

High academic buoyancy has an important role because students become calmer, more confident, (Alazemi et al., 2023) more productive and can manage time and emotions well (Comerford et al., 2015). This is evidenced by research conducted by Brigitha & Rohinsa (2023) that academic buoyancy makes a large significant contribution, which means that students are able to cope well with academic pressures and are motivated to continue participating in learning. Confirmed in the research of Eslami & Hooshmandi (2023); Miller et al (2013); Putwain et al (2020) with academic buoyancy students tend to have good achievement and greater resilience to academic pressure.

As a student, it is very necessary to have the ability to survive when facing the pressure of exams, the demands of difficult assignments and the demands of getting satisfactory results. If students do not have the ability to survive when these various academic demands cause students to experience stress, decreased motivation to cause poor learning outcomes (Suriani et al., 2025; Pascoe et al., 2020). For this reason, high academic buoyancy can help students develop effective coping strategies so that they see academic challenges and demands not as something that hinders students in developing but as a process to develop (Zheng et al., 2023). In other words, academic buoyancy can help students view obstacles positively and help adapt when facing

academic obstacles by making every obstacle a process to achieve success without fear of failure and maximizing the process to achieve success (Putwain et al., 2012).

Observing the development of academic buoyancy research on students, the need for bibliometric analysis to see the development trend of academic buoyancy over time. Bibliometric analysis is a quantitative measurement analysis of the results of printed or electronic scientific communication (Hayati & Lolytasari, 2017).

Through bibliometric analysis, it can help in mapping what themes or topics are still rarely published so that there is a great opportunity for further research to help develop knowledge that is relevant to what is needed today. The purpose of this study is to determine the trend of research mapping in the last 10 years related to academic buoyancy with bibliometric analysis using VOSviewer and to recognize the novelty of topics that can later be studied by future researchers. The novelty of the topic will later be used as keywords needed to help analyze scientific journals and find new innovations to support the development of science. The use of bibliometric analysis to see the scientific development of the concept of academic buoyancy from various scientific fields within a certain period of time so as to obtain research trends that can foster new strategies in developing academic buoyancy topics.

Method

This research applies a systematic literature review method with bibliometric analysis. The collection of various research data was carried out in April 2025 systematically in the form of scientific journals in accordance with the research theme, namely academic buoyancy using the Publish or Perish (PoP) application. The stages carried out in collecting scientific journals are selecting a database from Google Scholar which indirectly refers to various indexed international journals: WOS, Scopus, DOAJ, PubMed and Sinta. Database collection is done by entering keywords to find more relevant and more specific literature on academic buoyancy in the PoP application and selecting scientific journal publications for the last 10 years or scientific journals for the 2015-2024 period. Then proceed with data filtering using the Mendeley application to

minimize data writing errors and delete files that are not scientific journals and that do not match the title, abstract, academic buoyancy keywords. The results of data filtering obtained as many as 994 scientific journals which then the data is stored in the form of RIS. After all the data is collected, data analysis is carried out by bibliometric analysis using the Vos viewer application. Bibliometric analysis in this study consists of 1) co-occurrence analysis based on title, abstract, and keywords that produce clustering, network visualization analysis, overlay visualization, density visualization; 2) co-authorship analysis based on author connectedness that produces connected authorship visualization. The results of the visualization analysis will complement each other, so that it can be the main foundation in mapping research trends and clustering. In addition, it helps to see topics that are often discussed in research and becomes the main foundation in recognizing the novelty of topics that are developing and need to be explored further. So that later the data obtained from various analyses will become a reference to see the novelty of the topic of academic buoyancy.

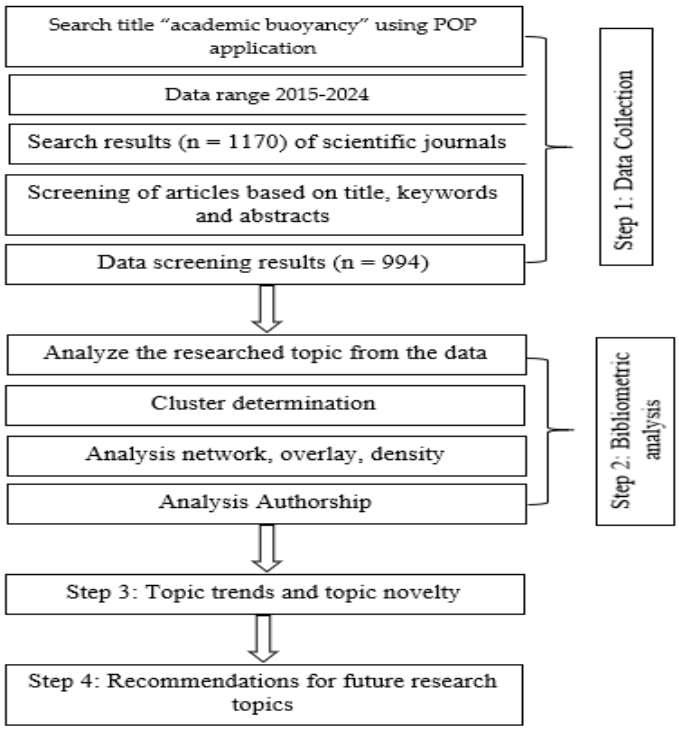

Figure 1. Bibliometric analysis framework

Result

Table 1. shows data obtained from the Publish or Perish application informing that in the last 10 years, namely 2015-2024, the keyword academic buoyancy produced scientific journal citations totaling 16,345 citations. Meanwhile, the average citation per year is 1634.50 with an average citation per scientific journal of 16.44 citations. To see the quality of a publication, it is measured based on the h-index, g-index, and hA-index. h-index functions as a measure of the productivity of scientific journals produced by researchers obtained from the number of citations in published articles, g-index to measure the overall average of citations obtained, and hA-index has a function in measuring the impact of research. The more the number of citations, the greater the index value and the scientific journal publication will be declared to have a trusted reputation (Sarjana et al., 2022).

Table 1.
Results of PoP analysis of academic buoyancy

Publication	2015-2024
Papers	994
Citations	16345
Cites/year	1634.50
Cites/paper	16.44
Authors/paper	2.70
h-index	66
g-index	108
hA-index	29

Table 2.
Clustering the concept of academic buoyancy

Cluster	2015-2024
1	Academic identity, adolescent, background objective, buoyancy, burnout, change, classroom environment, covid, degree, educational system, emotional regulation, higher education, interaction, pandemic, positive youth development, school burnout, school engagement, self handicapping, student engagement, students academic achievement
2	Academic optimism, achievement motivation, efficacy, mediation role, meta analysis, middle school student, personality trait, positive psychology, procrastination, psychological capital, self control, students academic engagement, students academic performance, teacher buoyancy, teaching, undergraduate student
3	Academic buoyancy training, academic hope, achievement emotion, cognitive emotion regulation, educational psychology, effectiveness, emphaty, female student, happiness, high school, moderating influence, self compassion
4	Assessment, creativity, critical thinking, l2 grit, language learning, learner, reflective thinking, self esteem, task
5	Academic adversity, academic resilience, academic resilience scale, classic resilience, educational achievement, junior high school student, multidimensional, primary school student, school psychology international
6	Academic outcome, academic buoyancy anything, achievement goal, adaptive coping, adhd, everyday academic resilience, school psychology
7	Mattering, Chinese adolescent, depression, resilience factor, social anxiety, stress
8	Academic anxiety, adolescents, education, grit, lack, perseverance
9	Cognitive, first year, obstacle, peer, setback
10	Academic buoyancy scale, Abs, culture, gender
11	Academic procrastination, cognitive flexibility, perfectionism, self efficacy

Table 2. shows the grouping of novelty based on the concept of academic buoyancy in accordance with the issues in the present condition. Issues related to academic buoyancy are grouped into eleven clusters based on the most connected group of items in scientific journal publications from 2015-2024 which produce new topics for further research development. The eleven clusters include academic identity, academic optimism, academic buoyancy training, assessment, academic adversity, academic outcome, mattering, academic anxiety, cognitive, academic buoyancy scale, academic procrastination. For research that will discuss the theme of academic buoyancy, the patterns in the cluster of the results of this study can be used to help develop concepts so that they are appropriate and as needed. The results of the VOS viewer analysis can be seen in the following figure (Figure 2.)

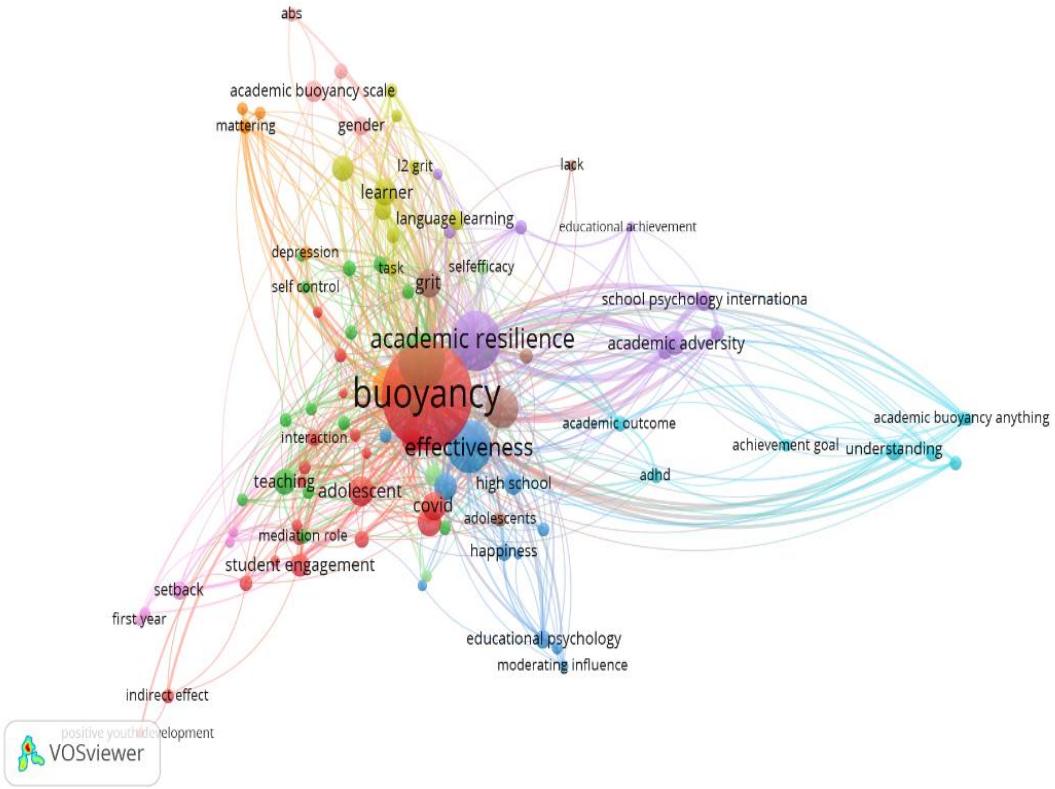

Figure 2. Network Visualization Academic buoyancy

As can be seen from Figure 2, there are eleven clusters that appear in different colors. The colored spheres are referred to as nodes while the lines connecting the nodes are referred to as links. Links indicate the connectedness or relationship between topics in scientific journals. It can be seen from Figure 2 that the nodes that have a large size are related to the topics of buoyancy, academic resilience, effectiveness, education, adolescents, which shows that these five topics are the most published in scientific journals. These five topics are part of the academic buoyancy keyword that dominates various scientific journals. Other topics that appear in this research network visualization such as peers, positive youth development, classroom environment have small nodes. Nodes that have a small size indicate that the topic is still not widely researched. Therefore, these topics are interesting to continue to be developed in future research (Saputra & Setianti, 2023).

Based on the results of the overlay visualization (Figure 3) there are nodes that represent keywords and colors on nodes that represent the year of publication. The larger node size means that the topic is often discussed in the literature (Nurfadillah, 2025). The darker the node color or closer to purple means that the longer the topic is discussed in an article. While the lighter the color of the node or has a yellow color means that the topic is a recent research topic. If you look at the overlay visualization in Figure 3, the previous research discussed many topics related to mattering, depression, positive youth development. While the latest research trends with the keyword academic buoyancy are related to the topics of self-efficacy, school burnout, achievement motivation. These topics are the latest trends that are often discussed in scientific articles during the 2015-2024 timeframe. This happens because the titles, abstracts and keywords of academic buoyancy do not meet the threshold due to the smaller number of publications in the 2015 - 2019 timeframe. In other words, the majority of publications related to academic buoyancy are concentrated in 2020-2023.

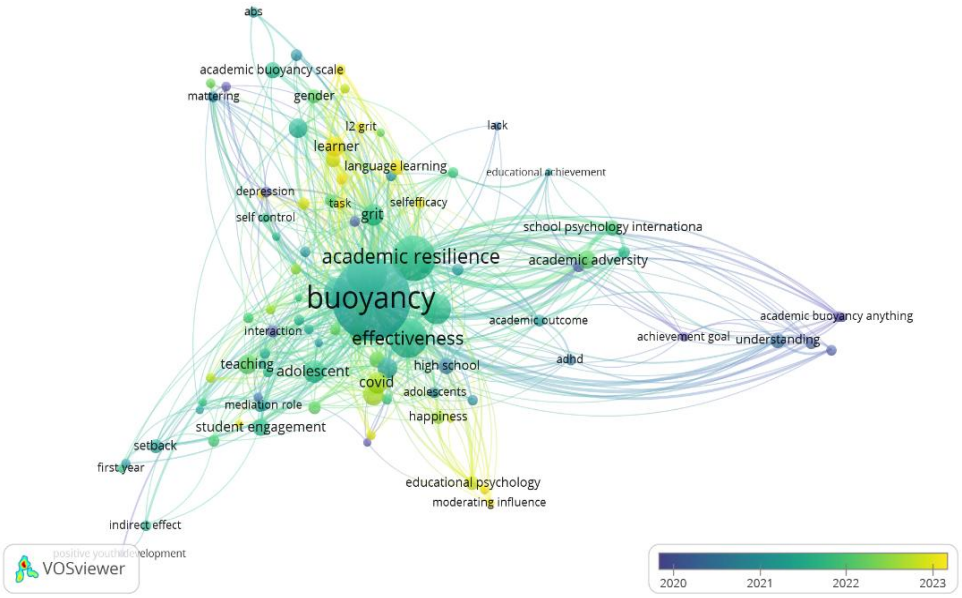

Figure 3. Overlay Visualization Academic buoyancy

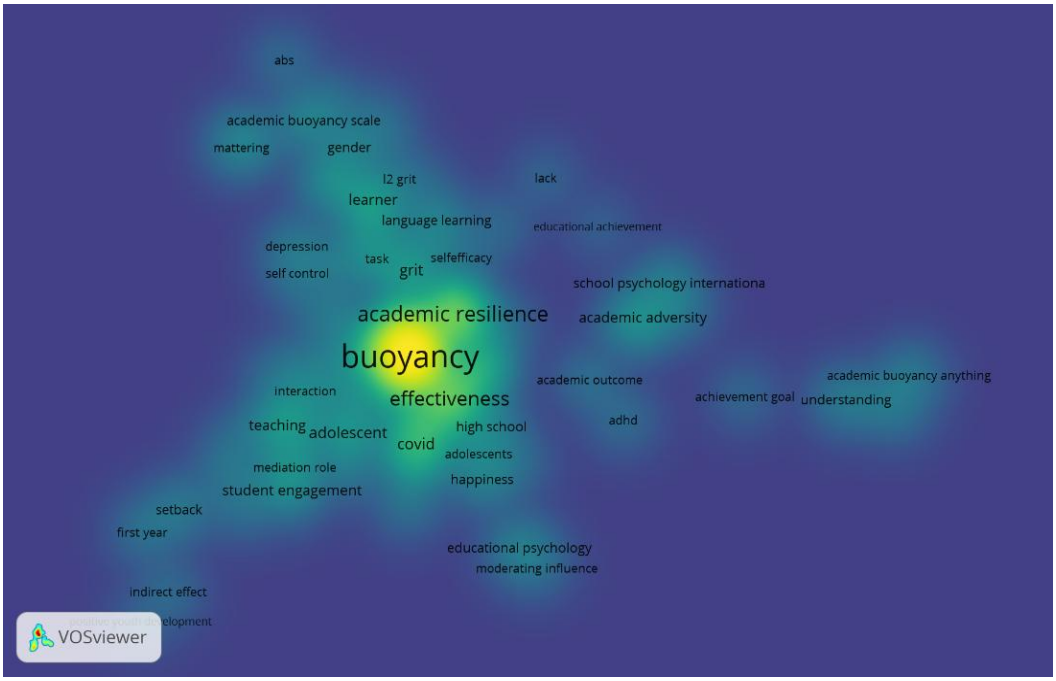

Figure 4. Density Visualization Academic buoyancy

In addition to the overlay visualization, there is a density visualization where each color can show the density or density of topics related to the academic buoyancy keyword. The bright yellow color in the visualization shows that the topic is popular and many are doing research and can increase the density. Meanwhile, the more towards the blue color indicates that the topic is still rarely used in research and can be used as a reference in determining topics for further research (Sarjana et al., 2021). Figure 3 shows the results of density visualization which has a bright yellow color with a large size on the topics of buoyancy, effectiveness, academic resilience. This means that these three topics are topics that are often discussed in research related to academic buoyancy in the time span between 2015-2024. Meanwhile, topics such as positive youth development, peer, academic buoyancy scale, and mattering are topics that have a faded yellow color leading to blue with a small size and are far from the center of density. This means that these five topics have not done much research. So based on the results of density analysis, it shows that the topics of positive youth development, peer, academic buoyancy scale, and mattering can be developed as novelty for further research, especially for the development of research related to academic buoyancy.

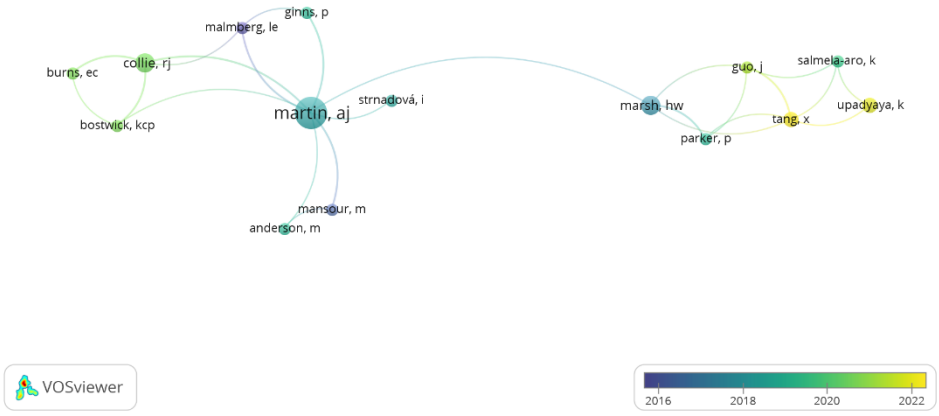

Figure 5. Co-Authorship

Based on the results of network visualization in Figure 5, information on the relationship between authors who research on the theme of academic buoyancy is obtained. Nodes that are seen with large sizes in the visualization show that Martin. Aj is a very productive author in publishing scientific journals with the most academic buoyancy themes. In collecting scientific data for research related to academic buoyancy, most of the authors in the visualization relate their writings to the results of research by Martin (2008), thus indicating that Martin (2008) is an author who contributes widely to further research because many make his articles a reference for research. Conversely, nodes of smaller size indicate that author Guo (2023) is the author who published the least number of scientific journals related to the theme of academic buoyancy and has a limited collaboration network with other authors. Meanwhile, nodes that have a colour that leads to bright yellow indicate that the authors Upadyaya dan Tang et al. (2024) conducted research on the theme of academic buoyancy with the latest year. The colour of the nodes increasingly leads to purple indicating that the author Malmberg, Le. (2015) conducted research on the theme of academic buoyancy in a year that was older than other authors or had rarely conducted research related to academic buoyancy.

Discussion

Research on the topic of academic buoyancy is presented visually in several forms such as network analysis, overlay, density, and connected and unconnected authorship analysis which aims to explain in detail the topic of academic buoyancy. Google Scholar is used as a database that is processed using the Publish or Perish (PoP) application to collect scientific journals that have been published in the last 10 years, namely 2015-2024 by entering the keyword academic buoyancy. The result obtained data of 994 scientific journals related to the keyword academic buoyancy.

Furthermore, to obtain analysis data in a visual form, the results of data collection with the Publish or Perish application are stored in the form of RIS. Data sourced from Google Scholar that has been stored in RIS form is then filtered using the Mendeley application to see the completeness of the data from each file and delete files that do not match the academic buoyancy keywords (Hidayanti & Susanto, 2024). The filtered data was saved back in RIS form and then analysed using VOS viewer. VOS viewer helps facilitate the data analysis process and produce a novelty that can be useful for scientific development. In addition, according to Fitriani et al. (2023) that the collection and analysis of various literature, especially scientific journals, is considered accurate and can be used as reference material for scientific writing for future researchers.

VOS viewer helps in visualizing the database collectively in analysing from the keywords used. The network visualization results show that topics such as peers, positive youth development, classroom environment are topics that are still not widely researched. The latest research trends based on the overlay visualization are related to the keyword academic buoyancy, which is related to the topics of self-efficacy, school burnout, achievement motivation. These topics are the latest trends discussed in scientific articles over the past few years. Meanwhile, based on the results of density analysis, it shows that the topics of positive youth development, peers, academic buoyancy scale, and mattering can be developed as novelty for further research, especially for the development of research related to academic buoyancy. So that based

on bibliometric analysis, it is found that topics such as peers, positive youth development, classroom environment, mattering, self-efficacy, school burnout, achievement motivation, academic buoyancy scale are the novelty of this research which will be useful for further research to deepen the theme of academic buoyancy.

Furthermore, clustering from the results of bibliometric analysis can be used as in cases relevant to the topic of peer in accordance with cluster 9, for example the results of research by Bahrodin (2024) which explain that peers or support obtained from peers have a significant role in helping to bounce back from daily academic challenges. This shows that peer have a relationship with academic buoyancy so that this clustering can help researchers in developing topics with the theme of academic buoyancy. The existence of this grouping or clustering is a novelty or novelty that can help academics in determining the latest topics for further research (Sarjana et al., 2022; Su et al., 2021).

Conclusion

This research uses bibliometric analysis with the VOS viewer application to map various scientific journals related to academic buoyancy. Bibliometric analysis is a systematic study of literature using various journals, books or articles so that it can produce research trends and can offer different perspectives to understand a research topic will develop in the future. Data collection was conducted using Publish or Perish from scientific journals from 2015-2024. Each interrelated topic is displayed attractively in the form of network visualization, overlay visualization and density visualization making it easier to determine the novelty of the topic. The results based on network visualization, overlay visualization and density visualization on bibliometric analysis with the keyword academic buoyancy found novelty in this study, namely topics around peers, positive youth development, classroom environment, mattering, self-efficacy, school burnout, achievement motivation, academic buoyancy scale. Some of these research topics illustrate current research trends that are still rarely researched. Therefore, it is important for future researchers to further develop these academic buoyancy derived topics in order to disseminate and strengthen knowledge development that has the potential to foster innovation and novelty.

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