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INTERNALIZATION OF RESILIENCE CHARACTER AS A PROVISION TO FACE THE LEARNING CHALLENGES OF ELEMENTARY SCHOOL STUDENTS IN THE DIGITAL-GLOBAL ERA

INTERNALISASI KARAKTER KETANGGUHAN (RESILIENSI) SEBAGAI BEKAL MENGHADAPI TANTANGAN BELAJAR SISWA SD DI ERA DIGITAL-GLOBAL

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Abstract

This study explores how teachers at an elementary school in East Java internalize the character of resilience to tackle the challenges faced by students in the global digital era. The research was conducted at a Madrasah Ibtidaiyah Unggulan in the Ponorogo area. Data was collected through interviews with one informant. The study found that post-Covid-19 challenges have caused academic delays and gadget addiction among students. Many students were exposed to adult content videos, particularly on online gaming platforms. The study identified several steps teachers take to internalize student learning resilience, including instilling responsibility, recognizing students' emotions and fostering interactive communication, appreciating students' efforts and learning processes, offering opportunities for new and challenging tasks, and adopting a personal approach. These findings highlight the importance of teachers in helping students navigate the complexities of the digital era and develop resilience in the face of challenges.

Keywords: *Internalization, Resilience, Learning Challenges, Elementary Students*

Abstrak

Penelitian ini mengeksplorasi bagaimana guru-guru di sebuah sekolah dasar di Jawa Timur menginternalisasi karakter resiliensi untuk mengatasi tantangan yang dihadapi siswa di era digital global. Penelitian ini dilakukan di Madrasah Ibtidaiyah Unggulan daerah Ponorogo. Data dikumpulkan melalui wawancara dengan satu orang informan. Penelitian ini menemukan bahwa tantangan pasca-Covid-19 menyebabkan keterlambatan akademis dan kecanduan gadget di kalangan siswa. Banyak siswa terpapar video konten dewasa, terutama di platform game online. Beberapa langkah yang diambil guru untuk menginternalisasi ketahanan belajar siswa, termasuk menanamkan tanggung jawab, mengenali emosi siswa dan membina komunikasi interaktif, menghargai upaya dan proses belajar siswa, menawarkan kesempatan untuk tugas-tugas baru dan menantang, dan mengadopsi pendekatan pribadi. Temuan ini menunjukkan pentingnya guru dalam membantu siswa menghadapi kompleksitas era digital dan mengembangkan ketangguhan dalam menghadapi tantangan.

Kata kunci: *Internalisasi, Ketangguhan, Tantangan Belajar, Siswa SD*

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1. Introduction

Resilience is crucial in empowering individuals to cope with challenging situations or life experiences. For example, the challenges faced by the education sector during the Covid-19 pandemic provided significant learning experiences. School learning activities become restricted and diverted to their respective homes, while digital infrastructure remains inadequate. Moreover, many parents lacked the skills and experience to support this transition effectively. These factors almost led to a lack of structure in children's learning processes, resulting in disruptions or learning loss (Vu & Savonitto, 2020). Globally, education must be adaptive to all changes arising from this phenomenon. The long-term consequences that must be considered are how to maintain the continuity of learning in various conditions that allow such situations to recur. One of the solutions that can be taken is to strengthen resilience in learning for all education stakeholders, especially students (Slameto, Purnasari, Sadewo, Owen, & Saputro, 2023). Resilience is a key factor in students' future educational and career progress. However, its role remains underexplored and inadequately addressed (Awais, Fu, & Jones, 2024).

Apart from the internal dynamics of the education system itself, resilience needs to be cultivated in students, especially when facing learning challenges. Some of the learning challenges experienced by elementary school (SD/MI) students are (1) difficulties in achieving learning goals and learning outcomes, (2) academic delays, (3) underutilization of individual potential, (4) lack of motivation to learn, (5) bad habits and attitudes towards learning, (6) inability to engage effectively in classroom learning, and (7) behavioral deviations in social interactions (Lestari & Surtikanti, 2024; Ntelok, 2021; F. N. Utami, 2020). Various learning barriers in these students appear not always due to low intelligence and weak mental disorders but can also occur in students with strong cognitive abilities. This indicates that intellectual capacity does not necessarily guarantee resilience in overcoming learning challenges. The effects of learning difficulties are often observable through changes in students' behavior, which may include a decline in academic performance or disruptive behaviors, such as shouting in class, bullying peers, engaging in fights, exhibiting a lack of focus, skipping classes, or even avoiding school entirely (Rahman, Sulkifli, & Hasyim, 2014).

Recognizing these indicators of learning difficulties is a crucial aspect of teachers' role in understanding and addressing students' learning problems. Through such observations, teachers can provide tailored guidance to meet students’ needs (Aquami, Husni, Bujuri, Khodijah, Darmayanti, Amilda, Baiti, Anggraini, & Malacapay, 2024). Moreover, in the modern era, students increasingly face challenges from the digital world. Many students risk encountering social problems due to the misuse of digital technologies (Nurhasanah, Reygita, & Kalalo, 2024). Often, a lack of understanding of digital sophistication leads students to become addicted to harmful or inappropriate content, such as pornography, cybercrime, and other negative influences. These issues pose significant risks to student development, mindset, and psychological and mental well-being (Utami, Fantiro, & Fazlyn, 2024).

Resilience theory highlights the importance of building emotional fortitude to cope with adversity and the challenges individuals face in response to difficulties, changes, and losses. It emphasizes how individuals are adapted to and influenced by

adversity, including challenges, changes, risks, and losses (Merianda & Rozali, 2020). Building resilience is important because it equips individuals with emotional fortitude to face difficulties. Moreover, the findings by Akturan, Üçüncüoğlu, Güner, Delibalta, & Duman (2024) reveal that there has been a decline in resilience levels since the Covid-19 pandemic. Individuals with higher resilience tend to be more adept at effectively utilizing various resources to address challenges. Conversely, those with lower resilience often feel helpless and resort to maladaptive coping mechanisms, such as avoidance, isolation, or self-medication. Resilience is not an abstraction but can be learned and cultivated. Building resilience is the process of setting a mindset and utilizing various strengths-based approaches to face challenges. Based on this, resilient students are characterized by their ability to persevere under pressure, view challenges as opportunities for growth, learn from failures, and commit to self-improvement (Khairani & Mudjiran, 2022).

Previous research that has been explored has not explicitly discussed the internalization of resilience as a provision to face learning difficulties among elementary school students. Related research, including "Increasing Students' Academic Resilience Through Self-Concept and School Climate," highlights that self-concept and school environment have a stimulant effect on academic resilience (Kwen & Lemba, 2024). Similarly, the study "The Effect of Value on Resilience" found that the four value dimensions have a significant positive structural relationship with resilience (Dhowi & Andagsari, 2019). This research examines the process of internalizing resilience character in students through an approach to learning challenges faced by students, an underexplored area. In addition to the novelty factor, the need for this research is supported by the complexity of the successful resilience process that involves education in schools and the family and community environment. In fact, students' socio-economic condition plays a pivotal role in shaping students' growth and development. This research aims to provide concrete solutions on how to internalize the character of resilience for elementary school students facing learning challenges, especially in the current digital-global era.

2. Research Method

This qualitative research reveals the internalization of the resilient character of elementary school students in facing learning challenges in the digital-global era. The research was conducted in the 2023/2024 school year at Elementary School (MI) Unggulan in the Ponorogo area, East Java, Indonesia. Data were collected from semi-structured telephone interviews involving one informant, a sixth-grade homeroom teacher, as a sample. The informant in the research results were given a BL code to make it easier to display data. The interview protocol carried out included student learning challenges in general, internal and external factors of student learning problems, things that can reduce and increase student learning motivation, the most crucial challenges in today's global digital era, solutions taken by teachers to overcome learning challenges, the role of teachers as a whole, including the role of guidance and counseling in elementary schools, the role of teachers in fostering resilient characters to students in facing learning challenges.

Data processing and analysis uses four steps: (1) data collection, (2) data condensation, (3) data display, and (4) conclusion drawing/verification (Miles, Huberman, & Saldana, 2018). First, data collection: interview data that has been recorded is collected through transcripts. Second, data condensation is focusing,

selecting, and simplifying data that has been fully transcribed. Third, data display (data presentation) is presented in an analytical descriptive manner so that it is easy to understand the actual situation. Fourth, conclusions are drawn after all the data is presented and understood holistically. The analysis stages have an interactive cycle and allow the researcher to return to the initial stage if needed to ensure the validity and completeness of the data. The flow can be depicted in the following chart.

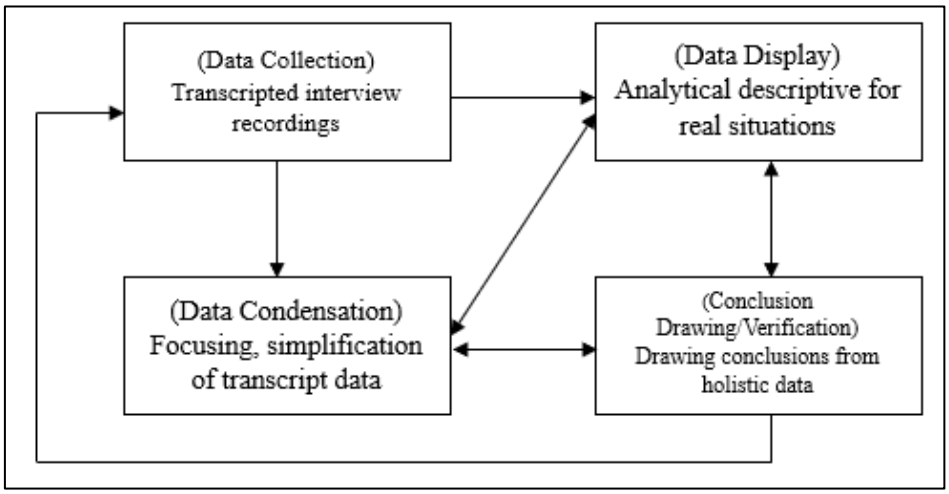


Figure 1. Data Analysis Stage

3. Results and Discussion

3.1 Learning Challenges for Elementary School Students in the Global Digital Era

Post-Covid-19 learning has caused learning loss and has a significant impact on students. Several findings related to student learning disorders, both developmentally and academically, were revealed by BL as follows:

> "*Students' academic knowledge and skills experienced slight delays due to the Covid-19 pandemic. Another contributing factor is gadget addiction. There are several children in the upper grades whose reading skills are not fluent enough. In contrast to the generation of elementary school students who did not experience Covid-19 conditions while in elementary school, their academic development is much better.*"

As described, students experience academic delays in terms of reading and reasoning skills and gadget addiction. This finding aligns with Suyadi, Selvi, Sibawaihi, Zahroh, & Muassomah (2023), which highlighted that the Covid-19 pandemic caused challenges for elementary school students in understanding subject matter (cognitive domain), lacking confidence in expressing opinions (affective domain) and struggling to complete projects or assignments (psychomotor domain). Despite these academic delays, BL teachers noted improved students' questioning skills and greater confidence. BL revealed:

> "*Students today are dominantly confident, mentally stronger, and braver. They are more active, ask many questions, and express themselves more openly."*

Despite experiencing delays in academics or understanding post-covid knowledge, students' activeness in asking questions and confidence did not decrease. In general, two factors affect students' enthusiasm for learning: internal and external. Internal factors, BL said as follows:

> *"Students now tend to be individualistic. Their enthusiasm for learning has decreased. They are less aware of the urgency of studying seriously. The willingness to pay attention and learn in class also affects his academic development."* He continued, "*An internal factor that affects students' learning difficulties is a decrease in learning enthusiasm. Students motivated to learn tend to be more active in understanding and seeking information related to lessons. I have a whatsapp group as a medium of communication with students, so it is easy to remind them and confirm their understanding of the materials learned. However, it was found that students were indifferent and apathetic to learning. They think, 'Whether I study or not, I still get grades and move up in class.' Some things seem to be underestimated."*

Based on BL's statement, it was found that the internal factors of students were a decrease in learning motivation, no awareness of the urgency of learning from within students, and the attitude of students who tended to be individualistic. The low motivation of students to learn was also found in the research of Ramadan, Nuraeni, & Islamiyah (2023), which concludes that each student is a unique individual, where ways to increase their learning motivation can vary and must be sensitive to the situation of student needs. Awareness of the urgency of learning has a significant relationship with learning disciplines. The more student discipline is improved, the more awareness of student learning will be formed (Sabila & Marna, 2023). The students who tend to be individualistic are related to the influence of gadget use, where one consequence is that students become anti-social (Novitasari, 2023). As for external factors that affect students' enthusiasm for learning, BL revealed:

> "*External factors include parents not paying attention and caring less about student learning. Give students unlimited access to gadgets. The family environment is very influential. Even in the case here, 20-30% of families have broken homes. Some live with grandparents, aunts, etc. They do not have enough encouragement to learn from their families."* He continued, "*The school environment also has an effect—for example, the feasibility of the learning facilities that students want. My school has no projector in each class, so it has to take turns. The teacher factor also has an effect. Some teachers do not pay much attention to interesting learning. Some give assignments continuously. It can impact students, so some do not enter because it is easy.*"

External factors found include a lack of family attention, inadequate school environmental facilities, and teachers' teaching creativity, which is still low. In the facts mentioned, there are 20-30% of children become family victims in broken homes. These conditions have an impact on students' decreased learning motivation. Research

conducted by Sari, Oktavianti, & Kironoratri (2023) saw that the victim students from broken homes tend to be lazy and not enthusiastic about learning. School environmental factors, such as inadequate facilities, also affect motivation and enthusiasm for learning (Mailani, Manjani, Wulandari, Hadi, Rizky, Turnip, & Tianda, 2024).

Regarding the low creativity of teachers, it is the most crucial thing in education. In these findings, teachers still use conventional methods, such as lectures and assignments. Several factors that can be sought to increase teachers' teaching creativity include the external, providing training and coaching, appreciation for creative and innovative teachers, and creating a fun work environment. Internally, it comes from the teacher himself, so he/she is highly willing to continue learning and innovating (Wulandari & Nisrina, 2023). In addition to two factors, both internal and external, the learning challenge elementary school students face today is the rapid flow of technological advances in the global socio-economic era, making it easy for students to access anything. BL revealed:

> *"Students since elementary school have been familiar with adult content, even since the first grade. Adult content videos are widespread and accessible. There are even applications in the form of games, but they display adult content indirectly. In school, there is sex education to equip students related to sex education. Students' curiosity about sex-based lessons is very high. Tend to want to know immediately and see various questions that arise.*"

The results related to the rise of adult content videos that can even be consumed by students starting from the lower grades (the first grade) is certainly a problem that is quite worrying. Rahmania & Haryanto (2017) found that 73% of fifth-grade students had seen pornographic content through YouTube and Instagram indirectly, and 21% had seen it intentionally. Only a small percentage have never seen pornographic content in the media. Similarly, a study by Kurniadi, Daryanto, Emerlada, & Anam (2021) revealed that of the 620 student respondents studied, there were 43.6% operating gadgets without parental supervision. This phenomenon indicates that parental supervision of students is still very poor. Moreover, the character of elementary school students is in a phase that they tend to imitate, and the ability to filter in the media is still effortless (Marvavilha, 2020).

Another challenge that has been around for a long time but is still sustainable today is bullying among students. According to BL's expression, the bullying model in elementary school (SD/MI) is as follows; "*Bullying still exists by calling his friend by his father's name.*" Bullying cases are an educational problem that is growing around the world. A study by Mawaddah (2024) provides solutions that can be done in elementary school institutions to prevent bullying through school regulations and stop bullying campaigns. Campaigns can be realized through posters, socialization, and various intracurricular and extracurricular activities. Bullying is also influenced by factors such as gender, age, history of victimization, social behavior, and environment. It can be addressed by reinforcing positive social behaviors and creating a supportive environment (Stephenson, Meissel, & Peterson, 2024).

3.2 Teachers' Efforts to Overcome Learning Problems of Elementary Students

Teachers strive to handle learning problems faced by students. Some of the ways are expressed by BL as follows:

> "*I try to monitor student activities at home through group communication. However, students who no longer have the spirit of learning from within, no matter how I do it, whether motivating or giving unique and interesting methods, I don't think they have succeeded so far. I think the facilities and methods chosen are quite good, but still, for them, it is boring*."

The step teachers take based on recognition is to control student activities outside of school by communicating via whatsapp. One medium that is almost easily accessible and quite practical for remote interaction is whatsapp. This application platform is proven to increase student participation and engagement in learning (Ula, Fauziyah, & Anbiya, 2023). In addition to being used as an educational media, it can also be used as a communication connector.

According to the teacher's statement, no matter how much effort is made to increase students' motivation to learn, it still often fails. Teachers feel that the methods and strategies applied are quite interesting but still boring for students. The learning saturation factor is often caused by learning methods that are not attractive to students, even though teachers consider them interesting (Rulita, Wardhani, & Sumah, 2021). One of the steps that teachers can take is to analyze the factors that cause burnout, for example, by conducting counseling or self-management sessions or three meetings according to the needs (Hasri, Samad, & Latif, 2023). BL in classroom learning practices tries to overcome student boredom by conducting open communication as follows:

> "*I was in the outdoor class, asking students about their learning preferences. But, most of them have desires beyond teachers' reach. For example, wanting to go to the swimming pool. Even though it does not follow the material to be studied,*"

After efforts are made to provide opportunities to listen to students' wishes to increase their enthusiasm for learning, the students' desires are often out of reach. Being a good teacher does not have to obey all the wishes of students who go out of the learning goals and process. Thus, the benchmark that teachers need to master is to read and analyze students' desires so that they can be adjusted to learning objectives (Nozila & Ramadan, 2024). To overcome learning problems in elementary school, teachers are often faced with the challenge of understanding the main problems and steps to overcome them. BL revealed:

> "*The role of the classroom teacher is very crucial. Teachers not only focus on the internal students but are also often involved in external problems, namely the student's family. Some parents often protest to the teacher and are 'impressed' to blame the teacher if there is no progress or a problem in the student. At first, I experienced culture shock with the class teacher's task, which turned out to be this heavy. All things have to be handled. In elementary school, it is also necessary to have someone who understands*

psychology. That way, handling the rights of students with certain problems will be easier. In addition, we are sometimes confused as to whether there are students who have certain skills to be directed in what way. It is necessary to compromise with a psychologist or teacher."

The first finding relates to teacher pressure from students' parents. The barometer of the success of educational goals is the formation of collaboration between teachers, parents, and students in dealing with learning problems (Sari, Saputra, & Affandi, 2022). The second finding is related to the need for counseling in elementary schools. There is no structural position for guidance and counseling (BK) teachers at the elementary school level. The role of guidance and counseling is integrated with the homeroom teacher's role. In practice, several problems are still developing in SD/MI, including guidance and counseling services by BK teachers in elementary schools (SD/MI) is considered very important to help students' learning problems according to their needs, the competence of classroom teachers is still low related to guidance and counseling, and the increasing and various problems that occur in elementary school (SD/MI) that require the collaboration of homeroom teachers, BK teachers, and parents (Qonita, Artati, Musyarofah, Wahyuni, & Tjalla, 2022; Sugianto, 2022).

3.3 How Teachers Internalize the Learning Resilience Character of Elementary Students

Specific steps and strategies are necessary to internalize the character of resilience in students, particularly the ability to survive and adapt to challenging learning situations, experiences, and problems in today's global digital era. According to BL, there are at least five key actions that teachers can take to foster resilience in students. The first is to instill responsibility. BL has creative methods to spark student responsibility. The following is the teaching story of BL:

"I ignite the spirit of responsibility of students by giving stars. So, in the classroom, I provide a lot of stars. I give stars to students who do good deeds and tasks well every day, such as doing homework, picketing class well and on time, throwing garbage in its place, etc. On the other hand, if they are negligent on a particular day, then they will lose the star. Later, at the year's end, the one with the most stars will get a reward."

The way teachers spur responsibility, as explained, is by providing students with challenges and *rewards*. Research Sigalingging, Nababan, Putra, & Nababan (2023) shows that regular awards positively improve students' academic performance, confirming the effectiveness of awards as an external motivation. In addition, in carrying out the challenge, teachers involve several students to help. They are given the responsibility of monitoring the behavior of other students in carrying out daily learning tasks. This method has proven to make most students more responsible, increase discipline, and minimize laziness in learning. A unique finding is that the type of reward that students like in the current era is money, as revealed by the following BL's statement:

"Students prefer to be rewarded with money rather than items such as books. They are now more likely to think realistically. For example, the

answer is very realistic when asked about his/her ideals. In the past, students were asked about their dreams. The answer was that they wanted to become policemen, doctors, teachers, etc. Students know the answer is like wanting to be a sound engineer, truck driver, and others. Maybe observe the family and the people in his/her neighborhood."

The second is recognizing students' emotions and feelings and building interactive communication. BL states the importance of understanding students' emotions and feelings:

"Male and female teachers have different attitudes. For example, suppose some students are fighting. In that case, female teachers are more likely to invite them to chat, listen to the chronological stories of events from students, and try to understand the emotions and feelings of students. But, if male teachers still tend to have a temperament, they still use the old ways such as scolding and yelling."

Practice in the field shows that students are more comfortable and feel appreciated when teachers are open to communication and are willing to listen to students' problems. Teachers who tend to be temperamental are often feared by students outside and inside learning. However, the effect is only limited to making students afraid and not a deterrent. Interpersonal communication is indeed urgent and affects the quality of teachers and learning (Budi, Nurhasanah, Ramadhani, Utami, & Hasanah, 2024).

The third is appreciating the efforts and learning process of students. BL considers that providing reinforcement and appreciation for students' efforts is important, even though it is not optimal, as the following statement:

"If there are students who lose or fail in a competition, we always give reinforcement and still appreciate, for example, by saying, 'it's okay to fail first. You can try again on another occasion. You have gone through a lot of effort and processes, so what you are looking for is not only a championship but also a lot of experience. I included students in the competition, which actually aimed more at building mentality and increasing experience."

Providing support to students when they are at a weak point and when they fail has been proven to make students stronger and appreciate the learning process. In this case, cooperation between the school and home environment is needed to become a positive support system for students (Wulandari, Sumarno, & Dwijayanti, 2024).

The fourth is giving students the opportunity to do new and challenging things. According to BL, it is necessary to conduct learning that can provide students with the opportunity to do new and challenging things academically. New and challenging activities create students who are strong and enthusiastic about learning and more interested in new things. The practice carried out by BL is explained as follows:

"*Our school has an outing class activity. One example of the activity is a visit to a tofu factory. Later, students will observe the process of making*

tofu and others, make observation reports, and ask the resource persons questions."

The fifth is students' approach. Building personal closeness with students makes it easier for teachers to recognize and understand students. BL explains the practices that have been carried out as follows:

"I prefer to build personal closeness with students. If students feel comfortable with us, they will be more open and willing to talk about what they experience and complain about. But, to do that, teachers must take the time and give them a special space. Back to our role as facilitators."

Students willing to open up with teachers can make it easier for teachers to understand everything that students experience during the learning process better, especially when they have problems and difficulties in learning. Based on the findings of Ramadhan (2024) teachers' approach is the key to improve the quality of education and student learning outcomes.

The new findings, along with steps outlined by the Indonesian Ministry of Education and Culture, emphasize several key strategies for internalizing the character of resilience in students. These strategies include: (1) teachers serving as role models for students when facing challenges, (2) building supportive relationships between teachers, parents, and students, (3) providing students with opportunities to develop responsibilities, (4) helping students recognize and manage their emotions, and (5) giving students opportunities to face and overcome challenges (Hasbi, Ardianingsih, Lalitya, Maryana, Ngasmawi, Koesoemawardani, Mangunwibawa, Jakino, & Rosita, 2020).

4. Conclusion

The learning challenges faced by elementary school students in the digital-global era are multifaceted, ranging from post-Covid-19 academic delays to gadget addiction, which often leads to individualistic or anti-social behaviors. Both internal and external factors influence these challenges. Internal factors include a decline in motivation to learn and a low awareness of the importance of education. In contrast, external factors involve a lack of family attention to the learning process and a rising number of students from broken homes (20-30%). Additionally, limited school facilities and a lack of creativity among teachers exacerbate the situation. The consequences of the digital era also include the exposure of elementary and secondary school students to adult content and game addiction, including exposure to pornographic material. In response to these issues, teachers have taken steps to control student activities through online media, foster open communication with parents, and propose the establishment of specialized guidance and counseling services at the elementary school level, considering the heavy burden on classroom teachers and the diversity of student problems. To help build student resilience, it is essential to implement concrete strategies, such as instilling responsibility, recognizing emotions, fostering effective communication, appreciating students' efforts, providing new challenges, and taking a personal approach. These five steps represent new findings, in addition to those outlined by the Indonesian Ministry of Education and Culture for internalizing resilience. While this research, conducted over a

short period with limited informants through interviews, provides valuable insights, it lays the foundation for further study using more comprehensive methods and a broader focus on specific grade levels.

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