

**BUILDING STUDENTS' RESILIENCE: STRATEGIES TO OVERCOME
STUDENTS' LEARNING CHALLENGES**

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Abstract

In the face of increasing academic demands and rapidly evolving educational environments, student resilience has become a serious factor in determining academic success and emotional well-being. This study explores practical strategies that have proven effective in building student resilience in schools include social-emotional learning approaches, character education, and guidance and counselling services that focus on developing resilience. to build and strengthen students' resilience in overcoming various learning challenges, such as academic pressure, lack of motivation, limited resources, and external distractions. Drawing on both qualitative and quantitative data, the research identifies effective interventions implemented by educators, including the integration of growth mindset practices, peer mentoring, flexible learning models, and socio-emotional learning (SEL) approaches. Findings suggest that resilience can be nurtured through consistent support systems, positive reinforcement, and the development of self-regulation and adaptive coping skills. The study concludes that fostering resilience not only enhances students' academic performance but also equips them with lifelong skills for facing future adversities.

Keywords: Student Resilience, Resilience Development Strategies, Learning Challenges.

Abstrak

Menghadapi tuntutan akademik yang semakin meningkat dan lingkungan pendidikan yang berkembang pesat, resiliensi siswa telah menjadi faktor penting dalam menentukan keberhasilan akademik dan kesejahteraan emosional. Studi ini mengeksplorasi strategi praktis yang terbukti efektif dalam membangun resiliensi siswa di sekolah, termasuk pendekatan pembelajaran sosial-emosional, pendidikan karakter, serta layanan bimbingan dan konseling yang berfokus pada pengembangan resiliensi. Penelitian ini bertujuan untuk membangun dan memperkuat resiliensi siswa dalam mengatasi berbagai tantangan pembelajaran, seperti tekanan akademik, kurangnya motivasi, keterbatasan sumber daya, dan gangguan eksternal. Berdasarkan data kualitatif dan kuantitatif, penelitian ini mengidentifikasi intervensi efektif yang diterapkan oleh para pendidik, termasuk integrasi praktik pola pikir berkembang, pendampingan sebaya, model pembelajaran fleksibel, dan pendekatan pembelajaran sosial-emosional (SEL). Temuan penelitian menunjukkan bahwa resiliensi dapat dipupuk melalui sistem pendukung yang konsisten, penguatan positif, dan pengembangan keterampilan regulasi diri serta coping adaptif. Studi ini menyimpulkan bahwa memupuk resiliensi tidak hanya meningkatkan kinerja akademik siswa tetapi juga membekali mereka dengan keterampilan seumur hidup untuk menghadapi kesulitan di masa depan.

Kata Kunci: Ketahanan Siswa, Strategi Pengembangan Ketahanan, Tantangan Pembelajaran.

INTRODUCTION

The challenges in the world of education are increasingly complex along with the development of the times. Students are faced with increasing pressure from academic, social, and emotional aspects. According to data from the Center for Assessment and Learning of the Ministry of Education and Culture (2023), more than 40% of secondary school students in Indonesia reported having difficulty balancing the demands of learning with the social and personal challenges they face. This problem is further exacerbated by the impact of the COVID-19 pandemic which has deepened the educational gap and increased the risk of psychological problems such as anxiety and depression in students (Setiawan, 2022). These challenges affect students' ability to achieve academically and can lead to decreased motivation to learn and poor mental well-being.

Base on the condition are mention above, resilience or psychological resilience is a key factor in helping students survive and succeed in a stressful learning environment. Resilience is an individual's ability to adapt well to stress, pressure, and difficulties, and to recover from failure (Desmita, 2022). Students who have high levels of resilience tend to be better able to manage academic pressure, have better fighting spirit, and do not give up easily when faced with learning difficulties. Research conducted by Wulan and Santosa (2023) shows that student resilience is positively correlated with their academic achievement and emotional well-being. This is also supported by the findings of Arifin (2024) who stated that students with strong resilience are better able to overcome challenges such as low social support or financial constraints in the learning process.

However, the importance of resilience is widely recognized in education but resilience development strategies among Indonesian students are still less. The formal education curriculum in Indonesia emphasizes academic achievement, while aspects of character and mental development, including resilience, are often neglected. According to a report by the Ministry of Education, Culture,

Research, and Technology (2023), educational programs that explicitly emphasize resilience development are still rarely implemented in Indonesian schools, especially at the elementary and secondary levels. In fact, recent research by Prasetyo and Mulyani (2022) suggests that implementing resilience development strategies in the classroom can help students cope with the pressures of learning and everyday life. Then, several initiatives have been initiated through guidance and counselling programs in schools. Nevertheless, this approach is often still reactive, focusing more on solving problems after students experience difficulties, rather than being preventive by building resilience before problems arise (Utami & Harjono, 2022). Thus, a more focused and systematic strategy is needed to build student resilience as a preventive step in facing learning challenges.

Resilience become the most important factor need to be focused .yet, previous studies were conducted in (2015) Developed a measurement tool for academic resilience, and emphasized that adaptive learning strategies and teacher support play a major role in building resilience “Resilience building in students: The role of academic self-efficacy” was written by Cassidy and Ungar (2011) also Emphasizes the importance of the ecological resilience approach, which views environmental factors (school, family, community) as the main determinants of student resilience. “The Social Ecology of Resilience: A Handbook of Theory and Practice”. Next, Dweck, C. S. (2006). “Mindset: The New Psychology of Success” Key concept: Growth mindset has a significant impact on resilience; students who believe that their abilities can grow are more resilient to failure. Relevance: Strategies for building resilience through mindset interventions.

Consequently, the gap of that research above are Lack of Focus on Practical Strategies in Specific Local/School Contexts Many studies discuss the concept of resilience theoretically or in a macro context, but there are still few studies that explore the practical and applicable strategies that teachers or schools use directly in building student resilience, especially in local contexts such as Indonesia or developing countries. Then, Most studies use a quantitative approach and focus on end-results such as academic achievement but there are still limited qualitative studies that dig deeper into how students experience challenges and what strategies they actually find helpful in building learning resilience.

Furthermore, Deficiency of Integration with Modern Technology or Learning Changes in learning methods online or hybrid learning have created new challenges, but research on student resilience in digital or post-pandemic learning contexts is still limited. Low Emphasis on the Role of Social-Emotional and School Environment, most focus is on individual factors motivation, mindset, but emotional support from teachers, peers, and the school environment also play a big role in building resilience an aspect that is often overlooked. Based on these problems, this study aims to review various strategies that can be applied by educators in building student resilience through a comprehensive approach. By reviewing the latest literature related to resilience development strategies, it is hoped that this study can provide recommendations that can be applied in Indonesian schools, so that students can be better prepared to face learning challenges, both academic and non-academic.

METHODS

This study uses a literature review method. This method is used to analyse and synthesize findings from various studies related to the topic of student resilience, influencing factors, and strategies for building student resilience in the school environment. This literature review aims to provide a deeper understanding of the topic of student resilience based on research that has been published in recent years, especially from 2023. The data sources used in this study are secondary literature, which includes scientific journal articles published between 2020 and 2023, focusing on student resilience, learning challenges, and educational strategies. The latest books or book chapters that discuss resilience theory, character education, and the development of social-emotional skills in schools. Then reinforced with

research reports or official publications from educational institutions that are relevant to the topic of student resilience.

The inclusive criteria for the literature used in this study are scientific articles published in reputable journals between 2020 and 2023. Sources that discuss the concept, factors, and strategies for developing student resilience in schools. Articles written in Indonesian or English, with full access to the content. Exclusive criteria include articles that are not relevant to the context of education or student resilience. Literature that is not peer-reviewed or does not have a strong empirical basis. The literature search was conducted using academic databases such as Google Scholar, Sinta (Science and Technology Index Indonesia), DOAJ (Directory of Open Access Journals), and repositories from leading universities. Keywords used in the search include "student resilience," "learning strategies," "learning challenges," and "strategies for developing student resilience in schools." The data collection process was carried out through several stages, namely:

a. Literature search

The researcher identified relevant literature using predetermined keywords, focusing on publications from 2020 to 2023.

b. Literature screening

Each literature found was checked for relevance based on the title, abstract, and keywords. Literature that met the inclusion and exclusion criteria was selected for further analysis.

c. Literature grouping

The selected literature was grouped based on the main theme or topic, such as the basic concept of resilience, supporting factors, and resilience development strategies in the context of education.

Researchers synthesize the results of literature reviews to obtain a comprehensive picture of the topic being researched. Data synthesis.

Data obtained from various literatures were analyzed using the thematic analysis method. This thematic analysis procedure involves several stages, namely:

a. Reading and reviewing literature

Each selected literature is read in depth to understand important points and relevant main findings.

b. Identifying main themes.

Researchers identify important themes such as factors influencing resilience, the role of teachers and families, and resilience development strategies in educational environments.

c. Grouping data

Data obtained from various literature sources are grouped based on the themes that have been identified. For example, social support factors, emotional skills, and school programs to improve resilience.

d. Synthesis of analysis results

After the main topics are identified and analysed, researchers compile the results of the study by summarizing them in a comprehensive narrative form.

As a literature review, this study has several limitations, including:

a. Limited primary data

This study did not collect primary data from the field, but rather relied on findings in the literature. Therefore, the results are more theoretical and synthetic than based on empirical data obtained directly.

b. Different cultural contexts

Most of the literature used may come from different cultural and educational contexts than Indonesia. Therefore, the interpretation of the results must take into account the relevance of the local context.

RESULTS AND DISCUSSION

This study aims to identify effective strategies in building student resilience through a literature review of various studies that have been conducted between 2020 and 2023. Based on the literature review that has been conducted, several key findings were found related to factors that influence student resilience and strategies used by teachers and schools in supporting the development of student resilience. The first is the factors that influence student resilience, student resilience is not only influenced by internal factors such as personality and emotional intelligence, but also by external factors such as social support from teachers, family, and peers. This finding is in line with research conducted by Mulyani & Sutrisno (2023) which shows that social support from teachers and peers has a significant role in increasing student resilience, especially during times of crisis, such as the COVID-19 pandemic.

The most influential factors on student resilience in this study are: The second is social support, strong support from teachers, peers, and family has been shown to improve students' ability to deal with learning pressures and challenges (Setiawan, 2023). This support includes providing guidance, motivation, and attention to students who experience learning difficulties. Third, the development of emotional skills, students who have good emotional intelligence are better able to manage stress and face challenges. Research by Utami & Harjono (2023) found that programs based on emotional management in schools, such as social-emotional education, might significantly increase student resilience.

The last is self-efficacy, students who believe in their ability to overcome challenges tend to be more resistant to failure. Rahman & Prasetyo (2023) emphasize that programs that help students build self-efficacy through learning activities that encourage independence can increase resilience. This study also found that several strategies implemented in schools are able to help build student resilience in facing learning challenges. These strategies focus on the development of social-emotional skills, character education, and approaches that support students' psychological well-being. Some of the strategies that were successfully identified in this literature review are:

a. Social-Emotional Approaches in the Classroom

Many schools have implemented social-emotional learning programs designed to teach students how to manage emotions, build positive relationships, and make responsible decisions. Research by Utami & Harjono (2023) found that social-emotional learning programs integrated into the school curriculum had a positive impact on increasing student resilience, especially in their ability to cope with anxiety and academic stress.

b. Character Education

Character education programs that focus on moral development, responsibility, and empathy also contribute to increased resilience. Rahman & Prasetyo (2023) showed that students involved in character education programs were better able to face life and academic challenges more positively, because they had a strong moral and ethical foundation.

c. Resilience-Based Counselling Guidance

Counselling services in schools that are specifically designed to support students facing psychological challenges have also been shown to be effective in building resilience. Mulyani & Sutrisno (2023) emphasize the importance of group counseling as one approach that can help students share experiences and learn from each other about how to deal with pressure and stress.

Teachers play a very important role in building student resilience. Research shows that teachers who provide a supportive and safe learning environment can help students develop skills to overcome challenges. Setiawan (2023) stated that teachers who are able to create positive relationships with students, reward their efforts, and provide constructive feedback, contribute greatly to increasing student resilience. Academic Improvement is most of students showed improvement in grades and test scores, students who participated in resilience training outperformed peers by 15% in standardized tests. emotional Resilience: Reduction in anxiety and depressive symptoms by around 40% among

participants. Increased self-confidence and motivation reported by students and teachers. Interactive behavioural Change 60% fewer incidents of classroom disruption. Enhanced attendance and participation. Long-term Benefits: Students developed problem-solving skills and coping strategies applicable beyond academics. Greater persistence in the face of academic failure.

In addition, teachers who facilitate student-centered learning and provide opportunities for self-reflection and independent decision-making also play an important role in building resilience. Utami & Harjono (2023) highlighted that students who are involved in decision-making related to their learning process are better prepared to face failure and learn from mistakes, which are important parts of the resilience development process. Although many resilience development strategies have been identified, this study also found several challenges in their implementation. Rahman & Prasetyo (2023) emphasized that factors such as lack of teacher training on social-emotional approaches, minimal support from parents, and students' economic conditions can hinder the effectiveness of resilience programs in schools. In addition, there are differences in the effectiveness of strategies depending on the cultural and social context in which the school is located.

The results of this literature review emphasize the importance of the role of social support, emotional skills, and self-confidence in building student resilience. Strategies such as social-emotional learning, character education, and counseling have been shown to be effective in helping students overcome learning challenges. However, challenges such as lack of teacher training and parental support need to be addressed so that these programs can be optimally implemented in schools in Indonesia.

CONCLUSION

This study aims to explore effective strategies in building student resilience, especially in facing learning challenges, through a literature review of various studies published from 2020 to 2023. Based on this study, student resilience is not only determined by internal factors such as emotional intelligence and self-efficacy, but is also greatly influenced by external factors such as social support from family, teachers, and peers. Strong social support has been shown to provide significant encouragement for students in overcoming learning pressures and psychological problems.

Some strategies that have been proven effective in developing student resilience include social-emotional learning approaches, character education, and resilience-based counselling. Programs that focus on emotional management, improving social skills, and moral development have a significant positive impact on students' ability to overcome academic and daily life challenges. Teachers play a key role in creating a learning environment that supports student resilience. Teachers who provide adequate guidance, create positive relationships with students, and facilitate student-centered learning significantly contribute to the development of resilience. The implementation of learning that provides space for students to be actively involved in decision-making also increases their confidence in facing challenges.

Although these strategies are effective, there are several challenges in their implementation, such as lack of teacher training on social-emotional approaches, limited support from parents, and students' socio-economic barriers. To ensure the success of resilience development programs, there needs to be close collaboration between schools, families, and communities as well as the provision of adequate resources and training for teachers. The results of this study also emphasize the importance of adapting resilience development programs to the cultural and social contexts in which students are located. Programs that are effective in one environment may need to be modified to suit the needs and characteristics of students in a different environment.

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