

The Most Contributing Factor on Indonesian Early Primary Students Resilience During Pandemic COVID-19

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The Most Contributing Factor on Indonesian Early Primary Students Resilience During Pandemic COVID-19

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ABSTRACT

Since the Indonesian government declared an emergency status for the pandemic in early March 2020, changes to the online learning system have occurred and are being implemented massively in Indonesia. The policy requires students to have the ability to survive (resilience) during changes in the learning process. Character values of the students are predicted to support the level of learning resilience. The purpose of this study was to analyze the effects of social support and religious factors on student learning resilience during the COVID-19 pandemic. The research method used was a quantitative approach. The survey technique was conducted on 330 primary school students in Ponorogo. Social support and religious factors that affect social resilience were measured by a questionnaire with an indicator created by Saja (2018). The results of the study showed that social support and religious factors through religious practices such as praying, thanking, and thinking positively in daily life during the pandemic contributed to the level of student learning resilience during the COVID-19 pandemic.

Keywords: Resilience; Early Primary School Students; Social Support, Religious, ACES.

1. INTRODUCTION AND LITERATURE CONTEXT

According to the Ministry of Education and Culture, the education process in Indonesia aims to instill the values of the Indonesian nation's character, including nationalism, integrity, independence, religion, and the value of cooperation in students. Demographically, the majority of Indonesia's population is currently dominated by early-primary students. It is predicted that in the next 20 years, these students will contribute to the progress of the nation through their respective professionalism. Therefore, it is very important to improve and maintain the quality of children's learning, especially during the pandemic.

Since the beginning of the COVID-19 pandemic in Indonesia in early March 2020, changes to the learning system have been made and are currently underway across the country. This is done by the government to maintain the quality of the nation's education. All system

components are involved, including students. Changes in learning situations and conditions suddenly cause students to have a resilient spirit and a high fighting mentality in the learning process which is much different from the previous one.

[1] stated that social support is one of the main factors contributing to the level of individual resilience because low social support is associated with mental health risks such as depression, anxiety, and suicidal ideation. According to [2], social support is significantly related to resilience through psychological and behavioral mechanisms such as feelings and motivation to behave in a healthy life. It is assumed that close relationships with others and a supportive environment have contributed to the development of positive emotions that are important for coping with stress. In addition, [3] mentioned that high social support, a sense of belonging, solidarity, and self-regulation of emotions can help turn an uncomfortable situation into a non-threatening situation. According to [4], resilience theory is necessary for the

period when individuals move to the adult phase of their lives. They need more social support from their friends and family. This is in line with the theory of social resilience which states that individuals are highly dependent on friends and family for support to overcome difficult times.

The term religiosity is often associated with open behavior. It establishes patterns of behavior and encourages open religious expression [5]. Thus, open rituals and practices are key elements in the construction of religion. Religion is generally associated with formal institutions such as mosques, churches, or temples. Personal beliefs are also part of religiosity, but even more is institutional beliefs [5]. Attendance at mosques or other places of worship is an open behavior that can easily be measured and equated with religiosity. Attendance at places of worship or prayer can also serve as a measure of social support [6]. Religion as an explanatory system has a positive relationship with social welfare. A research has shown positive effects of religious involvement on functional ability, health, and life satisfaction.

By paying attention to the importance of social resilience in improving one's welfare in various aspects, the relationship between individual social and religious support can be explained through this research. Resilience can be defined as a person's ability to recover from negative life events such as the loss of important people, severe illness, and some types of abuse and still be able to recover with a positive psychological condition [7]. Resilience is a dynamic process that may differ depending on the circumstances and stage of development that changes the individual's life by involving two main goals: namely to overcome and to rebuild. Thus, resilience is positively related to a person's mental health and well-being as it is suggested that individuals with high levels of resilience tend to have a lower risk for developing mental illnesses such as depression and anxiety [8].

[9] offers means of measuring the level of social resilience in individuals through several indicators including religiosity and social support factors. Therefore, this study aimed to further investigate the role of individual social support and religiosity on students' social resilience when experiencing difficulties during the COVID-19 pandemic.

2. METHODS

The research method used in this study was a quantitative approach. The sampling technique used in this research was purposive sampling that is the sample selected according to the criteria determined by the researcher. The population of this study was all students of early childhood (TK) and primary school (SD) who were registered to actively participate in learning at formal educational institutions in Ponorogo Regency.

The research sample who participated in this study were 330 kindergarten and primary school students. The data collection method was carried out by means of interviews and questionnaires and assisted by the ACES Indonesia Ambassador.

Furthermore, the instrument to measure the factors that influence children's resilience is [9] with indicators to measure social support factors, consisting of social cohesion, and social networks, and religiosity factors, which consist of local cultural beliefs/norms and religious beliefs/norms. Saja's instrument has 9 questions on a Likert scale of 0 -10 with a description of 0-3: Never, 4-6: Rarely, 7-8: Sometimes, 9-10: Always. To identify the correlation of resilience with social support and religiosity, ordinary least square and causality analysis was used because it used ordinal data types. The researchers have asked for consent from parents and participants with a total of 330 participants before data collection. In addition, the researchers also conveyed the research objectives to the respondents, then calculated and processed the data using STATA.

Econometric models:

$$NMRQ = \alpha + \beta_1 SC_1 + \beta_2 SN_2 + \beta_3 LCB_3 + \beta_4 RB_4 + e$$

SC : Social Cohesion

SN : Social Networks

LCB : Local Cultural Beliefs

RB : Religious Beliefs

Hypothesis:

Ho1: Social Support Factors have a significant positive influence on the level of student learning resilience during the COVID-19 pandemic

Ha1: The Social Support Factor does not have a significant positive effect on the level of student learning resilience during the COVID-19 pandemic

Ho2: Religious factors have a significant positive influence on the level of student learning resilience during the COVID-19 pandemic

Ha1: Religious factors do not have a significant positive effect on the level of student learning resilience during the COVID-19 pandemic.

3. RESULTS, DISCUSSION, AND CONCLUSION

Social support and student learning resilience have a significant positive relationship (Ho1 is accepted). This can be supported by the research conducted by [10] which showed that students with higher levels of social support from family members and friends had higher levels of resilience than those with lower levels of social support. In addition, the relationship between social support and resilience can be supported by

Bronfenbrenner's theory. A person's well-being is influenced by how the individual interacts and maintains good relationships with other people such as family members and neighbors. Therefore, social support can foster resilience in individuals because positive social support from others helps to inhibit individual psychological and behavioral stress responses [3]. For example, individuals with a supportive social support system are able to effectively deal with negative impacts such as stress and difficulties in life [11]. Therefore, high social support can affect a person's level of resilience because it is associated with active and positive coping mechanisms which in turn reduce the likelihood of engaging in one's negative behavior [3]. Examples of forms of social support for students in the Ponorogo, such as more gathering with family and playing with friends.

There is a significant positive relationship between religious aspects (religiosity) and student learning resilience (Ho₂ is accepted). This shows that religiosity affects student learning resilience and affects the physical and mental health of Indonesian children. This is supported by the research of [12] which found a significant correlation between increased religious activity and decreased stress and confirmed that the higher religious orientation of students led to a decrease in anxiety and depression. Examples of forms of student religiosity in the Ponorogo include being more frequent in the evening to participate in the Koran recitation community activities at the mosque around the house, and then, religious learning at home with parents.

Social support factors and religiosity (religion) have contributed to increasing social resilience for Indonesian students in creating a conducive learning environment during the COVID-19 pandemic. Therefore, it indicated that during the pandemic, our students were able to survive to keep learning and socializing through social support from family, peers, teachers, and other communities. Student resilience was also supported by social support provided by several Kindergarten and Primary School communities in Ponorogo.

The social and learning resilience of students was also strongly influenced by factors of religious practice carried out daily by Muslim students which turn out to lead to a healthy and positive lifestyle. For example, the ablution activities performed repeatedly before praying are in accordance with the established health protocols by the government to always wash hands to minimize the entry of the virus into the body. Praying attitude is able to develop the habit of optimistic thinking and positive thinking in students when struggling during this difficult time of pandemic.

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