

Resilience's Awareness Building Strategy in Early Childhood

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ABSTRACT

The city of Palu and its surroundings in 2018, experienced consecutive natural disasters, earthquakes, tsunamis to liquifaksi. Not yet fully recovered due to the disaster, the global pandemic Covid-19 hit the world, including Indonesia. This makes teachers do various ways or strategies in online learning (in network) and offline (off-network) to build awareness of resilience in early childhood in order to have the ability to deal with various stressful or dangerous situations. The method used is qualitative ethnographic research. Primary data collection is conducted through interviews and Focus Group Discussion (FGD) of a number of respondents. The determination of respondents is done by purposive sampling method or determined intentionally. Respondents consisted of the Principal, teachers, and parents of students. The interview was conducted with a structured questionnaire. Secondary data collection is done through literature studies related to similar research. The results showed that the resilience of children awakens from the awareness of parents and teachers to give children the opportunity to grow and develop, and explore abilities without demanding, dictating, forcing or suppressing children.

Keywords: Strategy, Awareness, Resilience, Early Childhood.

1. INTRODUCTION

Resilience has become a topic that has often been discussed in recent years, especially in dangerous, frightening, and even deeply traumatizing conditions and situations. Resilience is likened to having flexibility or resilience, the individual's ability to recover more quickly, rise from stressful, dangerous and life-threatening situations. Of course, it is very necessary for individuals who have resilience to be more adaptable from various increasingly complex problems.

It was not easy to survive in Palu City and its surroundings, after the devastating event towards the end of September 2018. The natural disasters of earthquakes, accompanied by tsunamis and liquefaction, caused a very frightening and sad experience for the people who experienced it first-hand; especially with the loss of the people they love the most. And property lost as a result of the natural disaster. For adults, this disaster is very heavy to bear the grief and loss felt. Especially for a child, the occurrence of a natural disaster that has never been felt and does not know what action to take, makes the child just stand still in his place. There are many cases of missing children from the eyes of

parents, because parents are so busy saving themselves that they forget to save their children from dangerous situations.

The fears and nightmares that must be experienced by a child after the natural disaster have not disappeared; the 2019 Coronavirus Disease (COVID-19) has begun to appear. COVID-19 is an infectious disease caused by acute respiratory syndrome coronavirus 2 (SARS CoV-2). The first known and identified case in December 2019 came from Wuhan, China. This disease has spread throughout the world and caused a continuous pandemic, including in Indonesia.

This disease continues to infect more victims and makes all activities online (in the network) and access to exit becomes very limited. This forces everyone to adapt to the new habit of staying in the house every day, week, even month until most people are very paranoid in responding to the changes that occur around them. A person's childhood experiences, in this case is a child, both positive and negative, will certainly affect his future, both physically and mentally. Resilience is a very dynamic process and continues to develop throughout a person's life span, so it's not just the result of bad experiences. Hughes, et al. [1]; Liming & Grube

[2] states that some childhood experiences or shared events increase the risk of poor physical and mental health outcomes, and the effects are cumulative.

Resilience is an individual's ability to survive and adapt, as well as the capacity of a human being to face and solve problems after experiencing suffering [3]. Meanwhile, Luthar states resilience as a form of dynamic process that includes positive adaptation in the context of difficult situations, containing significant dangers and obstacles [4]. Characterized resilience as the ability to recover from adversity [5].

Resilience as a collection of attributes that exist in an individual with the strength and fortitude to face the great obstacles that bind his life [6]. The concept of resilience is defined as an important parenting process if we are going to prepare our children for success in all areas of their future life [7]. Given these beliefs, all of our interactions with children should be used as a principle to strengthen their ability to be resilient and able to meet life's challenges with confidence, purpose, and empathy. Resilience is a dynamic process that involves the role of various individual and social or environmental factors, which reflect a person's strength and resilience to rise from negative emotional experiences when facing difficult situations that are stressful or contain obstacles significant [8].

After understanding the concept of resilience from the views of several experts, then several aspects that can be built or formed by adults (parents and teachers) are explained to children. There are six aspects of child resilience [9].

- a. **Basic Security.** Safety is a simple strategy applied with persistence and consistency that can strengthen a child's sense of security. This is in accordance with Maslow's opinion; one of the human needs is to get a sense of security from all dangerous conditions, protection, social and economic stability, and to create life in an orderly and comfortable order. Other human needs are physiological, the need for oxygen, water, food; loved and loved, had friends; being appreciated, getting respect from others, attention, pride, power; independence, competence in certain fields, achievement of success, and freedom; as well as self-actualization, the ability to face various and new challenges.
- b. **Education.** The role of educators in building children's resilience through educational aspects is an open-minded approach to families with different cultural backgrounds. They will represent the

dominant areas that will inform good practice. The role of educators helps children develop curiosity about themselves and their environment. Educators have a role to carry out continuous communication for the benefit of children's achievements. No matter how small the achievements they get, educators help encourage their curiosity to want to keep trying and try to carry out an order correctly and correctly. Educators try to find ways to celebrate children's achievements, such as giving asterisks to children who can complete assignments on time and so on.

- c. **Friendship.** Friendship allows children to learn social skills, interact with fellow friends, such as competing and working together. In this way, children socialize with each other. Children's resilience is associated with having positive friendships and good friendships.
- d. **Interests and Talents.** Self-esteem is a major part of the basic building of child resilience. Children with high self-esteem have realistic ideas that they can demonstrate as a result of their efforts. Children who have low self-esteem are more likely to fail. They see failure as a result of a lack of ability or intelligence so that they look helpless and hopeless. Encouraging children's interests and talents can help increase children's resilience. A child who has natural talent must be nurtured. In addition, more importantly, children must learn about the value of talent. A child who has an interest, needs to get support from parents, educators, and the community.
- e. **Positive Value.** The positive value domain is one of the important aspects in children's resilience, especially children who have the capacity to help, care, and be responsible for their friends. An important part of positive values is prosocial behavior by taking actions towards others that are not based on expectations of rewards, including helping friends, comforting others in distress, and sharing with others.
- f. **Social Competence.** Social competence is closely related to children's resilience. Social competence is the ability of children to have and use their abilities to integrate thoughts, feelings, and behaviours to achieve social tasks and the results are valued in the context of many people and cultures.

There are six aspects of resilience [10]:

Table 1. Aspects, Components, and Indicators of Child Resilience

Aspects	Components	Indicators
1. Basic Security	a. Build attachment with children	1) Build attachment with children
		2) Giving explanation and understanding to children when separated from other people
		3) Encourage children not to be afraid of guests

	b. Keeping children safe	4) Encouraging children to know more about the problem	
		1) Encourage parents to supervise children	
		2) Ensure child safety	
		3) Provide support to children when they are under pressure	
		4) Give children the opportunity to play, but the safety is controlled	
		5) Facilitate children to tell stories about events at home to reduce pressure or stress	
		6) Creating child comfort and reducing pressure on children	
	c. Cultivating a spirit of togetherness	7) Encourages children to be calmer	
		1) Encouraging children	
	d. Respect for others	2) Carry out fun activities together	
1) Encourage children to respect others			
2. Education	a. Encouraging children to play	2) Encourage children to arrange lines and follow orders	
		1) Giving children the freedom to play	
	b. Explore children's knowledge and understanding through language	2) Encourage children to be active in sports	
		1) Introducing the understanding and use of language through speaking	
		2) Explore children's knowledge through storytelling	
	c. Providing facilities for children to excel	3) Explore children's knowledge through asking questions	
		1) Encouraging children's achievement	
	d. Gives access to see the outside environment	2) Provide learning facilities	
		1) Give children the opportunity to watch TV	
		2) Give children the opportunity to go for a walk	
		3) Encourage children's curiosity	
		4) Encourage familiarity with books	
		5) Encourage fathers to accompany children	
	e. Encouraging children to concentrate on carrying out tasks	6) Facilitate children to get to know the environment	
		1) Encouraging children to carry out tasks	
		2) Encourage children to help parents	
	3. Friendship	a. Facilitating children to make friends	3) Encourage children to concentrate for some time
			1) Build a good relationship between children
2) Facilitate friendship development			
3) Encourage children to make friends			
b. Encouraging children to be friends		4) Encourage children to get to know their friends	
		1) Helping children's understanding of friendship	
		2) Encourage children to think about the importance of playing with friends	
c. Intervening in things that hinder a child's friendship		1) Intervene directly at the source of the conflict	
4. Interests and Talents		a. Encourage children to explore their interests and talents	1) Encourage children to explore their interests and talents
			2) Introducing children's interests and talents
			3) Cultivate children's interests and talents
		b. Facilitating children's interests and talents	1) Facilitating children's interests and talents
	2) Facilitate children's spontaneity to be more focused		
	c. Encourage children's imagination	1) Build children's imagination	
		2) Encourage children to role play	
	5. Positive Values	a. Helping children recognize their emotions	1) Helping children recognize their emotions
			2) Encourage children to get to know their friends' emotions better through playing
3) Showing an emotional face			
b. Encouraging children to behave prosocially		1) Encouraging children to show the ability to behave prosocially	
		2) Encourage children to show consolation	
c. Encouraging children to be responsible		1) Provide clear rules	
		2) Encouraging children to carry out their duties and be responsible	

		3) Encourage children to apologize
	d. Encouraging children to help friends	1) Encourage children to help friends 2) Encourage children to share
	e. Encouraging children to love and respect each other	1) Encourage to love each other 2) Encourage children to respect friends
6. Social Competence	a. Encouraging children to be confident	1) Awaken children's self-motivation 2) Build children's self-confidence
	b. Encouraging children's autonomy	1) Encouraging children to be able to make their own choices
	c. Encouraging children to control themselves	1) Encourage children to control themselves
	d. Encourage children to pay attention to others	1) Encourage children to pay attention to the speaker 2) Encourage children to help others

Based on the description of resilience and the aspects that have been described, it can be understood that it is very important to prepare children's resilience from an early age by parents in the home environment or jointly by early childhood teachers in schools. Cooperation between parents and teachers will create students who have resilient personalities, are able to face various challenges and trials of life so that they remain strong, tough, have endurance, and are able to manage themselves from difficult pressures.

2. RESEARCH METHODS

The method used is ethnographic qualitative research. Primary data collection was carried out through interviews and Focus Group Discussions (FGD) with a number of respondents, namely parents of children and early childhood teachers. Determination of respondents is done by purposive sampling method or determined intentionally. Respondents consisted of principals, teachers, and children's parents. This research was conducted at Raudhatul Athfal (RA) Al Ikhlas Birobuli Palu. Interviews were conducted using a structured questionnaire. Secondary data collection is done through literature studies related to similar research.

3. DISCUSSION

This research was conducted with FGD (Forum Group Discussion) and continued in depth with structured interviews with 5 parents, the principal, and 4 teachers of RA Al Ikhlas Birobuli Palu. Before starting the FGD, the moderator explained the objectives of the FGD meeting, including: 1) To find out how far the efforts made by parents and teachers in building children's resilience; and 2) To describe the strategies used by parents and teachers in building children's resilience. The following is a description of the results of the FGD with parents, as follows:

3.1 Basic Security

In this aspect, the moderator explained that there are four components in basic security, namely: a) Building attachment with children; b) Keeping children safe; c) Generating a spirit of togetherness; and d) Respect for others. Parents are asked to express their opinion or efforts that have been or are being made in building awareness of their child's resilience. Among the two components above, the discussion that is quite seriously addressed is maintaining the safety of children and respecting others. Of the 12 parents, there are 9 parents who feel that the part of keeping children safe is very protective, especially since there is a lot of information about kidnappings or violence or sexual crimes. This causes parents to become easily stressed and depressed, because it limits the association of children to play in the house. Moreover, most of the parents who are in RA Al Ikhlas Birobuli work outside the home, so children are often entrusted to their grandparents or relatives. Meanwhile, the other 3 parents are still worried about the safety of their children when they are out of reach of their eyes, but due to physical limitations and conditions as an ordinary human being, the thing that can be done as a human of faith is to return it to the Creator, the Most Protector, and the Guardian.

In addition, respecting others is a challenge and a duty for parents to re-correct the care and treatment that is always shown to their children. Since online school activities during the global pandemic have made it easy for children to be influenced by various shows from gadgets they see and hear. Meanwhile, parents are rarely able to accompany or explain the positive and negative impacts of the shows that their children have seen. Almost all parents agree that the issue of respecting other people is a common challenge, because influences from outside the environment are big for parents to deal with. Two other components are interesting to be discussed by parents, related to building attachment with children and raising the spirit of togetherness. Every family or married couple with a child or more than 1 child, of course, has distinctive characteristics

and styles in interactions, views, attitudes, choices and decisions chosen. Likewise, with these 5 families, building attachment with children is a special moment that makes the relationship closer and closer or even separates from their parents. However, it was mutually agreed by the parents that they hugged their children more, accompanied them to play, heard them tell stories, even though they were mostly neglected by various activities, children could understand what their parents were doing. Likewise, the component of raising the spirit of togetherness becomes a small tradition in the family that is built to further familiarize the relationship between a married couple and their child (either an only child or more than 1 child). Activities that are usually done together are recreation to the beach every Sunday morning, walking around the complex or riding bicycles together, morning exercise to the Mayor's Square or to the mall or watching movies together.

3.2 Education

This aspect of education is the next topic to be discussed with parents. There are five components in this aspect of education, namely: a) Encouraging children to play; b) Explore children's knowledge and understanding through language; c) Providing facilities for children to excel; d) Provide access to the outside environment; and e) Encouraging children to concentrate on carrying out tasks. Parents also gave their opinions regarding the educational aspect, in terms of encouraging children to play, all agreed to give children space, time, and freedom to play, although they were limited to spending more time playing at home. Sometimes parents also give clear and firm boundaries or rules for their children who play outside the house, must follow things to follow or avoid when meeting strangers.

The second component is enough to make parents experience difficulties, due to time constraints and physical conditions that are already exhausted after work, so the opportunity to gather with children listen to children tell stories or help children learn to write, read or speak only in a very limited time. Sometimes there are children who ask for time to tell stories, they can still be fulfilled one or two times every night, but more often they are not fulfilled. In addition, it is rare for parents to explore children's questions with more in-depth discussions according to their interests or interests so that children become less motivated to speak more critically. The efforts made to all parents in the third component are their best hope to fulfill their prayers to have children who are intelligent, knowledgeable and have pious and pious children who are able to pray for their parents by memorizing prayers and surahs learned while at school with Islamic nuances, namely at Raudhatul Athfal (RA). Likewise, all the facilities needed by their children at school or the challenges of

participating in various competitions that hone their children's abilities to excel, trying to be fulfilled by parents, such as needs in the form of contributions or goods according to children's activities, such as memorizing prayers and several short surahs, regularly and consistently doing the Duha prayer, also taught Tahajud prayer, as well as other positive activities. However, it is acknowledged that some parents are in the process of fulfilling this component, especially with the sudden addition of contributions; sometimes the payment or financing needed becomes constrained. It takes time to fulfill all the necessities of life which are quite limited as well.

The fourth component is a challenge for parents to provide, because of the prevalence of kidnappings as well as violence and sexual crimes against children, such as a pedophile, so access to the outside environment is limited if parents do not accompany or accompany children to see outside the home environment. However, access to see the outside environment is still given as much as possible from parental time to enjoy family togetherness, especially a father who rarely gathers and plays with his child. Although it is still rare to encourage children to explore play facilities in parks or malls without parental supervision and assistance. In addition, it is acknowledged that parents rarely access the Regional Library environment, due to the wrong time, lack of interest in reading books, causing children to be less interested in books or willing to read and take the time to read. So if you look at children's time with books, it is very limited, it is different when children watch TV. Children really enjoy their time in front of the TV compared to reading books, even though they have bought picture story books that may have been opened and read many times, but the choice of books does not increase so that children are bored.

The last component is encouraging children to concentrate on their assignments, which becomes a challenge in itself as an effort to teach children to be independent and disciplined. However, habits from an early age that are applied to children will help children to be more skilled and not spoiled; this is recognized and justified by 2 children's parents. Parents provide opportunities for children to do tasks that can be mastered or can be done gradually. Eat and drink alone, although still scattered in the mouth and the dining table. Putting on the shirt or pants/skirt and taking off the shirt or pants/skirt, even though it takes a long time to complete. For this component, extra patience and fortitude are needed, from the opinion of parents who have been active and very independent since their two-year-old child, want to do it themselves and are very happy when they manage to eat, even though some of what goes into their mouths is small. Meanwhile, 3 parents of children provide opportunities for children, but do not have enough time to wait for children to

complete their tasks so often parents take over immediately, even the parents admit that seeing a dirty house always becomes very emotional.

3.3 Friendship

The friendship aspect is the third aspect with three components being discussed, namely: a) Facilitating children to make friends; b) Encourage children to make friends; and c) Intervening in things that hinder children's friendship. This section becomes a fun topic to discuss with parents so that most parents immediately respond with their respective opinions. Every parent is happy when their child is easy to get along with and friendly with other peers, then they can play together, see their child and friends can laugh and run after each other in the school yard or on the terrace of the house. It is very pleasing to parents when their children meet friends who are friendly, smiley, have good manners and are very challenging when they meet children who are very aggressive, speak harshly and curtly, make other children spontaneously avoid or keep a safe distance. It is not easy to explain children not to avoid meeting with friends who are different from those that make them feel comfortable and safe, but children also have to get used to dealing with various characters of people who are not usually encountered and children must learn to deal with it by imitating or imitating attitudes from his own parents.

The experience of these parents is explained with leniency, because being a role model for their own children is a very difficult task. When experiencing obstacles or obstacles in socializing, parents try to find out the extent of the problems that arise due to the commotion that occurs, shouting, hitting or crying hysterically, because they are pushed or disturbed while playing. It is not easy to be fair and objective, but children must learn to admit they are wrong when they do wrong and say right when they do good. In addition, it is a form of facilitating children's association, usually parents make children's favorite cakes, prepare a set of toys to be played together, even accompany and accompany playing together, although they rarely spend time with their children and their peers, parents still choose their children to play with their friends instead of playing with their friends spends time playing online games.

3.4 Interests and Talents

The next aspect is interests and talents, with three components, namely: a) Encouraging children to explore their interests and talents; b) Facilitating children's interests and talents; and c) Encourage children's imagination. This component is very interesting for parents, because finding the child's strengths or strengths is always a surprising and fun

moment. One of the opportunities to explore their children's interests and talents is to include children in coloring or drawing competitions, dancing competitions, singing competitions, poetry competitions, Quran memorization competitions, which are usually held every semester per year, so that all the best potential of each child can be channeled early.

In addition, facilitating children's interests and talents by meeting needs according to the activities that are currently being occupied by children, although not all of them must be fulfilled completely, but some can be fulfilled as a moment of parental involvement or participation in supporting children's interests and talents. Components encourage children's imagination, always a challenging moment for parents to understand the child's world. Sometimes parents are confused by the attitude of children who talk to themselves, as if there are friends or interlocutors. When children ask their parents to engage in their role play, it turns out that there are parents who are quite embarrassed or uncomfortable being asked to act strangely according to the child's request. For example, asked to be a horse or use a broom as an airplane and circle around the whole house. As a result of the child's request not being fulfilled, the child becomes sad and sullen so that the relationship between parent and child becomes tenuous. Some parents can still follow and play the role according to the character played so that the relationship between children and parents becomes more intimate. Sometimes children even become easy to hear or follow parental requests, because they feel that parents understand the child's world.

3.5 Positive Value

The fifth aspect is positive value with the following five components: a) Helping children recognize their emotions; b) Encouraging children to behave prosocially; c) Encouraging children to be responsible; d) Encourage children to help friends; and e) Encouraging children to love and respect each other's friends. The moderator welcomes parents back to express their opinions and experiences in interacting with their children, related to the first component is helping children recognize their emotions. It becomes quite a challenge when parents are not able to control themselves and have not even positioned themselves properly when interacting with other people. One parent said that his partner was easily provoked by emotions so that problems could not be resolved properly. In fact, children are asked not to get angry easily, such as speaking in a loud tone, a loud voice to shouting. Some parents find it difficult to translate their child's volatile emotions, so sometimes it takes longer to persuade children to say what they feel. Children learn from their parents so that recognizing emotions becomes a meaningful experience for children and parents. Usually

parents see the situation and conditions that occur at that time, then explain the emotions felt at that time, and then name the emotions. But some parents rarely do this so that children are easily confused by the feelings that arise in their hearts. The importance of this makes parents become more attentive to immediately help children recognize their emotions.

The second component is encouraging children to behave prosocially and the fourth component is encouraging children to help friends, having similar answers from parents, requires cooperation from parents, because children imitate and imitate social behavior. Parents' habits in interacting with neighbors around the house show concern and care. It is very easy to help and help with family difficulties, it can be seen that the activity of sharing used goods that are suitable for use or children are involved in making donations to mosque boxes or donation boxes at malls, or sharing food for breaking the fast during the month of Ramadan and asking children to accompany them to bring food for iftar that makes children happy, because breaking the fast with a gift from his parents to eat with the residents. Guidance from these parents will make it easy for children to share toys or food with friends without coercion.

Encouraging children to be responsible is the third component that makes parents often does not have the heart to remind them to do it again, because they think the child is still small. If the parents can take care of it, it's better for the parents. Some parents feel that such a small child cannot be given the responsibility. For example, a collection of children's toys scattered too much after being removed from the toy box, after not being played again, the child chose to play outside the house. Children are very easy to unpack everything at home, but are not taught how to reorganize the items that have been taken or returned to their original place. One of them is still a child who throws garbage anywhere. Even though they have been reminded how to dispose of them in the provided place, they still have to be reminded so that positive reinforcement is needed, in the form of praise if the child is consistent with the good behavior that has been maintained. The last component is to encourage children to love each other and respect friends as a component that is agreed upon by parents to their children. If you want to be loved by others, then the child must first love himself so that he can feel how happy it is to be loved and then it is easier to love others. Other. Likewise, when the child wants to be appreciated by others, the child must respect himself so that the child becomes more aware of the feeling of being valued and can then do the same to others. Back to the exemplary attitude of parents too. If children see their parents scolding and pointing at other people in front of their children, then the children will imitate the same thing in different situations. Parents agree that

parental actions are always a reference for children in their behavior and relationships with others.

3.6 Social Competence

The last aspect is social competence with the following four components: a) Encouraging children to be confident; b) Encouraging children's autonomy; c) Encourage children to control themselves; and d) Encourage children to pay attention to others. This component that encourages children to be confident, has quite difficult challenges for parents, but it is very interesting to understand that their children's abilities continue to grow and develop, so they cannot force or pressure children to be the best version of their parents. For example, parents hope that their children will dare to appear in front of the class reading prayers for parents, but their children don't want to, even though they are repeatedly persuaded. So the challenge for most parents to make children confident is still difficult, so other positive reinforcement is needed that will give a stronger sense of self-confidence. Even though the child is not ready, parents still believe that there is time for the child to appear in front of the class. Some parents still praise their children's efforts to overcome nervousness, but are willing to learn more, even though they still try again and again.

The next component is to encourage children's autonomy, making parents amused or shaking their heads. When he realizes that his child already has his own desires, then decides the choice he likes, even though it is against the choice of his parents. For example, choosing their favorite clothes to wear every day, even though the new clothes provided are already available, the child is still looking for his favorite clothes to wear again. The component of encouraging children to control themselves is a fairly difficult task for parents, because most of them still have difficulty controlling their children's wishes and desires which are immediately asked to be fulfilled. For example, when walking to a shop, seeing a lot of toys on display or selling their favorite food, usually children immediately take or ask while pointing and will not move if they haven't been bought. Even though there are children who understand after being explained by their parents, they still have to practice self-control. The last component is to encourage children to pay attention to others, a task that is quite difficult for parents too, because children are easily discouraged if they are not cared for. This is a challenge for some parents to make their children aware that apart from the child being at home, the child may be the center of attention of parents and family, but when the child is out of the house, there are other children who must be cared for and the child can learn to share the care and concern. . Although it is not easy to implement, parents still try to teach the best

attitude in treating others so that their good behavior can be imitated.

Based on the results of discussions in FGDs with parents, it can be seen that the efforts made by parents in building resilience are sufficient to show their seriousness in developing and growing various indicators that shape resilience in children. This of course makes parents realize that they must prepare their children with basic attitudes and life skills early to become strong individuals to face the future. Although

Table 2. Results of Principal and Teacher FGD Discussions

some still feel that children are not ready to be allowed to do something without being given help by their parents.

Furthermore, the results of the FGD meeting with the Principal and 4 Teachers are described in the following table:

Aspect of Resilience	Description of the Head of School	Teacher Description
Basic Security	The commitment of the RA school is to ensure the safety, comfort and safety of children while at school. Every semester, evaluation and improvement of security facilities are always carried out. In addition, building close relationships with children is the main key for children to feel comfortable at school and with their teachers. School activities are also carried out together, such as group gymnastics, morning walks around the housing complex which is close to the school environment. Each child has a uniqueness that makes the child asked to also respect the teacher and other friends more.	Ensure that parents or guardians of students are trusted to drop off and pick up children at school. The teacher waits according to the agreed time so that the child remains in the protection and care of the teacher. Fun activities are carried out together, such as having breakfast together every Saturday, every morning the Dhuha prayer, brushing teeth, gardening, pilgrimage rituals, gardening activities, and others. Each child has advantages and is given the same opportunity to appear in front of the class, such as leading the line during the ceremony, leading the reading of prayers or singing poetry.
Education	The facilities for outdoor (outdoor) and indoor (indoor) games are adequate. Every semester, they are updated or repaired if there is damage and it is ensured that they do not pose a danger when children play. In addition, teachers have been instructed so that more opportunities are given to children to be more active in language, such as speaking, telling stories, and asking questions (answering when asked by teachers or friends). During out-of-school activities, the preparation of the school and teachers is more extra careful, in order to fulfill the objectives of the activity.	Each child is given the opportunity to explore various forms of toys in the school, both outside and inside the classroom, such as puzzles, blocks, dolls, and others. In every storytelling activity, children are given the opportunity to ask questions and speak so that children become more accustomed to conveying their ideas. In addition, the school has a mini library and a reading corner, so children can read their favorite picture books. Children are also given the opportunity to do the assignments given by the teacher according to the child's abilities.
Friendship	School is a second home for children to get to know the environment outside the home, so it is very important to keep children comfortable and help children get to know other peers. The approach that is usually done while playing with various toys, invites each child to get acquainted with each other. If there is a conflict, the school will bridge the meeting between parents and the school committee.	The teacher's job is to provide comfort, care, attention, and help each child to introduce each other to their peers who are next to their right and left seats. If there is a shy child, other friends invite them to play together while mentioning their preferred nickname. If there is a commotion among the children, the teacher helps to intervene and find out the problems that occur, then reconcile them together. Usually it can be resolved without involving the parents, but parents are still notified when a conflict occurs and it has been resolved.
Interest and talent	Before the pandemic, there were many activities to develop children's interests and talents. Currently, what is usually done is still the same, such as coloring and drawing. Children's interests and talents are varied, such as dancing, poetry, singing, and hopefully the school's creativity program will be carried out later.	Each child is led to show his potential in front of the class. When the children take turns performing, then all the children give appreciation which makes the children more excited. The facilities needed are available when children want to dance, there are dancing costumes and all the knick-knacks, when children sing there are sound system equipment and

		musical organs that are suitable for playing.
Positive Value	Every time a child arrives at school, it is certain that there is a teacher in front of the fence or in front of the class welcoming the child. Schools and teachers make sure to be a model in good relations so that children can learn to work together with other friends. Each child is labeled with other positive words and sentences so that the child sees his personality better. Children are taught to be responsible, although it is not easy, they must be more patient and are often reminded, when playing, dismantle blocks, then they are not tidied up again.	Each child has a different dominant emotional character. There are those who cry easily, just to be teased, or children who like to call the teacher and want to stick to it, are very spoiled. There are also children who are difficult to manage, have difficulty listening to the teacher talk in class, always want to play. It takes patience, fortitude in dealing with each child's different character, even though it looks difficult, sometimes the teacher also misses all the excitement and commotion with the children. Each child is taught to be responsible, such as rearranging stationery, eating utensils back in the bag or at the counter for each child. Also trained to enjoy sharing food and toys that are being played. When fighting, children are trained to forgive each other and then make peace together.
Social Competence	Many activities encourage children to be more confident, support children's autonomy, including teaching children to control themselves while playing, don't be too tired and can refrain from hitting, hurting their friends, because your friends are like parts of your body, if you are hurt, your body will also hurt.	During online activities, several times the task given is for children to appear making videos with activities they like, such as if they like singing or dancing, poetry, memorizing the Qur'an, then the child records the video and sends it to the teacher. Or during a class meeting together, each child can be a leader in each activity.
<u>(Source: Results of FGD with Principals and Teachers, 2021)</u>		

Based on the results of discussions in FGDs with principals and teachers, most aspects of resilience have been developed in schools, although there are still many strategies to build resilience that are still being considered, related to security issues, limited funds, time and resources for classroom teachers that still need to be added so that all children can be given maximum attention.

Based on the description that has been discussed in more depth, resilience is a necessity to be developed from an early age by adults who are around children. The adults in question are parents, grandparents, uncles and aunts, teachers, and neighbours. The synergistic process of the environment around children is needed in building children's resilience and cannot stand alone. It is important that parents have introduced their children to a large family environment so that they do not become strangers in their own family. Meanwhile, the environment around the house with neighbours can also be a support system needed to build the strength and awareness of children's resilience.

Intense, touching, memorable interactions between parents and other adults in dealing with resilient children will have a significant positive impact on the

child's developmental journey in various aspects of subsequent life, both in adolescence, adulthood to old age. After the family environment and the environment around the house, it is also important to understand the school environment as an educational institution that strengthens awareness of children's resilience. Education for children must go beyond *calistung* (read and write arithmetic), in which the ability to analyse and select information from various sources must be developed, dare to face uncertainty with confidence, the ability to solve problems, to live various values, to develop a spirit of togetherness, to develop creativity, and most importantly to live, and to develop a spirit of discovery [11].

If a child gets positive treatment, he or she will grow up to be positive, and vice versa. Therefore, caring and loving interaction between children and parents is a necessity. Research has shown that if children get enough affectionate touch and eye contact during the first three years of life when their brains regulate independence, their emotional development will be stunted. Love is proving to be one of the most effective tools for relieving children's stress [12].

The positive treatment that children receive while in parental care will be an experience that affects children in interacting with other people. The parental knowledge about good parenting is very important for child development. Parents have a very important role in realizing quality human resources. This is the role of family environment as a determinant in preparing children in the future [13].

In addition, the need to build children's character through real activities and games. Furthermore, it is explained that a character means having positive qualities such as caring, fair, honest, respectful of others and responsible. Building strong character traits is not easy; it takes a lot of courage, and a lifetime of hard work [14]. There are several things that need to be considered by parents to build resilience or tough attitudes in early childhood, as follows: 1) Be an example for children; 2) Building mutually supportive relationships between parents and children; 3) Give children the opportunity to develop a sense of responsibility; 4) Help children control their emotions; 5) Give children the opportunity to face challenges; 6) Praise your child for the efforts he made when he failed.

Furthermore, the author adds the fundamental role and the most important values that parents have in understanding the world of their children, as follows:

- a. Be grateful for the presence of children in the lives of parents.
- b. Acceptance and acknowledgment of parents for all the advantages and disadvantages of their children,
- c. Parents are not just parents, but can be the closest friends of children.
- d. Be a role model for children;
- e. Enjoying the world of children without being forced to understand the world of adults;
- f. Build communication by really listening to the child's voice;
- g. Believe in the ability of children who continue to grow and develop;
- h. Forgive and then learn to open the heart;
- i. Abundantly affection, love, and attention; as well as
- j. Parents and children both learn from each other, make mistakes or fail, learn again, and continue to improve them.

After understanding the role that parents can play, here are some strategies that can be considered in building awareness of early childhood resilience, as follows:

- a. Doing camping/camping activities;
- b. Doing hiking or climbing mountains;
- c. Doing gardening activities or exploring in the forest;
- d. Playing the role of drama between parents and children;
- e. Parents share stories of childhood or youth experiences with their children;

- f. Children are asked to write a diary or share stories in a book;
- g. Read story books or heroic figures;
- h. Watch movies that have a lot of moral messages in life;
- i. Sharing food, clothing, or items that are suitable for use, and taking children to orphanages or meeting people in need;
- j. Read the story of a character and then imitate the positive character of the character;
- k. Write motivational quotes or words that inspire you in difficult times;
- l. Listen to the experiences of people who inspire;
- m. Children are taught various basic skills (life skills) to survive;
- n. Children are trained to swim (able to control themselves while in the water);
- o. Children are trained to ride (able to control themselves when riding a horse);
- p. Children are trained in archery (skills to protect themselves);
- q. Children are trained in silat movements (to protect themselves);
- r. Children are trained to exercise regularly;
- s. Children are taught to take care of the animals they like;
- t. Children are taught to care for plants or fruit trees.

There are many more strategic options that can build resilience awareness in early childhood. Some of these activities are adjusted to the child's age, interests or interests, preferences, and resources owned by parents to explore the child's abilities or potential and can be carried out with the family. In addition, the main task that needs to be considered by parents or other adults is to prepare children with a number of provisions and self-skills to face the world outside the home (which usually makes children feel safe and comfortable, so children are accustomed to be more prepared and responsive to conditions that arise). Different from those that is lived at home. Life challenges that are increasingly complex and difficult in the future are very unpredictable or unpredictable for a child to undergo. Preparation to make children tough or strong mentally and physically can be started early so that they are formed by both various aspects and dominant resilience (such as basic security, education, friendship, interests and talents, positive values, and social competence) that will make children a resilient person.

4. CONCLUSIONS AND SUGGESTIONS

Based on the research objectives by holding FGD meetings between parents, principals and teachers, it can be concluded as follows: The first objective is to find out the extent of the efforts made by parents and teachers in building children's resilience. Several efforts have been made mostly by parents, although it requires

cooperation between partners to be able to synergize and work together in decision making. The second objective is to describe the strategies used by parents and teachers in building children's resilience. The strategy carried out is in the form of activities in general by inviting or accompanying in various activities, an intensive approach is still needed in the form of assistance in the process of exploring or fulfilling children's curiosity.

The most important point in all processes that are sought to build resilience by parents at home or teachers at school is the awareness of parents and teachers to give children the opportunity to grow and develop, and explore abilities without demanding, dictating, forcing or suppressing children.

AUTHORS' CONTRIBUTIONS

Shofiyanti Nur Zuama had the initial idea to design this study and assisted by Bambang Sumardjoko, Harsono, and Ahmad Muhibbin to completing this study. We jointly designed a research instrument in the form of an observation sheet, a list of questions for structured interviews, and a questionnaire for questions for semi-structured interviews. We are also always involved in collecting data, analyzing data, and writing this article. Shofiyanti Nur Zuama is responsible for the correspondence of this article with the journal. Bambang Sumardjoko, Harsono, and Ahmad Muhibbin read and proofreads the article. However, Shofiyanti Nur Zuama is entirely responsible for everything related to this article.

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