

Educational Technology Resilience in Building Character in Elementary School Teacher Education Study Program in the 21st Century

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Abstract

The existence of the world of education cannot be separated from the word technology which leads to how education can survive well through technology in the world of education. One of the important agendas is how education can foster resilience to the swift currents of globalization which have an impact on every educator and student in the educational environment. Answering this challenge, the researcher focuses on strengthening character values that are continuously instilled in students so that students no longer do things that are contrary to the character values themselves. The problem in the world of education today is that there is still a drastic decline in character values in the elementary school environment which should not have happened. so in terms of education in the era of the 21st Century, it is necessary for prospective teachers in elementary schools to be prepared to answer challenges in the future. This research was conducted to reflect for readers how important education is for everyone who will live in the future with various kinds of challenges that will be faced later. Furthermore, in this study using a library research method by collecting previous research in outlining the results based on predetermined stages. The hope of this research is that with the resilience of educational technology in the 21st Century era, every educator is able to apply character, religious, social, and cultural values to each student according to the philosophy of the Indonesian nation.

Keywords

Resilience, Technology; Education; 21st Century



I. Introduction

Existence globalization cannot be avoided as a global process, all parts of the world appear to be one, transparent and interdependent on global life. Globalization is marked by the rapid development of information and communication technology, and affects everyone in aspects of national life, such as ideology, politics, economy, socio-culture, as well as national defense and security, including Indonesia. For the Indonesian people, the impact of globalization brings universal values (individualism, hedonism, and liberalism) which undermines national values (cooperation, tolerance, and politeness) and society, especially students (Gillan, 2020). The actual state of deviant behavior among young people is now widespread, where the atmosphere of globalization has an impact on young people who tend to be less interested in activities related to patriotism and nationalism (Moskos & Burk, 2019). On the other hand, young people are more interested in lifestyles that come from western culture, both in diet and clothing (Wahdani & Abi Aufa, 2021). Fights among students, drug abuse, and the proliferation of free sex activities show that the value of national understanding, especially among students, begins to disappear, which is very ironic when a country that has Pancasila philosophical values (Goh & Kananatu,

2020). What a roletechnology is very prominent in supporting reform efforts. The government and society have recognized that the function and role of technology is indispensable in the world of education. The impact of technology on modern society is forcing it to begin with an educational climate, so that learning activities must be balanced and in harmony with the needs, aspirations, and norms of society.

Although technology has an important role in educational activities, especially during difficult times such as a pandemic, which has a tremendous impact on the scope of education. The estuary of globalization, which is synonymous with "modernization", shows changes in all aspects of life. Change follows the rapid advancement of technology, where technology is one of the most attractive propositions for everyone today and is a renewal process that covers all aspects of life by using technology as the main vehicle (Wu, 2021). As the main media, technology plays an important role in all developments, including in the field of education. The implementation of education is designed so that humans can according to their abilities, when educators must be able to understand the reality of their opportunities and ideals and educators must know how to bring about the desired changes. So that education has an important role in the progress of the nation and state, both developed and developing countries. The development and progress of a country can be seen from how education is able to form quality human resources (Shaturaev, 2020).

When science and technology are developing very rapidly, the learning process is no longer monopolized by the presence of educators in the classroom. Students can learn anywhere and anytime to access knowledge. A learning designer is required to be able to design learning by utilizing various types of media and appropriate learning resources so that the learning process takes place in a fun, effective, and efficient manner as a form and effort in the pattern of educational resilience (Chen & Wu, 2020). In the current era of globalization, students are more familiar with technology, especially smartphones and on the other hand, a fair attitude from both educators and society in general is needed, which shows the identity and character of educators as professionals and educative members of society (Nicolaou, 2021).The learning process becomes more familiar when students use smartphones using search engines (Google Chrome, Mozilla, Opera and other web browsers) or use Android-based learning applications that are easily available through the Play Store and App Store. This technology allows students to be happier and more knowledgeable about learning through online learning applications than learning in a regular classroom (Tekinner et al, 2021). So that the above phenomenon is to see whether there is a big influence in the world of education with the existence of technology that is developing massively. How is the state of resilience in the world of education in the midst of the swift currents of globalization and technology on character values. Why should character values and national insight be maintained at a time when globalization and technology are developing massively.

II. Research Methods

In this research method, the researcher uses a literature study approach by collecting as much data from previous research as possible in order to describe the research results that will be revealed in the results and discussion section. According to (Kammer et al, 2020) Literature study is a studies used in collecting information and data with the help of various materials available in the library such as documents, books, magazines, journals, and historical stories. The stages of this literature study research method can be seen in the following figure.



Figure 1. Research Stages in Literature Studies

III. Results and Discussion

3.1 Results

a. The Role of Parents in Educational Resilience

The character of resilience is needed by everyone in dealing with conditions of changes that continue to develop rapidly and unpleasant conditions. The resilience character that is instilled from an early age will help children grow and develop into individuals who can face life's various problems steadfastly and be optimistic when faced with difficulties. So that individuals who have resilience will certainly have the courage to face and solve the problems that are in front of them without having to avoid them. Individuals who have resilience perceive adversity as a challenge, not as a threat. Resilience needs to be fostered by parents through proper care and education. For this reason, parents need to prepare their children to be able to face various problems and obstacles with good survival skills and bounce back. The role of parents in this matter is very important. Because parents can no longer just use traditional methods in educating children, but parents must be open to new ways, all of which aim to develop resilience in children.

The results of this study indicate (1) the role of parents in developing the character of resilience in children, parents become motivators by providing encouragement, motivation, and support to children when complaining with the aim that children are not easily discouraged and active in learning. Encourage children to view mistakes as opportunities to improve themselves in the future, so that children can do better and never give up. Support the desired goals by studying diligently. In addition to being a motivator, parents become educators by teaching children to dare to face challenges by trying to work on difficult questions. Parents teach children to be responsible in dealing with difficulties, teach children to dare to ask questions if they have difficulties, and parents become mediators where parents try to find private tutors. Parents involve children in good social and ethical activities with parents. This activity is very good for growing self-esteem and resilience in children. (2) The inhibiting factors in developing the character of resilience include external factors where parents are busy working hard in earning a living to pay for their children. Lack of parental attention to their children's education because they divide

their time by working to increase and support their lives. The condition of children who are sometimes still shackled by the lazy nature and uncontrollability of children when playing gadgets that make children more emotional and rebellious. The internal factor is that the child remains strong and enthusiastic, no matter how difficult the task at hand is (Rahmaningrum, 2021).

b. Educational Resilience in Building Character

Formal education directly or indirectly will have an impact on the development of individual character. Character education can be done by developing the abilities that exist in the individual, including: self-concept, self-efficacy, self-communication, self-emotion, self-esteem, endurance, or resilience. These abilities complement each other to form an ideal person. Resilience is an important skill to be developed in all sectors of life. The concept of resilience is in line with the teachings of hijrah in Islam. Resilience includes seven components, namely: emotion regulation, impulse control, optimism, analysis of the causes of problems, empathy, self-efficacy, and increasing positive aspects. The process of character building in addition to requiring communities of character (family, school, religious institutions, media, government and various other parties) are also influenced by the level of resilience that exists in each individual. The main characteristics of highly resilient individuals are the ability to maintain positive feelings, health and energy. Individuals also have good problem-solving skills, develop self-esteem, self-concept and self-confidence optimally. As for individuals who are not resilient, they will easily fall and despair when problems are overwritten. Such conditions will have an impact on the individual, whether the individual has confidence in finding solutions to the problems at hand, can be responsible for his duties or not. Likewise, if the individual is not intelligent in controlling his emotions, then negative traits will emerge (Uyun, 2012).

c. The Discipline Character of Students from the Perception of Family Resilience

Discipline character is very important to be developed from an early age. This is because children who have a disciplined character are able to learn and develop behaviors that are accepted by society and members of social groups. This study examines whether family resilience and quality of school life are correlated with students' disciplined character. The hypotheses in this study are (1) there is a positive correlation between the quality of school life and family resilience with the student discipline character (2) there is a positive correlation between the quality of school life and the student discipline character and (3) there is a positive correlation between family resilience and student discipline character. This research was conducted by giving three scales to 220 junior high school students.

d. Young Generation Citizenship Character

This service program focuses on integrating citizenship by internalizing the character of the younger generation of Batu City. The purpose of service is more on efforts to develop civic competence based on knowledge, skills and character. Character development is internalized with retreat activities. The method is carried out by (1) discussing together to find self-image by identifying the positive and negative sides of the person; (2) providing understanding by directing the younger generation as participants to find meaning in themselves in the form of value symbols; (3) train yourself with games, namely there are challenges, form resilience characters, and still involve God; (4) sharing with friends and family; (5) designing a commitment to the dream of the future. The results of the service showed that there was an increase in the percentage of pre-retreat and post-

retreat. There are two models of effective character internalization with a percentage level above 90 percent, namely by involving God and parents (Gultom et al, 2020).

e. Teacher's Role in Improving Discipline Character to Realize Students' Personal Resilience

Research conducted by Suharno & Telapessy (2021) It can be seen that the purpose of this study is to reveal the role of teachers in improving the character of discipline in order to realize students' personal resilience through learning Pancasila and Citizenship Education at the Wonreli 1 Junior High School. What are the obstacles faced in improving the character of student discipline, the efforts used to improve student discipline to realize student personal resilience. This research is a case study with a qualitative approach. This research was conducted at the Wonreli 1st Middle School, Southwest Maluku (MBD). Data collection techniques in this study used three ways, namely, observation, interviews, and documentation. The results of this study are 1) The teacher's role in improving the character of discipline to realize students' personal resilience is the right way to instill character values in the younger generation in order to create a generation of character and integrity. 2) Teachers always emphasize students to be disciplined and have good personalities in facing challenges and obstacles that weaken personal resilience, come to school on time, don't cheat, wear uniforms according to prescribed rules, be obedient in words and actions. 3) In improving the character of discipline to realize students' personal resilience or fostering student character, it is the main alternative in producing students who are in accordance with the values of Pancasila.

f. The Urgency of Multicultural Education as a Strategic Place for Instilling Character

Research conducted by Ervina & Fatmawati (2019). The purpose of this study is to describe the urgency of multicultural education as a strategic forum for instilling the character of tolerance in elementary schools. This type of research is a qualitative research. Data collection techniques using observation and in-depth interviews. The subjects of this study were teachers and students of upper and lower grades from 6 elementary schools in 3 districts in Yogyakarta. The data analysis technique used descriptive qualitative. The results showed that (1) the character of tolerance began to fade in elementary school children who showed a lack of respect when other friends were worshipping; (2) understanding of students and teachers about multicultural education is still very minimal as seen from respondents who do not understand the explanation related to multicultural education even though multicultural education is a strategic place to develop the character of tolerance. Therefore, multicultural education is considered urgent to be introduced to students and teachers so that it is hoped that the character of tolerance will develop as well.

g. Resilience in Early Childhood

Research conducted by Lubis & Dewi (2021) shows that various changes in the situation and circumstances of an individual will be responded to in various ways depending on how the individual has the ability to adapt in various situations, especially situations that are considered unpleasant or stressful. The ability to adjust is not formed just like that, many factors influence its formation and process since childhood. In line with the growth and development of all aspects of development, one that also develops is the ability to adapt to unpleasant situations or resilience, self-control, empathy, respect and respect for others and the ability to encourage oneself are forms of resilience.

h. Positive Outcomes of a Social-Emotional Learning Program to Promote Student Resiliency

LaBelle (2019) This paper supports that social-emotional learning (SEL) programs are used as a method to increase resilience and promote positive mental health in youth and will focus on one program, Positive Action (PA). This paper engages in a review of the literature that utilized the program to increase resilience and addresses the mental health needs of students in school settings. PA is a program that is at character development and decreasing problem behaviors. Several studies have been conducted with diverse populations and they found that this program does improve character development, decreases problem behaviors, and promotes resilience. This review encourages practitioners to utilize evidence-based SEL programs to promote resilience and increase positive mental health in the students that they work with. To my knowledge, this is the first article of its kind, making the necessary connection between already created and developed social-emotional learning programs and explicitly connecting the programs to building resilience among students. This analysis draws the connection between SEL programs and the promotion of student resilience. SEL programs are designed to improve student outcomes that can include student achievement and reduce problem behaviors. These programs already have the theoretical foundation to increase resilience; this analysis explicitly connects the SEL program to promote resilience among students. This analysis draws the connection between SEL programs and the promotion of student resilience. SEL programs are designed to improve student outcomes that can include student achievement and reduce problem behaviors. These programs already have the theoretical foundation to increase resilience; this analysis explicitly connects the SEL program to promote resilience among students. This analysis draws the connection between SEL programs and the promotion of student resilience. SEL programs are designed to improve student outcomes that can include student achievement and reduce problem behaviors. These programs already have the theoretical foundation to increase resilience; this analysis explicitly connects the SEL program to promote resilience among students. This analysis draws the connection between SEL programs and the promotion of student resilience. SEL programs are designed to improve student outcomes that can include student achievement and reduce problem behaviors. These programs already have the theoretical foundation to increase resilience; this analysis explicitly connects the SEL program to promote resilience among students.

i. Character education and the 'priority of recognition'

Research from Betes (2019) As part of a revival of interest in character education, English schools are required to teach the new 'three Rs': resilience; respect for 'fundamental British values'; and responsibility for one's own well-being. School inspectors evaluate children's resilience, whilst the Department for Education has offered financial incentives to schools that 'instil' mental toughness and 'grit'. However, this approach may prove counterproductive because it is on teaching about desirable character traits and neglects the interpersonal relations within which 'character' develops. This paper argues for an alternative 'fourth R' of character education, based on Honneth's theory of recognition. As an empathetic connection to others arising from their intrinsic worth, recognition precedes cognition and a detached, neutral stance.

j. Resilience for Faculty Development in Global Higer Education

Globalized higher education has created many challenges for faculty including the uncertainty and rapid change in the missions, faculty, and teaching. In this volatile environment, faculty are constantly bombarded with changing goals, job expectations, and how to deal with technology for teaching and learning. What are faculty to do? Since professional development is limited, most faculty must make the adjustments on their own with little institutional support. A possible answer for this dilemma is resilience, which

positions the faculty member to be their own best cultivator of the future they desire in higher education.

3.2 Discussion

a. Education Technology

In Washington DC, America, where the Association of Education and Communication Technology (AECT) is headquartered, provides a track record of developments in the field of educational technology. In 1977 AECT defined educational technology as. “educational technology is a complex, integrated process involving people, procedures, ideas, devices and organization, for analyzing problems and devising, implementing, evaluating, and managing solutions, to those problems, involved in all aspects of human learning”. That educational technology can be understood from this definition which is a whole, integrated process including people, procedures, ideas, input tools and organizations, to analyze problems, utilization, assessment and organization, to analyze problems, utilization, assessment and management of solutions to these problems and in all aspects of human learning. Therefore, based on the definitions that have been outlined, it can be understood that the educational technology promoted by AECT describes the area of educational technology in its scientific field (Widyastuti et al, 2020).

Educational technology is also a systematic way of designing, implementing, and evaluating the overall process of learning and learning in the form of specific learning objectives, based on research in human learning and communication theory and using a combination of resources. learn from humans and non-humans to make learning more effective. From the above opinion, it can be concluded that the notion of educational technology is a systematic and critical approach to education through a problem solving process using technological methods or tools in solving educational problems (Akbar & Noviani, 2019). According to (Sustainable, 2019) Educational technology is a systematic method for planning, using, and assessing all teaching and learning activities by paying attention to both technical and human resources and the interaction between them, so as to obtain a more effective form of education. Furthermore, education technology is a systemic process in helping to solve problems in learning. Then furthermore according to Muffoletto's opinion that educational technology is not about devices, machines, computers or other artifacts, but rather it is about systems and processes that lead to the desired results.

Citing research conducted by Lestari (2019) The development of increasingly sophisticated technology is certainly accompanied by several impacts, both positive and negative impacts. There are many opinions related to the use of technology in education, that internet technology is directly related to changing patterns of daily life, including ways of working, accessing and exchanging information, shopping, meeting people, and maintaining and managing existing social relationships. The existence of the internet makes it easy for someone to communicate without being limited by space and time. With the internet, one can also study or take distance education easily. However, it is undeniable that this can change the social order in society, such as can change a person to be more individualistic and apathetic to the circumstances around them. That technology has done more than just augment existing social arrangements. Technology is radically changing three main areas of social life, such as the sphere of production, consumption, and communication. In the world of education, one of the skills learned is speaking and communication skills. If learning is done through the internet or interactive media, then the skills of students in communicating will be reduced, because they only interact with machines. Furthermore, that technology is only a vehicle for delivering instruction and therefore no more likely to influence student learning or achievement than as a truck that presents all the needs to improve nutrition, so technology in education differs only in the position of the media or intermediary to achieve the goals of a program. learning expected by an educational institution. Therefore, if students do not know how to use technology to

increase knowledge and good achievements, technology can even have a negative effect on these students.

b. Building Character

According to Foley (2020) Character education is a form of human activity in which there is an educational action intended for the next generation. The purpose of character education is to shape individual self-improvement continuously and train self-ability in order to lead to a better life. Perdana et al (2020) reveal that character building is part of the national education system in the national education regulation number 20 of 2003 which explains that education is a conscious effort to create a learning atmosphere and structural learning process so that students actively develop and explore themselves. so that it has a basic character that is based on the religious power of self-control, personality, intelligence, noble character and social skills for him, of course this also focuses on the interests of the nation and state. The purpose of national education integration is education based on Pancasila and the 1945 Constitution which is based on cultural and religious life and is sensitive to the demands of changing times. This is the government's response in overcoming it. The government has reissued Presidential Regulation Number 87 of 2017 which emphasizes that the purpose of character strengthening is to shape students into good, moral and character students. Presidential Decree number 87 of 2017 has been issued by the President of the Republic of Indonesia concerning Strengthening Character Education in the hope of overcoming the problems faced by the current generation.

This is in line with research published in the journal *International Journal of Social Sciences and Humanity Studies* according to Pala (2011) Character education is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts and states to institute in their student's important core ethical values such as caring, honesty, fairness, responsibility and respect for self and others. Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning and practice. It is developed through character education. The intentional teaching of good character is particularly important in today's society since our youth face many opportunities and dangers unknown to earlier generations. They are bombarded with many more negative influences through the media and other external sources prevalent in today's culture. Since children spend about 900 hours a year in school, it is essential that schools resume a proactive role in assisting families and communities by developing caring, respectful environments where students learn core, ethical values. When a comprehensive approach to character education is used, a positive moral culture is created in the school a total school environment that supports the values taught in the classroom. Research conducted by respectful environments where students learn core, ethical values. When a comprehensive approach to character education is used, a positive moral culture is created in the school a total school environment that supports the values taught in the classroom. Research conducted by respectful environments where students learn core, ethical values. When a comprehensive approach to character education is used, a positive moral culture is created in the school a total school environment that supports the values taught in the classroom. Research conducted by Padmadewi & Putu (2018) said that Character education is an important part in forming intelligent individuals with good character. Since it was first introduced, character education is still carried out in formal, non-formal, and informal institutions in Indonesia, however, the impact has not been well distributed.

c. Skills in the 21st Century Era

Padmadewi & Putu (2018) The era of the 21st century makes the role of having good character and being smart is even more important. Every student should have and acquire the

skills of the 21st century as mentioned in the framework for 21st-century learning. The framework describes the skills, knowledge, and competencies students should have in order to be successful in their life and career. There are three classifications of skills such as life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility); learning and innovation skills (creativity and innovation, critical thinking and problem solving, communication and collaboration); and information, media and technology skills (information literacy, media literacy, ICT-information, communication and technology literacy). These skills must be mastered by each student in order to successfully thrive in the globalized world.

This is in line with what has been described in the introduction to research conducted by Kizi & Ugli (2020) published in the journal *Science and Education* from the past thousand years teaching someone is challenging and this profession never loses its value. However, working with children is absolutely different in the 21st century from the 20th one. Nowadays it requires peculiar styles, techniques and approximation that every teacher should have. There have been so many changes in educational systems and societies all over the world and it influences on teaching children perceptibly. Therefore, teachers have to fill a lot of roles in order to make an effective classroom. They are people with educational leadership skills and they must go on growing and developing as professionals. Anyone seeking to be a teacher should take advantage of any chance they get to grow as a person and as a teachers. Besides that, the students are more mature than the previous time. Now, in the twenty-first-century education depends on Thinking Skills, Interpersonal Skills, Information Media, Technological Skills as well as Life Skills and teachers' activities should be connected inextricably with them. Prior to commencing to figure out the evolving role of a teacher, let's outline some of the most popular teacher roles. Harmer, J. states that 'it makes more sense to describe different teacher roles and say what they are useful for, rather than make value judgments about their effectiveness.

IV. Conclusion

Century skillsto-21these include critical thinking and problem solving, creativity and innovation, communication, and collaboration. The application of these learning models must be carried out optimally in accordance with the nature of the scientific approach in order to developcentury skillsto-21on students. It is a very difficult thing for educators to do work that drains energy and energy for the sake of perfection in the world of education, especially in Indonesia. Through research by tracing various studies and previous studies, it can be concluded that resilience in the world of education may not last and can also survive due to the power of technology that extends massively so that the value of mutual cooperation carried out by every educator is one of the most fundamental things. in order to maintain gaps and resilience in the educational environment.

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