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Integration Of Resilience-Based Character Education In The Family Curriculum To Support Children's Psychological Resilience In The Era Of Society 5.0

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ABSTRACT

The Society 5.0 era presents complex challenges to the psychological resilience of children, including information overload, digital social media pressures, and an instant gratification culture that undermines character development and mental health. Concurrently, many families continue to employ conventional parenting approaches that are insufficiently responsive to contemporary dynamics, necessitating the integration of resilience-based character education into the family curriculum. This study aims to explore the concept, dimensions, parental roles, implementation strategies, and the impact of integrating resilience values on children's emotional independence and mental health. The research methodology employed is a literature review utilizing data sources such as books, scholarly journal articles, and research reports published between 2021 and 2026. Data collection was conducted through documentation, while data analysis applied qualitative content analysis, with validity testing based on criteria of credibility, transferability, dependability, and confirmability. Findings indicate that the integration of resilience-based character education within the family curriculum encompasses three interrelated dimensions: the cognitive dimension, which fosters a growth mindset; the affective dimension, which develops emotional intelligence; and the conative dimension, which translates resilience into concrete actions. Parents serve as primary facilitators, creating both a safe environment and measured challenges for children. Responsive implementation strategies include the development of critical digital literacy, the establishment of device-free zones, and the utilization of technology as a tool to enhance parenting capacities. The integration of resilience values significantly contributes to the development of emotional independence, robust mental health, and an adaptive life orientation amid disruption.

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INTRODUCTION

The Society 5.0 era marks a new chapter in human civilization, fundamentally transforming the landscape of social, economic, and cultural life. Unlike the Industrial Revolution 4.0 era, which centers on connectivity and automation driven by artificial intelligence, Society 5.0 envisions a human-centered society where digital technology is not merely a tool but has become an integrated living environment within everyday reality. This transformation brings unprecedented conveniences, including unlimited access to information, seamless communication across continents, and increasingly sophisticated automation of various life aspects. However, alongside these advancements, this era also generates new, complex threats, particularly concerning the psychological development and character formation of children during their identity-building stages. The overwhelming influx of information, often without adequate filtering, results in information overload, exposing children to content that may not be mentally appropriate for their readiness. The pressure to consistently present a perfect image and seek validation on social media fosters an emotionally exhausting culture of comparison. Meanwhile, the rapid pace of change renders traditional values, which have long served as moral compasses, seemingly less relevant (Rahman et al., 2021).

The current reality reveals a concerning disparity between rapid technological advancements and the psychological resilience of the younger generation, which increasingly exhibits signs of vulnerability. Recent studies indicate that uncontrolled use of digital media among children and adolescents has led to significant negative impacts on mental health, physical well-being, social behavior, as well as moral and character development. Incidents of cyberbullying, device addiction, diminished empathy and face-to-face communication skills, alongside rising rates of anxiety and depression among youth, constitute critical indicators that cannot be overlooked. More alarmingly, many parents continue to employ conventional parenting approaches that are inadequate in addressing the complex challenges posed by the digital environment. Low digital literacy among parents and a lack of awareness regarding the importance of character education leave children susceptible to negative influences without sufficient mental immunity. Digital media usage adversely affects children’s mental and physical health, social behavior, moral values, and character, and contributes to various online issues such as cyberbullying, necessitating active and targeted family interventions (Sobon et al., 2024).

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Character education based on resilience emerges as a pedagogical response to the urgent need to equip children with adaptive capacities that are not merely reactive to stress but are proactive and transformative. In this context, resilience is understood not simply as the ability to endure and return to a previous state after facing adversity, but as the capacity to grow beyond prior conditions, to derive lessons from each difficult experience, and to integrate these lessons into an increasingly mature personality structure. This approach provides a more dynamic and contextual framework compared to conventional character education, which often remains confined to the dogmatic transmission of moral values and inadequately prepares children with concrete skills to navigate ambiguous situations where distinctions between right and wrong are unclear. Resilient children are not only those who can discern good from bad but also those who possess the inner strength to consistently choose and advocate for good when confronted with temptation, pressure, and less-than-ideal circumstances (Aisyah, 2023).

Within this framework, the family is reconceptualized not merely as the smallest social unit responsible for reproduction and the fulfillment of basic needs, but as the primary and most fundamental educational ecosystem that establishes the foundations of lifelong psychological resilience. A family curriculum that consciously integrates resilience values creates a learning environment enabling children to develop emotional regulation, empathy, problem-solving skills, a growth mindset, realistic optimism, and gratitude as core competencies essential for navigating the complexities of the Society 5.0 era. The role of parents as the primary facilitators in this process necessitates a paradigm shift from protective and directive parenting styles toward more empowering approaches. In such approaches, children are provided with a safe space to practice facing challenges in a measured manner, experience non-traumatic failure, and discover their own capacities through trial and error, supported by patience and empathy. Empowering parents is key to shaping early childhood character in the Society 5.0 era, and enhancing parental understanding of parenting styles that balance affection, discipline, and supervision has been shown to effectively cultivate children who are resilient, disciplined, and adaptive to societal changes (Sulaiman et al., 2025).

The significance of this research becomes increasingly evident when linked to the various social problems currently faced by Indonesian youth. Mental health crises, rising rates of violence among adolescents, the spread of intolerance and radicalism, as well as the phenomenon of existential disorientation manifesting in various forms of deviant behavior, fundamentally stem from issues of inner resilience that cannot be addressed solely through curative approaches. There is a need for extensive preventive and promotive initiatives, with the family serving as the most

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strategic frontline for such efforts. Unfortunately, there is a lack of research that specifically and comprehensively examines how character education based on resilience can be formulated into a family curriculum that is responsive to the unique challenges of the Society 5.0 era. This gap constitutes the research niche that this study aims to fill (Irlina et al., 2024).

The Society 5.0 era presents a concerning paradox for child development. On one hand, technological advancements offer unlimited access to information; on the other hand, they generate information overload, social pressures via digital media, and an instant gratification culture that undermines children's mental resilience. Various studies indicate a rise in anxiety, depression, gadget addiction, and declining empathy among children and adolescents. Ironically, many families continue to apply conventional parenting styles that are unresponsive to these digital challenges. Parents tend to be either overly protective or permissive, without providing adequate digital literacy guidance. Character education remains dogmatic and insufficiently equips children with concrete skills to navigate ambiguous and stressful situations. The absence of a family curriculum that consciously integrates resilience values results in children growing up without adequate mental immunity systems necessary to endure and thrive amid the accelerating disruptions of the contemporary era.

This study underscores the critical role of the family as the primary and foremost fortress in fostering children's psychological resilience. However, there remains a paucity of research specifically addressing the integration of resilience-based character education into a family curriculum that is responsive to the challenges posed by Society 5.0. The alarming decline in the mental health of younger generations necessitates a paradigm shift from curative approaches to preventive and promotive strategies, beginning within the home environment. In the absence of a clear and practical family curriculum framework, efforts to build children's resilience risk being sporadic and unsystematic. This research is imperative to fill this gap, while also contributing to the development of a contextual and adaptive character education model aligned with contemporary dynamics, enabling families to function optimally as centers of resilience that nurture mentally and morally robust generations.

The objectives of this study are fourfold: first, to explore and thoroughly describe the concept and dimensions of integrating resilience-based character education into the family curriculum as a foundation for children's psychological resilience; second, to analyze the role of parents as primary facilitators in fostering psychological resilience through habitual resilience-building practices in daily family interactions; third, to formulate strategies for implementing a family curriculum that is responsive to the distinctive challenges of the Society 5.0 era, including

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digitalization, information overload, and social pressures; and fourth, to identify the impact of integrating resilience values on children's emotional independence and mental health amidst increasingly unpredictable societal disruptions. Collectively, this study aims to produce a comprehensive and practical conceptual framework for a resilience-based family curriculum, serving as a guide for parents, educators, and policymakers in preparing a generation that is not only intellectually capable but also psychologically resilient and morally grounded.

METHOD

This study employs a library research methodology, also known as literature research. This approach is selected due to its alignment with the nature of the problem under investigation, namely the integration of resilience-based character education within the family curriculum, which necessitates thorough exploration, mapping, and synthesis of various theoretical sources and previously published empirical findings. Library research is a method focused on the collection of data and information from diverse literary materials such as books, scientific journal articles, research reports, and other relevant documents pertaining to the topic under study. In this method, the researcher does not engage directly with subjects in the field but bases the analysis on the existing body of literature. The primary characteristic of library research lies in its ability to gather multiple theoretical perspectives and empirical findings dispersed across various publications, subsequently organizing them into a coherent, comprehensive, and integrated framework of understanding concerning the phenomenon being examined (Hamzah, 2022).

The data sources in this study are classified into three main categories that complement and reinforce one another. The first category comprises scholarly books, including both international and national publications, specifically addressing resilience, character education, child developmental psychology, family curricula, as well as challenges posed by the digital era and Society 5.0. These books serve as primary data sources, providing a profound and comprehensive theoretical foundation for the overall conceptual framework of this research. The second category consists of scientific journal articles, both international and national, published between 2021 and 2026, which discuss topics relevant to the research focus such as child and adolescent resilience, the role of family in character education, the impact of digital technology on children's psychological development, and parenting strategies in the era of disruption. These journal articles offer the latest empirical findings that strengthen and update the theoretical basis derived from the book sources. The third category includes research reports, policy documents, and official publications from relevant institutions that supply contextual data and factual

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information regarding the psychological resilience of children, child protection policies in the digital age, and family empowerment programs that have been or are currently being implemented (Connaway & Radford, 2021).

The data collection technique employed in this study is documentation, a method commonly used and highly appropriate for literature-based research. In this context, documentation is understood as a series of systematic activities that include searching, identifying, selecting, collecting, and organizing documents relevant to the research focus and questions. The search process is conducted through various academic databases and library catalogs, both online and offline, utilizing predetermined keywords and keyword combinations such as character education, resilience, family curriculum, child psychological resilience, the Society 5.0 era, digital literacy, and child mental health. The search results are then rigorously screened based on established inclusion and exclusion criteria, the credibility of sources as indicated by the reputation of publishers or journals, and their substantial contribution to the understanding of the variables under study. The documents that pass the selection are subsequently compiled, bibliographically recorded, and organized according to the themes and sub-themes designed within the research framework (Hamzah, 2022).

The data analysis technique employed in this study is qualitative content analysis, which is the most appropriate method for literature-based research aimed at understanding meanings, identifying thematic patterns, and constructing conceptual syntheses from various literary sources. Qualitative content analysis goes beyond merely counting the frequency of specific words or phrases mechanically; it emphasizes a deep interpretative process of the content and meaning within the analyzed texts. The content analysis procedure in this research is conducted through several systematic stages. The first stage is data reduction, where the researcher selects, focuses, and simplifies the data collected from multiple sources by choosing only those sections directly relevant to the research focus and subtopics. The second stage involves data presentation, during which the reduced data are organized and arranged into coherent thematic categories and subcategories, forming a comprehensive and easily comprehensible narrative structure. The final stage is conclusion drawing and verification, wherein the researcher performs an in-depth interpretation of the identified patterns and relationships, develops arguments and propositions that address the research questions, and continuously verifies findings by referring back to the original data sources to ensure that the conclusions are firmly supported by evidence found in the literature (Connaway & Radford, 2021).

The technique for testing data validity in this study was carried out by applying four

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criteria. First, the researcher extended the duration of literature review and examination, refraining from hastily drawing conclusions before thoroughly understanding the depth and breadth of the studied theme. Second, source triangulation was employed by comparing and confirming information obtained from one source with other sources, whether between books, journal articles, or between books and journal articles, to ensure data consistency and accuracy. Third, repeated verification of interpretations was conducted by revisiting the original sources to guarantee that no distortion or contextually inappropriate information was extracted. The transferability or external validity criterion was met by providing rich, detailed, and comprehensive descriptions of the entire research process, including concepts, dimensions, parental roles, implementation strategies, and resulting impacts, enabling readers to assess the extent to which the findings can be transferred or applied to similar contexts. The dependability or reliability criterion was fulfilled through systematic and transparent documentation of all research procedures, including recording sources used, data selection and analysis processes, as well as methodological decisions made throughout the study. Finally, the confirmability or objectivity criterion was satisfied by ensuring that all findings and conclusions could be traced back to the original data, rather than being speculative, personally biased, or unfounded interpretations by the researcher (Najib et al., 2025).

RESULTS AND DISCUSSION

Research Result

Concept and Dimensions of Integration of Resilience-Based Character Education in the Family Curriculum

Character education based on resilience within the family curriculum is an imperative in the face of increasingly uncontrollable disruptive currents. This concept is grounded in the understanding that the family serves as the primary and foremost institution responsible for building the psychological fortress of children before they encounter the complexities of the external world. Unlike conventional character education approaches that often emphasize the dogmatic transmission of moral values, the integration of resilience offers a dynamic framework that prepares children not only to recognize goodness but also to endure, recover, and grow when confronted with difficult and painful situations. In the context of Society 5.0, where the boundaries between physical and digital realities are increasingly blurred, the family curriculum must be deliberately designed as a mental defense system that equips children with competencies such as emotional regulation, empathy, perseverance, problem-solving, growth mindset,

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optimism, gratitude, and kindness as lifelong skills (Parker, 2021).

The integration of resilience-based character education within the family curriculum encompasses at least three interrelated and inseparable dimensions. The first dimension is the cognitive aspect, which focuses on shaping children's mindset and perspectives on life realities. Within this dimension, parents must instill the belief that difficulties and failures are not signs of weakness or the end of everything but rather natural components of the learning and growth process. Children raised with this mindset tend to perceive challenges as opportunities to develop their capacities rather than threats to be avoided. The second dimension is the affective aspect, which relates to children's ability to recognize, understand, and manage complex emotions. In today's fast-paced and pressure-filled world, children are required to possess adequate emotional intelligence to avoid being overwhelmed by anxiety, anger, or despair. The third dimension is the conative or behavioral aspect, which emphasizes habituation and tangible actions. True resilience does not stop at intellectual understanding or emotional awareness but must manifest in consistent daily behaviors, such as the courage to try again after failure, the ability to seek help when needed, or the willingness to endure uncomfortable situations to achieve long-term goals. These three dimensions form a cohesive unity and must be present simultaneously in every educational interaction within the family. Such a character education system construction underscores a holistic and integrated approach that demands collaboration among educational institutions, educators, families, and communities to promote character development aligned with moral and spiritual values (Hayatudin et al., 2025).

Character education based on resilience within the family curriculum represents a pedagogical response emerging from the urgent need to prepare children for an increasingly complex and uncertain world. Conceptually, this integration should not be understood merely as the insertion of resilience-related content into everyday parenting practices, but rather as a fundamental reorientation of the very meaning of character education. While conventional approaches tend to focus on the internalization of static and dogmatic moral values, resilience-based character education offers a dynamic, contextual framework oriented toward developing children's adaptive capacities. This concept rests on the understanding that character is not solely about knowing what is right and good but, more importantly, about possessing the inner strength to uphold these values when confronted with difficult, confusing, and tempting situations. A family curriculum that incorporates resilience is essentially a deliberate effort by parents to create a learning environment that enables children to progressively and sustainably develop socio-emotional competencies. These competencies include emotional regulation, empathy, problem-

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solving skills, realistic optimism, and a growth mindset, all of which form the foundation for character development that is not only morally sound but also psychologically robust. Within this context, the family is repositioned as the primary and foremost life laboratory, where children learn through direct experience rather than through abstract lectures or verbal advice that often diverge from the realities they face. Research findings indicate that character development in children requires a strong, integrated partnership between teachers and parents, with their collaboration serving as a key factor in successfully shaping character traits such as honesty, discipline, responsibility, care, and the ability to interact effectively with social and natural environments (Hasan et al., 2022).

The dimensions that constitute character education integration based on resilience within the family curriculum can be delineated into three fundamental, interrelated, and inseparable domains. The first dimension is the cognitive domain, which centers on the formation of children's mindsets and belief systems regarding themselves, others, and the surrounding world. This dimension concerns how children interpret their experiences, particularly those that are challenging and unpleasant. Parents who consciously implement a resilience curriculum guide their children in developing healthy attributions namely, the ability to understand the causes of events proportionally, avoiding excessive self-blame while not entirely attributing fault to external factors. In other words, children are trained to become clear interpreters of their life realities rather than victims of self-generated negative narratives. A growth mindset is central to this cognitive dimension, whereby children comprehend that abilities and intelligence can be cultivated through effort, appropriate strategies, and perseverance, rather than being fixed and immutable traits.

The second dimension is the affective domain, which pertains to the realm of emotions and feelings. True resilience does not imply the absence of negative emotions but rather the capacity to experience, recognize, label, and manage these emotions healthily. Within a family curriculum grounded in resilience, parents create a broad space for children to express the full spectrum of their emotions without fear of judgment or dismissal. Children accustomed to discussing their feelings at home develop high emotional literacy, a critical component of emotional intelligence.

The third dimension is the conative or behavioral domain, which translates cognitive understanding and affective awareness into concrete, measurable, and repeated actions. Resilience is not an abstract concept discussed solely at the dinner table but a set of skills and habits that must be consistently practiced every day (Putra & Widyasari, 2022).A deeper

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examination reveals that the integration of these three dimensions requires a holistic and integrated approach, rather than merely the sum of separate parts. This implies that parents cannot focus exclusively on one dimension while neglecting the others. For instance, encouraging children to persist in trying without first assisting them in processing the emotions arising from failure will only produce a fragile and superficial form of resilience built on an unstable emotional foundation. Conversely, an excessive emphasis on emotional discussion without encouraging children to engage in concrete actions results in individuals who are emotionally competent but lack sufficient perseverance. An ideal family curriculum is one that weaves these three dimensions into a comprehensive learning cycle, wherein each experience especially challenging ones begins with cognitive processing, continues with emotional processing, and concludes with behavioral processing. This cycle resembles an experiential learning process that, over time, fosters the development of robust mental structures and character. Moreover, these dimensions cannot be separated from the context of spirituality and morality. Healthy resilience is invariably anchored in a framework of values, as resilience devoid of moral compass yields individuals who are psychologically strong yet lacking in empathy, or worse, who wield their strength for destructive purposes. Therefore, character education based on resilience within the family curriculum must always link strength with values such as honesty, integrity, justice, and care for others. Children are taught to be strong not solely for personal benefit but to contribute positively to their communities and society at large. This distinction differentiates resilience from mere survival instinct or egoistic self-preservation (Hayatudin et al., 2025).

The Role of Parents as Primary Facilitators in Building Children's Psychological Resilience through Resilience Habits

Parents occupy an irreplaceable role as the primary facilitators in the development of children's psychological resilience. This strategic position is not solely due to parents being the earliest and most frequent interactants with the child but is more significantly attributed to the quality of the emotional bond formed between them, which serves as the foundation for fostering a sense of security, self-confidence, and courage in facing the world. Within the framework of character education grounded in resilience, this facilitative role of parents necessitates a paradigm shift from a predominantly directive and protective parenting style to a more empowering approach. Parents no longer function merely as providers of instructions or protectors who eliminate all obstacles from the child's path; rather, they act as companions who create a safe space while presenting measured challenges. When a child encounters failure, the parental role

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is not to immediately intervene and resolve the issue but to validate the child's feelings of disappointment, assist in identifying lessons learned, and encourage the formulation of new strategies. Resilience cannot develop in an environment overly sanitized from challenges, as it is a mental muscle that can only be strengthened through continuous practice in confronting and overcoming difficulties. The warm and supportive quality of the parent-child relationship serves as the primary medium through which children internalize the belief that they are valuable, unconditionally loved, and capable of managing adversity. Theoretically, family support stands as the strongest predictor of children's resilience in facing various social challenges, and children who consistently receive emotional support from their families demonstrate higher levels of self-confidence and a reduced risk of psychological adjustment problems (Nawana Parker, 2021).

The habituation of resilience within the context of daily family life can be actualized through various simple practices which, if consistently implemented, will cultivate a robust character in children. One of the most fundamental practices is the establishment of open and authentic communication within the family. Such communication allows every family member, including the child, to express their thoughts and feelings without fear of judgment or belittlement. Parents who engage in active listening and respond with empathy teach children that difficult emotions such as sadness, anger, or fear are legitimate aspects of the human experience and worthy of discussion. Regular discussions about daily events, including those that do not go as expected, serve as effective exercises for developing reflective abilities and problem-solving skills.

Another habitual practice is fostering an environment of gratitude and appreciation within the home. Encouraging children to recognize and articulate the positive things they receive each day, no matter how small, helps redirect focus from what is lacking or wrong to what already exists and functions well. This serves as a powerful countermeasure against tendencies toward self-pity and the development of a victim mentality when confronting less-than-ideal circumstances. Furthermore, parents should intentionally involve children in decision-making processes and the resolution of simple household issues. Such involvement enables children to view problems from multiple perspectives, consider the consequences of each option, and assume responsibility for their decisions. These practices, embedded naturally in everyday life, foster emotional independence and self-confidence, which are core components of psychological resilience.

The role of parents as role models is pivotal to the effectiveness of these habituations, as children learn less from what parents say and more from the behaviors they observe daily. Children who grow up witnessing their parents remain calm, think clearly, and seek solutions when

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facing life's pressures naturally absorb and emulate these adaptive response patterns. The development of a character grounded in integrity requires parents to exemplify honesty, hard work, and empathy in their own lives, as children who observe their parents' resilience in adversity tend to unconsciously adopt similar behaviors through processes of imitation and identification (Yayasan Dharma Wanita, 2025).

Parents occupy an irreplaceable and decisive position within the overall framework of character education based on resilience. Their role extends far beyond merely providing material needs or enforcing rules and discipline within the household. Fundamentally, parents serve as primary facilitators, architects of the learning environment, and living exemplars whose daily presence and actions constitute the genuine curriculum for their children. As facilitators, parents' primary responsibility is not to eliminate every obstacle or difficulty faced by their children but to create conditions that allow children to safely and appropriately practice confronting and overcoming challenges. This represents a fundamental paradigm shift from protective parenting to empowering parenting. Overprotective parents, who constantly seek to shield their children from any discomfort, effectively deprive them of opportunities to develop their own mental resilience. According to developmental psychology experts, resilience can only develop through a process known as manageable stress exposure to stressors in amounts sufficient to stimulate growth without causing trauma. Effective parental facilitators are able to assess their child's capabilities and provide challenges appropriate to their developmental stage, offering supportive companionship while allowing space for the child to struggle, fail, and ultimately discover solutions independently. Research findings on adolescent adversity indicate that although early life difficulties may pose risk factors, the presence of at least one supportive and consistent adult in a child's life can significantly redirect developmental trajectories toward resilience and psychological well-being in adulthood (Masten & Barnes, 2018).

The cultivation of resilience within daily family life does not necessitate complex programs or contrived interventions. In fact, the most transformative practices are often simple actions consistently integrated into the family's everyday rhythm. A fundamental practice involves fostering a culture of open, honest, and authentic communication between parents and children. Such communication creates a psychologically safe space for children to express their thoughts and feelings without fear of judgment, excessive criticism, or dismissal. When a child returns from school sharing experiences of conflicts with peers or academic setbacks, the primary response from parents, who act as facilitators of resilience, should not be immediate problem-solving or blame. Instead, attentive listening, validation of the child's emotions, and posing questions that

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encourage reflective thinking are essential. This process gradually cultivates the child's metacognitive abilities and emotional literacy. Another equally important habitual practice is the cultivation of gratitude and appreciation within the family. Research in positive psychology has repeatedly demonstrated a strong correlation between gratitude practices and enhanced psychological well-being and resilience. Encouraging each family member to articulate, for example, three positive occurrences or things they are grateful for each day before bedtime constitutes a simple yet profoundly impactful intervention. This practice shifts attention from deficits or shortcomings toward recognizing what is functioning well, constituting an adaptive coping mechanism amid a culture that often emphasizes deficiencies and social comparison. A third critical practice is involving children in family decision-making processes appropriate to their age and capacity. When children participate in discussions regarding family vacation plans, simple budget allocation, or the resolution of minor household issues, they learn to consider problems from multiple perspectives, evaluate the consequences of various alternatives, and assume responsibility for collectively made choices (Hasan et al., 2022).

The example set by parents constitutes the most potent and decisive factor throughout the entire process of fostering resilience. Children, particularly in early and middle childhood, acquire knowledge predominantly through imitation and identification rather than verbal instruction. They closely observe how their parents respond to challenging situations, how they manage emotions such as anger or disappointment, how they speak about themselves following failure, and how they treat others, especially in conflict scenarios. These observations are internalized and form mental models that serve as blueprints for the children's future behavior. Parents who remain calm, think clearly, and seek constructive solutions when facing difficulties indirectly teach emotional regulation and problem-solving orientation to their children. Conversely, parents who are prone to panic, blame others, or avoid problems under stress inadvertently transmit maladaptive response patterns, despite verbally advising their children to be strong and responsible. This underscores the critical importance of parental self-awareness in the caregiving process. Effective facilitation of resilience requires parents to first develop their own resilience. Parents who have unresolved psychological wounds, who struggle to manage stress adequately, or who remain entrenched in unhealthy parenting patterns from their own past, will face challenges in providing an environment conducive to the development of resilience in their children. Therefore, enhancing parental capacity through parenting education, counseling, and social support constitutes an integral and inseparable component of efforts to build children's psychological resilience (Lubis et al., 2024).

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Family Curriculum Implementation Strategy Responsive to the Challenges of the Society 5.0 Era (Digitalization, Information Overdose, and Social Pressure)

The implementation of a family curriculum that is responsive to the distinctive challenges of the Society 5.0 era necessitates a strategic approach that is deliberate, adaptive, and multilayered. This era presents a paradoxical reality: on one hand, advancements in digital technology offer unprecedented convenience and ease; on the other hand, they give rise to new, complex threats to children's mental health and character development. The overwhelming influx of information (information overload), the pressure to maintain a perfect and popular image on social media (social pressure), and the pervasive culture of instant gratification infiltrating every aspect of life constitute some of the challenges that contemporary family curricula must anticipate. In addressing these conditions, outright rejection of technology is not a prudent strategy, as it leaves children unprepared and vulnerable when they inevitably engage with the digital world. Conversely, a more constructive strategy involves positioning the family as a laboratory for digital literacy, where children learn to use technology consciously, responsibly, and ethically. Parents need to establish clear and consistent boundaries regarding device usage and internet access at home; however, beyond mere restrictions, active guidance is paramount. Accompanying children as they navigate the internet, discussing the content they consume, and encouraging critical thinking about the information they encounter are practices that build children's mental resilience against harmful informational "viruses," such as hoaxes, hate speech, and content inappropriate for their developmental stage. In this context, digital literacy should be understood more broadly not merely as the technical ability to operate devices and applications, but as a relational competence encompassing empathy, conflict management, truth verification, and meaning discernment amidst the often contradictory flow of information (Rahmawati et al., 2026).

The strategy for implementing a family curriculum in the digital era must be deliberately directed towards creating interaction spaces free from digital devices, enabling each family member to be fully present and emotionally connected. One of the most significant challenges faced by modern families is maintaining the quality of relationships amidst the constant distractions posed by digital technology. Many families, despite physically sharing the same space, find that individual members are absorbed in their own digital worlds mediated by device screens. This "alone together" phenomenon gradually erodes emotional bonds and generates hidden loneliness within the household. A family curriculum that is responsive to contemporary times should design and safeguard sacred moments for the family, such as device-free shared meals,

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storytelling or joint reading sessions before bedtime, weekend recreational activities, or casual conversations on the porch or in the living room. These moments serve as vital venues for transmitting life values, strengthening a sense of belonging, and affirming the family's identity as a cohesive unit. Furthermore, collaborative activities such as cooking together, gardening, playing board games, or engaging in craft projects hold significant educational value in fostering resilience. Through these activities, children learn about processes, teamwork, patience, and the understanding that achieving positive outcomes often requires sustained effort, with setbacks being a natural part of the experience. Governments and various non-governmental organizations have increasingly recognized the urgency of revitalizing the educational functions of the family, as reflected in initiatives such as the establishment of "Special Family Schools." In these settings, parents are encouraged to relearn positive parenting practices, household financial management, mental health, child nutrition, family communication, and the prevention of domestic violence and divorce through intergenerational, participatory, and dialogic learning platforms (Buol Post, 2025).

Another equally significant strategy involves leveraging technology itself as a means to enhance caregiving capacity and family resilience. Amid the time and energy constraints that often pose primary challenges for modern parents, the utilization of digital platforms offering educational content related to parenting can serve as an empowering solution. Parents may engage in positive and supportive online parenting communities, participate in webinars or brief online classes focused on child development, or access articles and instructional videos from credible sources. This approach constitutes part of an effort to establish what can be termed a trust ecosystem surrounding the child. Children's resilience does not develop in a vacuum but is fostered through feelings of safety, belonging, and trust derived from their immediate environment namely family, school, community, and broader social institutions. Should trust in these institutions erode, children may seek substitute communities within digital spaces that are not necessarily healthy or constructive. In recognition of this reality, training programs for community cadres, such as PKK cadres, have begun equipping participants with digital skills and persuasive communication strategies to educate citizens more effectively, not only through conventional face-to-face methods but also via online media and relevant applications (Pikiran Rakyat Koran, 2025).

The Society 5.0 era presents a fundamentally different landscape of life compared to previous eras, necessitating adaptive and anticipatory strategies for the implementation of family curricula. This era is characterized by an increasingly profound integration between physical and

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digital spaces, where technology is no longer merely a tool but has become an environment that shapes how individuals think, feel, interact, and ascribe meaning to their experiences. For children and adolescents born and raised in this era, the digital world is not a separate secondary realm from the real world but a natural extension of their everyday reality. The implications for family curricula are substantial. Strategies that wholly reject or prohibit digital technology are not only unrealistic but also counterproductive, as they render children unprepared and lacking immunity when they inevitably engage with the digital world. Conversely, a more constructive and relevant approach is to establish the family as an active and critical digital literacy space. In this context, parents must first equip themselves with an adequate understanding of the digital ecosystem, not to become technology experts but to serve as wise companions and guides for their children. Accompanying children as they explore the internet, discussing the content they consume, and encouraging them to pose critical questions regarding the information they encounter are practices that should be part of the family routine. The aim is not to cultivate paranoia about information but to develop children's reflective thinking habits, enabling them to distinguish between fact and opinion, credible information and hoaxes, as well as constructive and destructive content. Digital literacy, from this perspective, transcends technical skills and becomes an integral component of character education, as it fundamentally involves the ability to maintain self-integrity and moral values amid the overwhelming flow of information, not all of which is beneficial (Indrawati et al., 2023).

In addition to digital literacy strategies, the implementation of a family curriculum that is responsive to the challenges of the Society 5.0 era must deliberately and systematically create device-free spaces that safeguard the quality of direct interactions among family members. One of the most significant ironies of the digital connectivity age is the emergence of the phenomenon known as disconnected presence, wherein family members are physically co-located in the same room but are mentally and emotionally isolated within their own individual worlds mediated by screens. This phenomenon gradually erodes emotional bonds, diminishes the quality of conversations, and engenders a concealed loneliness within the home environment. A family curriculum attuned to contemporary developments must explicitly establish device-free zones and designated times. Shared mealtimes without the presence of mobile phones, storytelling or reading aloud sessions before bedtime, weekend recreational activities, or even casual conversations in the living room without the distraction of notifications are sacred moments that must be protected and prioritized. These moments serve as primary venues for the transmission of values, the reinforcement of a sense of belonging, and the formation of a family identity as a

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cohesive team. Furthermore, collaborative and exploratory joint activities such as cooking together in the kitchen, gardening in the yard, playing board games, engaging in art or craft projects, or exercising collectively possess rich and multidimensional educational value. Through these activities, children not only acquire practical skills but also learn about processes, cooperation, communication, negotiation, managing frustration when outcomes do not meet expectations, and understanding that achieving good results requires effort, time, and patience. These values stand in direct opposition to the instant gratification culture heavily promoted by the digital ecosystem, and instilling them constitutes a vital component of character education based on resilience. Children accustomed to gradual, non-instant processes develop greater psychological endurance when facing challenges that demand sustained perseverance (Nababan et al., 2024).

The third strategy, equally critical, involves leveraging the power of technology itself as a means to enhance caregiving capacity and to build a supportive ecosystem surrounding the family. In the context of modern life, characterized by busyness and numerous demands, many parents experience isolation and feel overwhelmed in fulfilling their caregiving roles. When employed appropriately, technology can serve as a bridge connecting parents to sources of knowledge, support, and communities that strengthen their resilience both as individuals and caregivers. Digital platforms that offer educational content on parenting, child development, and family mental health in accessible formats such as short videos, podcasts, or infographics can be invaluable tools. Positive, supportive online parenting communities grounded in scientific approaches provide spaces for parents to share experiences, seek advice, and receive emotional support, thereby mitigating feelings of loneliness in facing parenting challenges in the digital era. Furthermore, technology can facilitate family access to professional services such as family counseling or psychological consultation, which were previously difficult to obtain due to geographic or temporal constraints. Consequently, the implementation strategy for family curricula in the Society 5.0 era must fundamentally be dialectical and balanced: on one hand, it should build defenses against the negative impacts of technology through digital literacy and the creation of device-free spaces; on the other hand, it should harness the positive potential of technology to enhance caregiving capacity and expand access to support (Fatmawati et al., 2023).

The Impact of Resilience Value Integration on Children's Emotional Independence and Mental Health Amidst the Disruption of the Era

Integrating resilience values fundamentally into the family curriculum will transform the

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way children perceive and respond to life's dynamics. The most significant and fundamental impact is the development of emotional independence, defined as the internal capacity to manage emotional experiences healthily without relying constantly on external validation or intervention. An emotionally resilient child does not imply immunity to feelings of hurt, sadness, or anxiety; rather, the child possesses an awareness that these emotions are temporary, manageable, and do not define their overall identity. When faced with peer rejection, the child can experience the pain without concluding that they are worthless. Similarly, when encountering failure in an exam or competition, the child can feel disappointment without internalizing a belief of being unintelligent or incapable of success. This emotional independence serves as the primary foundation for robust mental health throughout the lifespan. Conversely, the absence of resilience renders children highly vulnerable to various psychological disorders in the future, especially considering that life in the era of disruption is perennially characterized by pressure, uncertainty, and rapid changes often beyond individual control. Recent research in developmental psychology increasingly emphasizes that resilience and social support are two critical factors that significantly influence individual psychological well-being, particularly among adolescents who are in the identity-seeking phase and highly sensitive to social evaluation. Adolescents who perceive emotional support from their family and immediate environment possess psychological resources that enable them to overcome negative stigmas and continue to develop their fullest potential (Universitas Negeri Malang, 2025).

Children who are consistently trained within a family curriculum framework based on resilience develop a life orientation that is fundamentally different from that of children who do not receive such training. They no longer perceive difficulties and obstacles as threats to be feared and avoided; rather, they recognize these challenges as natural elements of the growth process, even worthy of gratitude because they offer opportunities to strengthen character. This mindset, often referred to in contemporary psychological literature as a growth mindset, constitutes an invaluable psychological asset in navigating the disruptions of the modern era. When significant changes occur, such as the global pandemic that fundamentally altered modes of learning and social interaction, resilient children are better equipped to adapt quickly. They do not remain fixated on a single method or ideal condition but instead possess the cognitive and emotional flexibility necessary for adjustment. They learn to identify opportunities within every crisis and maintain optimism and goal orientation even amidst chaotic circumstances. Their mental health is less susceptible to external fluctuations because their locus of control resides internally rather than externally. Spirituality, broadly understood, can serve as a psychosocial resource that

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deepens and strengthens this resilience. It provides a framework of meaning that transcends material and transient concerns; thus, children introduced early to healthy spiritual values develop an existential anchor, which prevents them from being easily swept away by waves of emptiness and despair amid the consumerist and hedonistic culture heavily promoted by the media (Rahmawati et al., 2026).

At a broader social level, the accumulation of resilient individuals contributes to the formation of a generation that is not only personally robust but also possesses heightened social sensitivity and responsibility. The habituation of resilience within the family, emphasizing empathy, cooperation, and problem-solving, produces individuals who are oriented not solely toward personal success but also toward the welfare of their communities. These individuals, when confronted with societal issues, do not merely complain or assign blame; rather, they are motivated to actively participate in solutions. This underscores the significant contribution of character education based on resilience within the family curriculum toward national resilience. A strong nation is built not only on advanced economic and technological foundations but, more importantly, on the mental toughness and character of its citizens. The major challenges facing Indonesia's youth today such as mental health crises, violence, intolerance, and existential disorientation manifesting in various deviant behaviors are fundamentally issues of inner resilience that cannot be resolved through curative approaches or top-down policies alone. A systematic cultural movement is required to restore the educational functions within the most fundamental and intimate human institution: the family. The synergy among the triad of educational centers family, school, and society within a holistic developmental ecology framework represents the most promising strategy for constructing a child’s character that is robust, moderate, and prepared to navigate the complexities of the disruption era while steadfastly adhering to moral and spiritual values (Buchori & Lailiyah, 2026).

The integration of resilience values into the family curriculum, when implemented consistently and sustainably, yields profound and transformational effects on the development of children’s emotional autonomy and mental health. Emotional autonomy in this context should not be misconstrued as indifference or apathy toward others, nor as the capacity to remain unaffected by pain or disappointment. Rather, emotional autonomy constitutes an internal capacity to experience, manage, and regulate a broad spectrum of emotions without unhealthy reliance on external validation, approval, or continuous intervention. A child who has developed healthy emotional autonomy will still feel sadness when losing something valuable, yet understands that such sadness is transient and does not define their identity. They will experience anxiety when

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facing uncertainty, but such anxiety does not incapacitate their ability to think and act. They will feel anger when treated unjustly, but can channel this anger constructively and assertively, rather than aggressively or passively-aggressively. These capacities result from years of habituation within a family environment that permits, validates, and guides the child in managing their emotions. Absent this process, children risk becoming emotionally vulnerable individuals who are easily destabilized by minor changes and tend to resort to maladaptive coping mechanisms such as avoidance, denial, or dependence on external factors. Qualitative research on the experiences of students from outside Java living in Malang City reveals that those who achieve strong emotional autonomy actively build and utilize healthy social support systems and possess self-efficacy beliefs enabling them to overcome challenges arising from new and stressful life circumstances (Nofitasari & Mufidah, 2023).

The impact of integrating resilience values on children's mental health is highly significant and carries long-term implications. Mental health is often misunderstood merely as the absence of disorders or conditions such as depression and anxiety; however, a more comprehensive and accurate definition encompasses optimal psychological functioning, the capacity to enjoy life, the ability to contribute productively, and resilience in facing normal life stressors. Children raised within a family curriculum grounded in resilience have a substantially greater likelihood of attaining this positive state of mental health. This outcome arises from their possession of a set of internal psychological resources that function as a mental immunity system. When faced with pressures and difficulties which are inevitable in every human life these children do not automatically succumb to psychological disorders because they have a reservoir of inner strength that has been cultivated. They demonstrate the ability to interpret events more proportionally, seek and utilize social support, regulate emerging emotions, and actively formulate problem-solving strategies. These protective factors have been scientifically validated to reduce the risk of developing psychological disorders. Furthermore, resilience contributes to the formation of identity and self-esteem. Resilient children tend to exhibit a more positive and stable self-concept because their self-assessment is based on healthy internal criteria rather than solely on external achievements or the fluctuating judgments of others (Maharani & Sugiharto, 2024).

In the context of ongoing and accelerating disruption, resilient children develop an adaptive advantage that fundamentally distinguishes them from those lacking this competency. Disruption, by nature, constitutes rapid, unforeseen, and often profound changes that unsettle established orders and compel all parties to adapt in novel ways. Whether the disruption occurs on a macro scale such as a global pandemic, economic crisis, or technological transformation or

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on a micro scale such as parental divorce, school relocation, or the loss of a beloved figure it necessitates a high level of adaptive capacity. Children who cultivate a growth mindset perceive disruption not as an apocalyptic end but as a challenging yet navigable new condition. They possess cognitive flexibility that enables them to adjust strategies and expectations in accordance with evolving realities. Moreover, they maintain emotional stability, allowing them to remain calm and think clearly amidst chaos, a prerequisite for adaptive decision-making. Instead of succumbing to lamentation over perceived injustices, they promptly redirect their mental energy toward identifying controllable factors and relinquishing those beyond their influence. This problem-solving orientation is a defining characteristic of resilient individuals. The development of psychological instruments to measure resilience in the digital era is increasingly critical, as valid and reliable measures are essential for the early identification of individuals requiring specialized support and for evaluating the effectiveness of resilience intervention programs implemented within both familial and educational settings (Fatmawati et al., 2023).

Ultimately, the impact of integrating resilience values extends beyond individual emotional autonomy and mental health, permeating broader social quality. Mentally resilient and healthy individuals tend to become more constructive and contributive community members. They possess greater empathy as they are not constantly depleted by their own internal crises. They have sufficient psychological energy to care about issues beyond themselves and to engage in positive collective actions. In other words, resilience cultivated within the family serves as a catalyst for the development of social and national resilience at a macro level. A nation cannot be strong and sovereign if its younger generation is mentally fragile, easily provoked, and lacking a clear sense of life purpose. The escalating mental health crisis among youth worldwide, including in Indonesia, is a critical warning that cannot be ignored, and its resolution cannot rely solely on curative approaches through psychiatric and clinical psychological services. There must be massive preventive and promotive movements, with the family as the smallest social unit serving as the most strategic frontline for these efforts. Through a resilience-based family curriculum, every household can become a center of resilience that not only protects its members from disruptive storms but also produces individuals prepared to contribute to healing and strengthening society amid the uncertainties of the times. Recent research on resilience and social support among adolescents facing adversity confirms that family- and community-based interventions designed to strengthen these protective factors have significant and lasting effects in enhancing psychological well-being and preventing the development of psychopathology later in life (Maharani & Sugiharto, 2024).

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CONCLUSION

The integration of character education grounded in resilience within the family curriculum is an imperative necessity amidst the complexities of the Society 5.0 era. This study emphasizes that resilience is not merely an innate attribute but a psychological construct that can and must be deliberately cultivated through consistent parenting practices within the family environment. The concept is founded upon three interrelated dimensions: the cognitive dimension, which fosters a growth mindset; the affective dimension, which develops emotional intelligence; and the conative dimension, which manifests resilience in everyday concrete actions. Parents occupy a central role as primary facilitators who no longer function solely as protectors shielding children from all difficulties but rather as companions who create safe spaces alongside measured challenges, thereby providing children with opportunities to exercise their mental fortitude. The implementation strategy of the family curriculum in the digital age requires a balance between leveraging technology as an educational tool for parenting and creating technology-free interaction spaces that preserve emotional intimacy among family members. The impact on children is fundamentally significant, resulting in the development of emotional independence and robust mental health, enabling children to withstand social disruption and pressures, as well as to transform every challenge into a growth opportunity. Ultimately, resilient children grow into a generation that is not only personally robust but also socially responsible and prepared to contribute to national resilience.

The practical application of this research can be realized through the development of resilience-based family curriculum guidelines, structured as simple and accessible modules for parents from diverse backgrounds. These modules include daily activities that can be seamlessly integrated into family routines, such as reflective rituals before bedtime to identify lessons learned from daily experiences, joint family gratitude journaling, and light discussion sessions involving children in household problem-solving appropriate to their age. Governments and non-governmental organizations can organize training sessions for family cadres, such as members of the Family Welfare Movement (PKK) and integrated health service posts (posyandu), to serve as facilitators assisting families in the sustainable implementation of this curriculum. On a broader scale, it is necessary to develop digital platforms that provide educational content through short videos and infographics on empathetic communication, emotional management, and resilience-based parenting strategies accessible to parents at any time. Schools can also act as strategic partners by conducting regular workshops that bring together teachers and parents to align

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character education approaches both at home and at school. Fundamentally, all these efforts converge toward a singular, profound objective: to restore the family's function as the primary and foremost bastion of children's psychological resilience amid the increasingly complex challenges of contemporary times.

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