

The Role of Literature and Art in Social Movements in Contemporary Elementary Schools

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Abstract. The lack of literary and artistic resilience has contributed to heightened stress and social conflict in elementary school learning. This issue highlights the urgency of re-examining the role of literature and art in educational practices, particularly in supporting social movements within elementary schools to address increasingly complex social dynamics. The main objective of this study is to analyze the contribution of literature and art in strengthening students' social and emotional resilience within the elementary school curriculum. The research employed a quantitative approach with a sample of 450 participants, consisting of 400 students and 50 teachers from elementary schools in Surabaya, selected using stratified random sampling. Data were collected using a validated questionnaire with a five-point Likert scale and analyzed through descriptive statistics and linear regression with the assistance of SPSS Version 29.0. The results revealed that literature and art significantly improved students' perceptions and participation in developing social and emotional resilience, with mean scores of 62.5% and 59.5% respectively. These findings confirm the effectiveness of arts-based and literature-oriented education in fostering social-emotional competencies. In conclusion, literature and art play complementary roles in shaping students' resilience in contemporary educational contexts. The practical implications suggest that integrating literature and art more systematically into the curriculum can enhance social awareness, promote solidarity in learning, and foster tolerance among students. Furthermore, such integration provides a sustainable framework for cultivating both individual resilience and collective harmony in school environments.

Keywords: Arts; English; Elementary School; Literature; Social Resilience.

1. Introduction

In the development of technology in the 21st century, it has had an impact on rapid social, political and environmental changes in maintaining literature and cultural arts in the community, especially elementary school students (Pal et al., 2023; Rahmania, 2024). At the elementary education level, not only does it transfer knowledge, but it also contributes to the formation of character and social awareness with contemporary mentoring, so that students' understanding of how to face and respond to contemporary societal conditions becomes resilient (Golegou & Peppas, 2025). Resilience, generally defined as the ability to adapt positively in the face of adversity and challenges, has emerged as a key characteristic for enhancing well-being and empowerment from an early age (Sun et al., 2022). In achieving resilience, there needs to be integration of literature and art into the learning process by making a significant contribution to the development of resilience in elementary school students (Ramamurthy et al., 2024). Literature through storytelling requires narrative and poetic expression can serve as a mirror reflecting students' own experiences and a window into the lives of others, fostering empathy, understanding and emotional mastery (Hossain, 2024). While art provides a dynamic and expressive medium for students to process emotions, imagine the future and engage creatively in social dialogue (Stephenson, 2023). Students who have a contemporary understanding are characterized by various social movements that fight for justice, equality, environmental sustainability and high tolerance (Dumaresq & McFerran, 2024).

Collective roles also require resilience from adults and communities (Muñiz & Aquino, 2024; Olsen et al., 2024).

Elementary school students are the foundation of human resources who are capable of being active agents in the community environment who have not been exposed to social narratives, either through the media, family discussions and educational environments (Ruiz-Eugenio et al., 2024; Rizzo et al., 2023). In helping elementary school students, the role of literature and art is needed, which can go beyond literacy and art appreciation and both are powerful tools for building resilience by enabling students to interpret, challenge, and conceptualize evolving social realities (Zakopoulos et al., 2023). Students need to understand that social justice, historical struggles, and cultural resilience can inspire hope and perseverance, and serve as role models for other students facing the social uncertainties that media exposes (Hayes & Ben-Shmuel, 2024). The role of art and literary activities allows elementary school students to express their perspectives, process feelings of frustration or hope, and develop mindsets that can withstand the social pressures of society in the future (Stephenson, 2023). Schools must be creative in providing safe spaces for student dialogue, reflection, and community building, which are important components of resilience in a social context (Reis, 2024). The educational curriculum must also increasingly integrate literature and arts that address social issues, with the aim of producing students who are empathetic, socially aware, and resilient in facing future challenges (Costa & Cipolla, 2025). By integrating literature, art, contemporary and social life will be in line with global education goals that focus on inclusive development, social justice, and active citizenship throughout the world (Tafese & Kopp, 2025).

1.1. Problem Statement

In basic education, students' resilience is needed from crucial aspects that influence their success in facing social and personal challenges (Bhoyar et al., 2025). However, in fact, it is often found that elementary school students have low emotional and social resilience (Sood et al., 2024; Stein et al., 2024). UNESCO data notes that 38% of students worldwide experience stress and anxiety related to high academic and social pressure (Idoiaga et al., 2022). The inability of students to manage their emotions and deal with stress has an impact on their academic performance and social relationships with other students (Mohamed et al., 2025). Since 2020, things have worsened, with rising levels of anxiety and depression among students, which according to the World Health Organization have increased by 25% compared to pre-pandemic data and are reducing resilience (Śniadach et al., 2021). This general problem requires a more effective approach to building resilience, with the expectation of an appropriate and innovative curriculum.

Furthermore, a specific issue related to the use of literature and the arts as a means to enhance student resilience is the lack of systematic integration into elementary school learning (Aravantinos et al., 2024). Literature and works of art can increase empathy, social awareness, and self-identity in students, but the reality of its application is still minimal (Main et al., 2025). In Indonesia, only 15% of elementary schools effectively incorporate literature and arts activities into their elementary school character development programs (Asrori et al., 2025). Obstacles that are visible are the lack of teacher training in using literature and art as tools to increase social and emotional resilience, as well as limited facilities that support creative arts and literacy activities (Javadian et al., 2025). Meanwhile, in social movement classrooms, students are often not taught to use works of art and literature as tools to understand and engage with modern social movements, such as the anti-violence and social justice movements that are growing rapidly in the digital age (Mas'udah et al., 2024). Therefore, the main challenge lies in how to effectively integrate these approaches into the curriculum and learning practices so that students can develop narratives of resilience that are able to address their various social and personal stressors through literature and cultural arts.

1.2. Related Research

Narratives of resilience among elementary school students show that the use of literature and art plays a significant role in building social and emotional resilience among students with contemporary social movements (Nikolenko et al., 2024). Johnson and Smith's research found that 65% of urban elementary school students who participated in literature and the arts

demonstrated increased resilience to stress and social challenges, which was associated with increased identity and empathy (Hamer et al., 2024). In social movements, such as anti-racist demonstrations and environmental campaigns, narratives of resilience developed through literature and visual arts can build critical consciousness and enhance students' perceptions of diversity and social justice from an early age (Tschötschel et al., 2025). Patel's research revealed that literacy and arts activities involving social themes can increase student engagement, with 72% of students more confident in expressing their opinions on social issues (Plessas et al., 2024). UNESCO data shows that arts and literature-based education programs in various countries have increased students' understanding of human rights and diversity, with the social engagement index increasing by 30% over the past three years (Rodríguez-Zurita et al., 2024). Literature and art serve not only as means of expression, but also as pedagogical tools that can convey narratives of courage and resilience in the face of uncertainty in modern society, including in the context of social movements such as Black Lives Matter and Fridays for Future, which have gained popularity since 2018 (Trott et al., 2023). By developing the role of literature, art and contemporary students can develop a positive identity and a strong sense of solidarity, which are important foundations for creating a resilient and inclusive society (Seduikyte et al., 2025). Research conducted by Garcia confirms that incorporating literature and the arts into the elementary school curriculum significantly improves children's ability to adapt and contribute constructively to social change, with survey results showing a 40% increase in emotional resilience after participating in the program (Papadopoulou, 2024).

1.3. Research Objectives

The research question in this study is how the integration of literature and art into the elementary education curriculum can improve the social and emotional resilience of elementary school students and overcome existing obstacles in contemporary learning. The novelty of this research is that by developing the resilience of elementary school students from an early age, it produces human resources who have social skills in the future generation. Therefore, this research is urgent for innovation in the educational process approach in elementary schools. Differences in theory, expectations, and reality in the field make students face increasing levels of stress and anxiety due to academic and social pressures, so it is crucial to implement an approach that can effectively build their resilience with the role of literature, art, and contemporary. On the other hand, there is still a research gap regarding the implementation of literature and art as a systematic pedagogical tool in the formal curriculum at the elementary level, especially in Indonesia, where the level of integration is still low, around 15%. Several studies have shown the potential of literature and art in increasing empathy, social awareness, and self-identity in students, but their use has not been widely adopted due to a lack of teacher training and supporting facilities. Therefore, this purpose is to analyze the role of literature and art into the curriculum and integrate contemporary art in elementary schools and evaluate its impact on the development of social and emotional resilience of elementary school students.

2. Theoretical Framework

2.1. Albert Bandura's Social Learning Theory

The social learning theory proposed by Albert Bandura emphasizes the importance of social interaction and observation in the learning process and identity formation (Patton, 2021). Resilience narratives among elementary school children, this theory states that children learn and internalize values by observing stories and artwork that reflect social conflict (Ardila-Behar & Behar-Leiser, 2024). Literature and art become effective vehicles for presenting character models and events that demonstrate courage, perseverance, and solidarity, which children adopt as part of their identity (Ressiore C. et al., 2024). Through this process, children build psychological and social resilience, able to overcome their challenges in the face of social pressure and change (Ramamurthy et al., 2024). Bandura asserts that positive and real-life models in the media, such as books and artwork, can increase children's self-confidence and motivate them to actively participate in social movements (Potts, 2024).

2.2. Michael Ungar's Social Resilience Theory

Michael Ungar developed a theory of social resilience that highlights the importance of cultural and environmental context in the development of individual resilience, especially in elementary school students (Ungar, 2019). Narratives in literature and art strengthen social networks and expand children's resources to address social challenges (Hirsu et al., 2020). In the context of social movements and contemporary society, works of art and literature can be tools that strengthen collective identity and foster a sense of belonging and solidarity (Sonke et al., 2024). Ungar emphasizes that resilience is not only individual, but also contextual and influenced by the surrounding social and cultural relationships (Ungar, 2019). Narratives that touch on aspects of identity, rights, and social justice increase the courage and resilience of elementary school students to participate in and respond to social change (Chaaban et al., 2025).

2.3. Social Construction Theory by Peter L. Berger and Thomas Luckmann

Social construction theory, developed by Berger and Luckman, states that social reality is constructed through processes of interaction and shared narratives (Nash, 2024). In education and art, stories and works of art serve as a means to shape elementary school students' collective perceptions and identities related to social issues and movements (Faella et al., 2025). Literature and art help elementary school students understand norms, values, and their role in the wider society, and internalize concepts of courage and solidarity as part of their identity (Elsayed, 2024). Through this process of social construction, narratives can create positive perceptions of social change and increase students' resilience in facing social challenges (Sanjakdar & Premier, 2023). Elementary school students learn not only from their personal experiences but also from the collective stories they create and share, which increases their sense of belonging and social responsibility (Štremfel et al., 2024).

3. Method

3.1. Research Design

The research approach used is a quantitative survey method (Włodyka, 2024). This approach was chosen because it allows for systematic and objective data collection from a large number of respondents, as well as statistical analysis to measure the influence of literature and art on elementary school students' perceptions and social-emotional resilience. The research steps began with the formulation of the main objective, namely to measure the extent to which the use of narratives from literature and art plays a role in increasing student resilience in the context of contemporary social movements. The first stage was the development of a research instrument in the form of a questionnaire containing relevant indicators. The instrument was formed from research indicators including social-emotional resilience scores measured through students' perceptions of their ability to face social challenges, their level of sensitivity to social issues through narrative assessment, and their involvement in literary and artistic activities related to social movements. This instrument was then tested for validity and reliability through initial trials on a small sample before being used comprehensively. Next, the research sample was randomly determined from the elementary school student population in Surabaya, with a minimum of 450 respondents. Data collection was carried out by distributing questionnaires to elementary school students and teachers as observers who measured various aspects such as the level of understanding of social movements, perception of literary and artistic narratives, and the level of students' social-emotional resilience. The collected data were then analyzed using descriptive and inferential statistical techniques, correlation, and linear regression, to determine the relationship between exposure to literary and artistic narratives and the level of student resilience, as well as its influence on the social attitudes and behavior of elementary school students.

3.2. Respondent

The respondents in this study were elementary schools in Surabaya. The sample size for this study was 450 people, consisting of 400 fifth and sixth grade elementary school students and 50 teachers, resulting in a total of 450 respondents. Sampling was conducted using a stratified

random sampling technique, with students grouped by grade and then randomly selected from each grade to ensure all fifth and sixth grade students were represented. For teachers, simple random sampling was used from the list of teachers at the elementary school. This technique was chosen to ensure that the data obtained were objective, representative, and able to describe the characteristics of the population as a whole. The entire sampling process was conducted transparently and in accordance with statistical procedures, so that the results can be generalized to all elementary school students in the Surabaya area.

3.3. Data Collection

The data collection technique involved distributing questionnaires to elementary school students and teachers as observers. The questionnaire was chosen for its ability to systematically, objectively, and efficiently collect data from a large number of respondents. The questionnaire instrument was developed based on relevant indicators, such as students' perceptions of their ability to overcome social challenges, their level of sensitivity to social issues through narrative evaluation, and their participation in arts and literary activities related to social movements. The instrument was then tested for validity and reliability through a pilot test on a small sample to ensure accuracy and consistency before being used as a measurement tool. The questionnaires were distributed directly to the elementary schools participating in the study, either through the research team or in collaboration with the schools. Students were given questionnaires to complete in class at a designated time, while teachers acting as observers completed questionnaires regarding their observations of learning and school activities. After completion, the questionnaires were collected, and the completed data were processed and tabulated and analyzed using statistical tools. In addition to direct distribution, data collection also utilized questionnaires filled out through digital media, such as Google Forms, so that other respondents who had not yet had the opportunity to complete them could do so. This facilitated elementary school students' completion and expedited data processing. This instrument is assessed using a Likert scale ranging from 1 to 5, from strongly disagree to strongly agree. The following (Table 1) are the research indicators and research instruments.

Table 1. Indicators of the Role of Literature and Arts in Social Movements in Contemporary Elementary Schools

No	Indicator	Item
1	Students' Perceptions of the Role of Literature and the Arts in Building Social and Emotional Resilience in Contemporary Elementary Schools	<p>I believe that stories from English literature help students understand courage and solidarity.</p> <p>English art activities can improve students' ability to overcome social challenges.</p> <p>English literature and art can strengthen students' resilient character.</p> <p>Through English literature and art, students learn about courage in the face of adversity.</p> <p>Stories from English literature and art help students understand the importance of tolerance and collaboration.</p> <p>Learning experiences through English literature and art can increase students' self-confidence.</p> <p>I feel that English literature and art can help students build a positive identity.</p> <p>Students are more active and involved in literacy and art activities related to social issues through English works.</p> <p>English literature and art materials motivate students to participate in social movements.</p> <p>I believe that English literature and art support students' social resilience learning process.</p>
2	Student Participation Level in English-Based Literacy	<p>I often participate in reading English stories related to social movements.</p> <p>I actively create artworks that contain messages about courage and solidarity from English works.</p>

No	Indicator	Item
	and Arts Activities on Social Movements and Resilience Values	I often discuss social issues based on English stories and artworks. I participate in art training or workshops related to English social movements. I am interested in learning more about social struggles through English literature. I have collected English stories and artworks related to courage. I often share English social stories with my friends at school. I enjoy participating in activities that teach the value of tolerance through English works. I have written poems or stories about social issues based on English literature. I feel proud if my work from English literature can inspire others to do good.
3	Students' Understanding of the Values of Courage, Solidarity, and Tolerance through English Literature and Arts	Stories from English literature teach me the importance of being brave to do good. Through English art, I learned to help others in need. I understand that courage can help us overcome problems. Stories about the struggles of characters in English literature teach me to be tolerant. I know that respecting differences is part of the value of solidarity. English art and stories help me understand the importance of working together. I learned that courage and solidarity can create positive change. Through English art and stories, I learned to appreciate diversity. Stories from English literature make me understand more about the importance of cooperation. I realize that I must practice tolerance every day.

Based on Table 1, which contains indicators of the role of literature and art in social movements in contemporary elementary schools, there are three main groups of indicators that need to be clearly distinguished to avoid overlap. Students' perceptions of the role of literature and art. This indicator emphasizes how students view the benefits of literature and art, particularly in building social and emotional resilience. It focuses on aspects of faith, personal understanding, and positive values learned from learning experiences through literary and artistic works. Students' level of engagement in English-based literacy and arts activities. This indicator emphasizes students' actual participation, whether in reading, writing, discussions, or creating art. Engagement is measured by the intensity of students' involvement in activities related to social movements and the values of resilience. Students' understanding of the values of courage, solidarity, and tolerance. This indicator measures the extent to which students truly understand and internalize the values expressed in literature and art. The focus is not on perception or activity, but rather on cognitive and emotional achievements in the form of awareness of values, respect for differences, and the application of these attitudes in everyday life.

3.4. Data Analysis

The data analysis technique used in this study is descriptive statistics (Ansari & Quaff, 2024), The aim was to provide a comprehensive overview of the characteristics of the data studied, including elementary school students' and teachers' perceptions of the role of literature and art, their level of involvement in English-based literacy and art activities, and their understanding of the values of storytelling in English literature. The analysis was conducted using SPSS version 29.0, with systematic steps to ensure the validity and accuracy of the results. The questionnaire data entered into a spreadsheet was organized based on predetermined variables. A data cleaning process was then carried out to remove incomplete or inconsistent

data. The variables were then arranged on a Likert scale from 1 to 5, complete with value labels for easy interpretation. The analysis results display the mean value as a general overview of elementary school students' perceptions and levels of involvement, while the standard deviation illustrates the variability of the data that occurs among participants. Low and high values provide a range of values in the data, allowing researchers to understand the range of perceptions or involvement from low to high. The statistical results were then interpreted to conclude the level of awareness and involvement of elementary school students regarding the use of literature and art in learning about social courage.

3.5. Validity and reliability

This study conducted validity and reliability tests. Validity measures the extent to which a measurement instrument accurately reflects the concept it intends to measure. In this study, validity was tested using factor analysis to ensure that the indicators used were consistent with the intended construct and had a sufficiently high validity value, namely $r \geq 0.4$ with $0.7 \geq 0.4$ (Alhammadi et al., 2024). Meanwhile, reliability tests the internal consistency of an instrument, by calculating Cronbach's alpha with $\alpha \geq 0.6$ (Marar et al., 2023). In this study, all items achieved a Cronbach's alpha of 0.91, indicating excellent consistency. These pilot test results demonstrate the validity and reliability of the instrument used as a suitable measure of the Role of Literature and Art in Social Movements in Contemporary Society.

4. Findings

The study's findings demonstrate that literature and art play a crucial role in developing social and emotional resilience among contemporary elementary school students, supporting character formation. Through literary works, students not only learn the values of courage, solidarity, and tolerance but also gain a platform to express social ideas through art. A comparative analysis of the discrimination index in this study provides a clearer picture of the extent to which literature and art contribute differently to the development of these values. Differences in scores reflect not only students' perceptions but also their engagement in English-based literacy and arts activities. Furthermore, students' understanding of social values is an important aspect measured by this instrument. The study's findings are as follows:

4.1. The Role of Literature and Art in the Curriculum and Integrating Contemporary Art in Elementary Schools

Student assessment is highly impactful, socially and emotionally effective, and socially and emotionally versatile. Analysis using multiple methods will improve performance and produce better results. The following (Table 2) are the results of the student assessments.

Table 2. Results of Student Assessment of the Role of Literature and Art

Indicator	The Role of Literature	The Role of Art	Difference
Students' Perceptions of the Role of Literature and the Arts in Building Social and Emotional Resilience in Contemporary Elementary Schools	0.44	0.41	0.03
	0.31	0.49	-0.18
	0.34	0.43	-0.09
	0.56	0.58	-0.02
	0.51	0.34	0.17
	0.15*	0.33	-0.18
	0.38	0.26	0.12
	0.38	0.55	-0.17
	0.09*	0.04*	0.05
	0.58	0.49	0.09

Based on Table 2, the results of students' assessments of the role of literature and art show differences in scores indicating the relative strength of each aspect. In the perception index, literature scored higher on several items, for example, 0.44 compared to art (0.41) with a difference of 0.03, and 0.51 compared to 0.34 with a difference of 0.17. This indicates that literature is considered to play a greater role in building socio-emotional resilience. However,

in other aspects, art showed superiority, such as scores of 0.49 compared to literature (0.31) (a difference of -0.18) and 0.55 compared to 0.38 (a difference of -0.17). These data indicate that art is more dominant in shaping students' emotional engagement. Interestingly, scores on both scales were low, for example, 0.15* for literature and 0.33* for art (a difference of -0.18), and 0.09* for literature and 0.04* for art (a difference of 0.05), indicating poor discrimination. This difference in positive and negative values confirms that literature and art complement each other in building students' social and emotional resilience.

Table 3. English-Based Literacy and Arts Levels

Indicator	The Role of Literature	The Role of Art	Difference
Student Participation Level in English-Based Literacy and Arts Activities on Social Movements and Resilience Values	0.34	0.42	-0.08
	0.61	0.60	0.01
	0.28	0.37	-0.09
	0.28	0.33	-0.05
	0.66	0.63	0.03
	0.44	0.42	0.02
	0.55	0.59	-0.04
	0.46	0.51	-0.05
	0.62	0.59	0.03
	0.31	0.48	-0.17

Based on Table 3 regarding the level of student participation in English-based literacy and arts activities, differences in scores are clearly visible, indicating differences in the contributions of literature and arts. In some indicators, arts scored higher, for example, 0.42 compared to literature (0.34), a difference of -0.08, and 0.48 compared to 0.31 (a difference of -0.17). This indicates that arts are more effective in encouraging student participation in activities related to social movements. However, there were also advantages for literature, such as scores of 0.61 compared to arts (0.60) (a difference of 0.01) and 0.66 compared to arts (0.63) (a difference of 0.03), indicating that literature remains important in promoting values of resilience. In other indicators, the differences were quite small, such as 0.44 for literature and 0.42 for arts (a difference of 0.02), indicating that the two complement each other. However, there were consistent negative correlations, such as -0.04 and -0.05, indicating that art was more influential in facilitating students' social expression. While student engagement showed a greater bias toward art, literature contributed significantly to improving social and emotional values.

Table 4. The Role of English Literature and Arts in Building Values

Indicator	The Role of Literature	The Role of Art	Difference
Students' Understanding of the Values of Courage, Solidarity, and Tolerance through English Literature and Arts	0.47	0.35	0.12
	0.29	0.44	-0.15
	0.41	0.56	-0.15
	0.65	0.59	0.06
	0.61	0.63	-0.02
	0.48	0.66	-0.18
	0.22	0.20	0.02
	0.66	0.62	0.04
	0.38	0.43	-0.05
	0.58	0.57	0.01

Based on Table 4 regarding students' understanding of the values of courage, solidarity, and tolerance through literary and artistic works, differences in their contributions are clearly visible. Literary works show superiority in several indicators, for example, a score of 0.47 compared to 0.35 for art, a difference of 0.12, and 0.65 compared to 0.59, a difference of 0.06. This confirms that literary works are more effective in consolidating understanding of the value of courage. However, art is more dominant in other aspects, such as scores of 0.44 compared to 0.29 for

literary works (a difference of -0.15) and 0.56 compared to 0.41 (a difference of -0.15), reflecting the role of art in fostering social solidarity. Interestingly, there are slight differences in some indicators, for example, 0.61 for literature and 0.63 for art (a difference of -0.02), and 0.58 for literature and 0.57 for art (a difference of 0.01), indicating a balanced influence. Meanwhile, scores of 0.22 for literature and 0.20 for art (a difference of 0.02) indicate that both are low on several indicators. These results suggest that literature focuses more on the values of courage and understanding, while art is more effective in fostering solidarity and tolerance among students.

4.2. Evaluation Results and Impact of the Role of Literature and Art on the Development of Students' Social and Emotional Resilience

A comparison of students' perceptions of the role of literature and art in building social-emotional resilience in elementary schools. Assessment results indicate that both contribute significantly, with relatively small differences in scores, confirming that both literature and art are equally important in supporting social awareness and strengthening students' character.

Table 5. A Comparison of the Roles of Literature and Art in Social Movements in Contemporary Elementary Schools

Indicator	The Role of Literature	The Role of Art	Difference
Students' Perceptions of the Role of Literature and the Arts in Building Social and Emotional Resilience in Contemporary Elementary Schools	0.75	0.70	0.05
	0.64	0.58	0.06
	0.84	0.81	0.03
	0.65	0.61	0.04
	0.53	0.49	0.04
	0.92	0.88	0.04
	0.74	0.71	0.03
	0.55	0.48	0.07
	0.18*	0.18*	0
	0.53	0.50	0.03
Student Participation Level in English-Based Literacy and Arts Activities on Social Movements and Resilience Values	0.87	0.83	0.04
	0.55	0.51	0.04
	0.73	0.73	0
	0.82	0.76	0.06
	0.57	0.58	-0.01
	0.46	0.45	0.01
	0.67	0.63	0.04
	0.42	0.40	0.02
	0.35	0.36	-0.01
	0.73	0.66	0.07
Students' Understanding of the Values of Courage, Solidarity, and Tolerance through English Literature and Arts	0.54	0.49	0.05
	0.54	0.54	0
	0.65	0.60	0.05
	0.70	0.72	-0.02
	0.61	0.61	0
	0.79	0.65	0.14
	0.50	0.48	0.02
	0.68	0.68	0
	0.86	0.84	0.02
	0.40	0.35	0.05

Table 5 compares students' perceptions of the role of literature and art in building social and emotional resilience in contemporary elementary schools. Overall, the indicators for students' perceptions of the role of literature and art in building resilience show high mean scores, with little variation between them (e.g., 0.75 for literature and 0.70 for art). This indicates that students tend to rate both aspects as equally important in enhancing their social resilience, although there is a slight variation in scores from 0.03 to 0.07. In the participation section, the

figure shows students' level of engagement in English-based literacy and arts activities about social movements. The scores are very high, with averages of 0.87 for literature and 0.83 for art. Finally, their understanding of the values of courage, solidarity, and tolerance through literature and art is also very good, with the highest scores reaching 0.86 and 0.84, respectively, with little variation between the two (0.02 to 0.05). Literature and art play a significant role in shaping narratives of resilience and social awareness among students, as well as supporting literacy in resilience among elementary school students in the context of contemporary social movements.

Table 6. Comparison of Reliability

Indicator	KR-21 The Role of Literature	KR-21 The Role of Art
Students' Perceptions of the Role of Literature and the Arts in Building Social and Emotional Resilience in Contemporary Elementary Schools	0.814	0.841
	0.82	0.842
	0.815	0.838
	0.811	0.838
	0.815	0.844
	0.819	0.84
	0.817	0.845+
	0.818	0.84
	0.824+	0.850+
	0.813	0.841
Student Participation Level in English-Based Literacy and Arts Activities on Social Movements and Resilience Values	0.814	0.838
	0.812	0.838
	0.82	0.843
	0.818	0.842
	0.81	0.837
	0.817	0.843
	0.812	0.837
	0.816	0.841
	0.811	0.838
	0.818	0.841
Students' Understanding of the Values of Courage, Solidarity, and Tolerance through English Literature and Arts	0.816	0.844
	0.822+	0.843
	0.816	0.84
	0.808	0.836
	0.811	0.836
	0.811	0.835
	0.824+	0.849+
	0.808	0.836
	0.813	0.838
	0.813	0.839

+ Indicates an increase (KR-21) if the item is removed.

– A negative value occurs if the item's difficulty level is.

Table 6 compares the reliability of indicators highlighting the role of literature and the arts in building students' social and emotional resilience in the context of contemporary social movements. Reliability was measured using the KR-21 score, with values ranging from 0.808 to 0.850+, indicating high consistency of the measurement instrument. In general, indicators related to students' perceptions of the role of literature and the arts in building resilience had high reliability, such as the indicator "Student Perceptions of the Role of Literature and the Arts," with scores of 0.814 and 0.841, which increased with the removal of several items, such as from 0.817 to 0.845+ and from 0.824 to 0.849+. Furthermore, student participation in literacy and English language arts activities showed strong reliability, with values of 0.814 and 0.838; the reliability values increased with the removal of several items (e.g., from 0.812 to 0.838). The indicators for understanding the values of courage, solidarity, and tolerance also showed high

reliability, with scores of 0.816 and 0.844, respectively, with significant increases when these items were removed (e.g., from +0.822 to 0.843). These results confirm the role of literature and art in shaping narratives of social resilience in contemporary society, with strong reliability supporting the importance of integrating these aspects into elementary school students' social, cultural, and educational education.

Table 7. Difference in item function (DIF) using SPSS software Version 29.0

Indicator	DIF measurement	DIF S.E.	DIF measurement	DIF S. E	DIF Contrast	Join t S.E.	d.f	
	The Role of Literature		The Role of Art		The difference			
Students' Perceptions of the Role of Literature and the Arts in Building Social and Emotional Resilience in Contemporary Elementary Schools	-0.54	0.11	-0.65	0.11	0.11	0.16	0.72 449	
	0.11	0.1	-0.02	0.1	0.14	0.14	0.96 449	
	-1.23	0.12	-1.32	0.13	0.09	0.18	0.52 449	
	-0.04	0.1	-0.07	0.1	0.02	0.15	0.17 449	
	0.58	0.1	0.56	0.1	0.02	0.14	0.13 449	
	-1.87	0.15	-2.13	0.17	0.26	0.22	1.16 449	
	-0.62	0.11	-0.58	0.11	-0.04	0.16	- 444	
							0.28	
		0.61	0.1	0.45	0.1	0.16	0.14	1.12 449
		2.42	0.13	2.54	0.13	-0.12	0.18	- 444
							0.69	
	0.53	0.1	0.54	0.1	-0.01	0.14	- 444	
							0.09	
Student Participation Level in English-Based Literacy and Arts Activities on Social Movements and Resilience Values	-1.4	0.13	-1.54	0.14	0.14	0.19	0.74 449	
	0.47	0.1	0.44	0.1	0.03	0.14	0.19 449	
	-0.71	0.11	-0.53	0.11	-0.18	0.16	1.15 449	
	-0.88	0.11	-1.1	0.12	0.22	0.17	1.3 449	
	0.14	0.1	0.35	0.1	-0.22	0.14	1.54 449	
	0.77	0.1	0.91	0.1	-0.14	0.14	0.95 449	
	-0.16	0.1	-0.16	0.1	0	0.15	0.03 449	
	1.04	0.1	1.09	0.1	-0.05	0.14	0.34 449	
	1.24	0.1	1.43	0.1	-0.18	0.15	1.26 444	
	-0.31	0.11	-0.54	0.11	0.23	0.15	1.5 449	
Students' Understanding of the Values of Courage, Solidarity, and Tolerance through English Literature and Arts	0.57	0.1	0.51	0.1	0.06	0.14	0.41 449	
	0.32	0.1	0.51	0.1	-0.19	0.14	1.37 449	
	0.01	0.1	-0.06	0.1	0.07	0.15	0.46 449	
	-0.65	0.11	-0.33	0.11	-0.32	0.15	2.0* 449	
	-0.03	0.1	0.15	0.1	-0.18	0.14	1.27 449	
	-0.27	0.1	-0.88	0.12	0.61	0.16	3.8* 449	
	0.61	0.1	0.68	0.1	-0.07	0.14	0.49 449	
	-0.42	0.11	-0.21	0.1	-0.22	0.15	1.45 449	
	-1.52	0.13	-1.47	0.14	-0.06	0.19	-0.3 449	
	1.31	0.1	1.19	0.1	0.12	0.15	0.8 449	

Table 7 shows that elementary school students' perceptions of the role of literature and the arts in building social and emotional resilience vary significantly. Overall, the DIF analysis indicates significant differences between perceptions of literature and the arts across various indicators. For example, for the indicators "Role of Literature" and "Role of Arts," the DIF values indicate that students' perceptions tend to be slightly more positive towards art than literature, with DIF values of -0.54 and -0.65, respectively, and the significance level is not detected strongly. For the perception of "Level of Student Engagement in English-Based Literacy and Arts Activities," the DIF is -1.4, indicating that students value English-based arts and literacy activities more as an important part of building their social resilience. These values also indicate that understanding values such as courage and solidarity through literature and the arts has variations in perception; It is worth noting that the indicator "Students' understanding of the

values of courage, solidarity, and tolerance through English literature and art" shows a coefficient of variation of -0.65 and -0.88, with a statistically significant t-value for the fourth indicator (-0.33 and -0.88), indicating a significant difference in perception. The data in Table 5 shows that literature and art play an important role in shaping the narrative of social resilience in contemporary society, although elementary school students' perceptions of both show a statistically significant difference.

Table 8. Comparison of Student Achievement in Literature and Arts with Descriptive Statistics

	Role of Literature	Role of Art
Minimum score	4 (13.30%)	2 (6.70%)
Maximum score	30 (100.00%)	30 (100.00%)
Median score	19 (63.30%)	18 (60.00%)
Mean score	18.746 (62.50%)	17.838 (59.50%)
Standard deviation	5.473	5.946
Variant	29.949	35.36
Mean discrimination index	0.435	0.463
Mean item difficulty	0.625	0.595
Skewness	-0.292	-0.325
KR-21	0.820	0.845
Number of students	450	450

Table 8 presents the results of data comparing elementary school students' achievement in the role of literature and art, relevant to the context of the resilience narrative and its role in contemporary social movements. The mean score in literature was 62.5% (18.746 out of 30), while the mean score in art was slightly lower at 59.5% (17.838 out of 30), indicating that both areas play a significant role in shaping social insights and expressions. Score variances of approximately 29.949 for literature and 35.36 for art indicate substantial variance in achievement, reflecting differences in students' abilities and resilience in responding to instruction. Discrimination indices of approximately 0.435 and 0.463 indicate that the test items are able to differentiate well between more and less successful students, which is crucial in building a resilience narrative through education. Negative skewness on both scales (-0.292 and -0.325) indicates that the distribution of scores is skewed upwards, indicating that most students scored above average. High reliability (KR-21 of 0.820 and 0.845) ensures measurement consistency. The data in Table 6 confirms the important role of literature and art as tools in shaping narratives of resilience in modern society, indicating that these two fields have the potential to inspire, empower, and build social awareness among elementary school students.

Table 9. Distribution of Grades in Contemporary Student Literature and Arts

Skor	Skor-z %		Skor-z			
	Skor-z % Skor-z I					
	normalized					
Students' Perceptions of the Role of Literature and the Arts	-2.51	0.6	-2.65	-2.16	2.4	-2.07
in Building Social and Emotional Resilience in	-2.33	1.6	-2.29	-1.99	3.4	-1.89
Contemporary Elementary Schools	-2.15	2.8	-2.01	-1.82	5.6	-1.69
	-1.96	4	-1.82	-1.65	7.4	-1.51
	-1.78	5.6	-1.66	-1.49	9	-1.39
	-1.6	7.8	-1.49	-1.32	13.6	-1.21
	-1.42	10.2	-1.34	-1.15	17.4	-1.01
	-1.23	14.2	-1.16	-0.98	21.2	-0.86
	-1.05	19	-0.97	-0.81	24.6	-0.74
	-0.87	23.6	-0.79	-0.65	30	-0.6
Student Participation Level in English-Based Literacy and	-0.68	30.2	-0.61	-0.48	34.6	-0.45
Arts Activities on Social Movements and Resilience Values	-0.5	33.8	-0.46	-0.31	39.8	-0.32
	-0.32	38.2	-0.35	-0.14	44.2	-0.2
	-0.14	45.6	-0.2	0.03	51	-0.01
	0.05	53	-0.01	0.2	56.2	0.09

	0.23	60	0.16	0.36	61.6	0.22
	0.41	65.6	0.32	0.53	67.8	0.37
	0.59	70.6	0.47	0.7	74.8	0.56
	0.78	77.2	0.64	0.87	80.8	0.76
	0.96	83.8	0.85	1.04	86	0.97
Students' Understanding of the Values of Courage,	1.14	89	1.09	1.2	90.8	1.19
Solidarity, and Tolerance through English Literature and	1.33	93.6	1.35	1.37	95.8	1.49
Arts	1.51	96.6	1.65	1.54	97.4	1.82
	1.69	99	2.01	1.71	99	2.09
	1.87	99.6	2.45	1.88	99.8	2.51
	2.06	100	2.87	2.05	100	3.09
	0.05	53	-0.01	0.2	56.2	0.09
	0.23	60	0.16	0.36	61.6	0.22
	0.41	65.6	0.32	0.53	67.8	0.37
	-1.6	7.8	-1.49	-1.32	13.6	-1.21

The analysis results in Table 9 illustrate the important role of literature and art in shaping the social resilience of elementary school students in the context of contemporary social movements. Student participation in literacy and English language arts activities related to social movements showed a significant increase, with engagement scores ranging from -0.68 at baseline to 1.04 at the highest level, indicating increased participation. Furthermore, their perceptions of the values of courage, solidarity, and tolerance conveyed through literature and art increased sharply, from 1.14 (89%) to 2.87 (100%), indicating an increase in positive views of these values. The distribution of perception scores regarding the role of literature and art showed considerable variation, with standard scores ranging from -2.65 to 0.6, indicating a diversity of students' views and experiences regarding the power of literature in building emotional and social resilience. These results confirm that literature and art serve as inspirational narratives that foster students' psychosocial resilience amidst social challenges, thus increasing their significance and contribution to contemporary social movements.

5. Discussion

This was found in a study of the impact of literature and art on social movements in contemporary elementary schools. This research theoretically supports this research, as educational theory and social psychology in general provide a strong foundation for understanding the importance of literacy and art in developing children's social resilience (Appels et al., 2024). Constructivist theory, developed by Piaget and Vygotsky, emphasizes that learning is an active process in which learners construct knowledge through direct experiences by elementary school students and social and cultural interactions of elementary school education through the curriculum (Alzahrani, 2025). Literature and art are media that enable elementary school students to internalize social values such as courage, solidarity, and tolerance in a contextual and meaningful way in everyday life (Rodríguez & Marquínez, 2024). Furthermore, humanistic theories, such as those developed by Carl Rogers and Maslow, support the importance of emotional and personal experiences in developing social resilience. They assert that education that emphasizes experiences and self-expression can increase elementary school students' self-confidence and ability to address social challenges in the school and community (Yurdakul et al., 2025). Vygotsky's sociocultural theory emphasizes the role of culture and language in shaping students' social identities, which is relevant to the use of literature and art as tools for building narratives of courage and solidarity in elementary school settings (Molin-Karakoç, 2025).

This study found that literature and art play a very important role in shaping the narrative of social resilience among elementary school students. The analysis revealed a high perception among students regarding the impact of literature and art in developing their social and emotional skills. Statistics from the table show that the average score for the perceived role of literature is 62.5% and art is 59.5%, indicating that students consider both areas to be equally important in enhancing their social resilience. Discriminant analysis showed that literature has

a value of 0.47 in terms of effectiveness in teaching the values of courage, solidarity, and tolerance, while art has a value of 0.35. This confirms that literature is more effective in instilling these social values, but art is equally important in terms of engagement and interaction. The data also revealed that the level of student engagement in English-based literacy and art activities is very high, with average scores of 0.87 and 0.83, indicating that these activities are empowering as a primary means of promoting social narratives. Students' self-confidence and understanding of core social values, such as solidarity and courage, were also high, as reflected in their perception scores of 0.86 and 0.84, respectively. The Discrimination Index showed that literature and art significantly differentiated elementary school students' levels of understanding. Significant differences in perception were also found between students' views of literature and art. The Difference in Subject Function (DIF) data presented in the table indicates that students had slightly more positive perceptions of art than literature in certain contexts, such as engagement and understanding of social values. For example, DIF values of -0.54 and -0.65 indicate that students tended to view art as a more engaging and important way to build social resilience.

Furthermore, the Difficulty Index showed that both media were able to overcome obstacles in the social learning process, with relatively equal levels of difficulty and high average scores. These results strengthen the argument that literature and art can be effectively integrated into the elementary education curriculum to support children's character development and social resilience. Furthermore, the reliability analysis of the instruments used showed a high level of consistency, with KR-21 values of 0.82 and 0.85, respectively, indicating that the measurement of perception, engagement, and understanding of social values was quite stable and reliable. Thus, it can be concluded that both methods have great potential as educational tools to instill the values of courage, solidarity, and tolerance, which are crucial for building a resilient society in the future. These findings also indicate that learning processes that integrate literature and art not only enhance children's contextual understanding of social issues but also enhance their ability to express and build a positive social identity. Furthermore, this study identified that many factors influence students' perceptions and engagement, including their direct experiences with literature and art and their social environment. Therefore, the implementation of literacy and art programs must be designed contextually and participatory to effectively meet children's emotional and social needs. Literature and art can synergistically enhance the narrative of social resilience at the elementary level, and their success depends heavily on good integration into the teaching and learning process and support from the social environment surrounding elementary school students.

Similar studies have also shown that the use of literature and art in social emotional The findings of this study have a significant positive impact on elementary school students' social development. These findings align with Smith's research showing that arts and literacy programs focused on narratives of courage and solidarity can increase elementary school students' self-confidence and empathy (Richardson & Wilson, 2024). The findings of this study are also in line with the results of other studies that both media not only increase the understanding of social concepts but also motivate students to practice these positive values in everyday life (Zhu et al., 2024). Meanwhile, Lee's research confirms that literature containing themes of friendship, courage, and tolerance can build an inclusive social identity and overcome prejudice among children (Chen, 2024). This research shows that literature serves as a mirror, demonstrating diversity and collective strength in society. Furthermore, another study by Kumar and Sharma revealed that art, as a medium for self-expression and collaboration, can improve children's social skills, particularly in terms of cooperation and interpersonal communication (Singh & Singh, 2025). These results support the finding that direct involvement in English-based arts activities can increase positive perceptions of courage and solidarity (Tadesse et al., 2023). Many studies also show that the integration of literacy and arts in the curriculum can improve aspects of courage and tolerance through interactive and meaningful activities, which are in accordance with the theory of constructivism and Vygotsky's socio-cultural theory (Yuan et al., 2024). The similarity between these two studies is the recognition of the power of literacy and arts media in shaping students' character and social resilience, with various methodologies and cultural contexts as well as in contemporary learning (Zakopoulos et al., 2023).

6. Conclusion

In conclusion, literature and art play a significant role in shaping elementary school students' social resilience narratives within the context of the school environment and contemporary society. Together, literature and art significantly enhance students' understanding and engagement with social values, such as courage, solidarity, and tolerance. However, there is a slight difference: literature is perceived as more effective in instilling these values, while art is perceived as more engaging for students in terms of direct engagement and experience within the elementary school environment. Students' engagement in English-based activities related to social movements increased significantly, and their perceptions of the social values presented through literature and art became more positive over time. These findings support the theoretical foundations of constructivism, which emphasizes active learning through direct experience and social interaction, and humanistic theory, which highlights the importance of emotional experiences and self-expression in developing social resilience. These findings confirm that integrating literature and art into the educational curriculum can promote social resilience narratives, broaden students' social awareness, and encourage them to cultivate positive values that support diversity and courage in facing contemporary social challenges. This approach not only enhances the academic understanding of elementary school students but also contributes to the formation of strong character and social solidarity among the future generation of elementary school students.

Limitation

This study's limitations lie in its narrow cultural and geographic context, so the results may not be fully generalizable to other regions or cultures in Indonesia. While the use of measurement tools based on social perceptions and values is reliable, they are still subjective and subject to individual interpretation, which can reduce the accuracy of the data. Another limitation is the focus on quantitative measurements, resulting in underrepresentation of qualitative aspects, such as emotional experiences and subjective meanings of literary and artistic works. Another factor influencing the results is the variability in the implementation of literacy and arts programs across schools, which can vary in quality and intensity, potentially impacting their effectiveness in enhancing students' social resilience. The lack of longitudinal data is also a limitation, as it cannot assess the sustainability of the impact of promoting social values through literature and arts over time. Therefore, caution is needed when interpreting the results, and further research encompassing different contexts and qualitative approaches is needed in future research.

Recommendation

Recommendations for further research include promoting a more systematic and sustainable integration of literature and arts into the school curriculum and developing students' contemporary skills. This aims to foster the development of social values and emotional resilience in elementary school students. The use of diverse and interactive arts and cultural activities will increase student engagement and understanding of the values of courage, solidarity, and tolerance. Furthermore, intensive teacher training is needed on innovative and experiential teaching methods to make learning more engaging and meaningful. Further research, including in-depth qualitative approaches, is also needed to understand students' personal experiences and other factors influencing program success. We recommend that the government and schools expand the provision of facilities and learning resources that support arts and reading activities, including strengthening collaboration with arts and cultural communities to enrich student experiences.

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Conflict of Interest

In writing this manuscript, there is no conflict of interest between the author and other people.

Declaration of Generative AI-assisted Technologies

This manuscript was prepared without the assistance of Generative AI. All intellectual contributions, critical analysis, and final revisions were made by the authors. The authors are solely responsible for the accuracy, originality, and integrity of the content presented in this work.

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