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SUPPORT SYSTEMS AND LEARNER RESILIENCE IN ENGLISH DISTANCE HIGHER EDUCATION

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Abstract: This study examined distance learner resilience in overcoming academic burnout during their research in the English department. The descriptive qualitative and quantitative approaches were used to evaluate the experiences and perspectives of 144 distance learners on their self-directed learning activities from the Undergraduate and Graduate English Education Study Programs at Universitas Terbuka (UT). The findings revealed that a strong support system is important in enhancing learners' resilience in distance higher education. Support from family and institutions contributes to their emotional and academic stability, while community engagement and access to digital resources expand learning opportunities and overcome barriers. In addition, the balance between online learning and personal life is key to preventing academic burnout and maintaining learning motivation. Therefore, educational institutions need to develop holistic support strategies, covering emotional, social, and managerial aspects for distance learners.

Keywords: *English distance learners, higher education, online learning, learners' resilience, technological stress*

INTRODUCTION

Distance learning systems are the primary option for pursuing higher education for adult learners. Adult learners are usually in the age range of 25-40 years (Ardiwinata et al., 2021). Their busy work allows for more flexible time management and can be done anywhere. Although some of them are not serious about pursuing formal education online, others show high motivation and are more focused on learning outcomes because the majors they choose can support their current field of work (Gray & Diloreto, 2016). There are three main motivations related to work and profession, namely expanding specialized knowledge, gaining new professional insights, and obtaining higher professional certification (Symposia, 2006).

The Universitas Terbuka (UT) is a state university that has implemented an open and distance learning system since its establishment in 1984 (Ardiasih et al., 2023). Based on the experience of UT tutors regarding student characteristics, compared to face-to-face students, online students have several limitations. Among them are limitations in communicating with tutors or fellow students, few opportunities to ask questions about material that is still unclear, short deadlines for submitting assignments, or internet networks that often experience disruptions. One of the criticisms of online learning is the lack of social connections. According to (Erlangga, 2022), one of the most common problems that arise in online learning is a lack of social connections. In a face-to-face learning environment, students have many opportunities to connect with their classmates, participate in group

activities, and form interpersonal relationships. These social connections not only enhance the educational experience but also help students acquire critical communication and collaboration skills. Furthermore, social connections are closely linked to a person's adaptive functioning. Behavior, emotions, and cognitive attitudes play vital roles in supporting students' resilience, enabling them to build academic achievement, form healthy social relationships, and manage emotions effectively (Guo et al., 2021; Mu & Guo, 2022). Resilience is crucial in determining students' ability to recover from adversity and overcome discouragement (Rahmawati & Zamroni, 2023).

In the context of education, Nashori & Saputro (2021) summarize academic resilience as the ability of students to deal with setbacks, challenges, difficulties, and pressures effectively in learning activities. Students' ability to use both internal and external resources to handle negative situations is a reflection of this competence (Boatman, 2014). There are 4 main aspects of academic resilience. First, self-belief refers to students' ability to acknowledge their weaknesses that need to be addressed to foster personal development and fulfill academic responsibilities throughout the educational process. So indirectly a sense of self- confidence and belief in one's abilities is built. Second, a sense of control in the form of the ability to control oneself over various pressures and burdens experienced, predict future events, and prepare oneself to face them. Third, low anxiety in the form of

calmness due to being able to regulate emotions and anxiety levels regarding academic responsibilities, homework, and semester exams. Finally, persistence is the form of determination not to give up easily although facing difficulties and failures in completing academic tasks and responsibilities (Martin, 2012). Managing stress with optimism and adaptability helps students prevent a decline in academic achievement (Singh & Jha, 2013). A support system is a fairly important dimension in resilience, namely support from family, peers, and tutors (Hernandez & Cortes, 2012; Tise et al., 2023) because it facilitates emotional regulation and mitigates stress. A conducive and safe learning environment, ease of finding learning materials, and support from institutions act as external support. Therefore, students need to master effective strategies for dealing with weak resilience. Students can learn problem- solving skills, build positive mindsets, and seek help when experiencing difficulties (Joseph, 2012). Once resilience is established, students can initiate positive self-transformations by cultivating new skills and enhancing their motivation to achieve goals (McIntosh & Shaw, 2017). In short, the concept of resilience includes the ability of students to rise from adversity and overcome it independently.

Factors associated with resilience include optimism, social support, the surrounding environment, problem-solving strategies, adaptive functioning, and the tendency to continue to develop and make positive changes in the face of academic challenges in education. To ensure that they stay on the right academic track, distance learners need regular monitoring and support throughout their educational journey (Sampson, 2003; Simpson, 2021). Educational institutions must be able to routinely help them set learning goals and develop skills to overcome their academic challenges (Suman, 2023). One form of assistance is counseling services. Distance learners must have easy access to meet their emotional and psychological needs, such as stress management services, health problems, anxiety, and other mental health (Abu Hasan et al., 2023). A good relationship between students and tutors or instructors also helps them become more confident and enthusiastic. Tutors can share advice and experiences related to academic assignments so that students can build their confidence.

Furthermore, interaction and support for student resilience can also be provided by the learning management system (LMS) platform as a centralized medium for presenting interesting materials, lively forum discussions, and easily accessible chat rooms (Sari & Mediatati, 2023). Virtual interactions will foster a sense of unity and familiarity, just as face-to-face sessions do. Students can continue by forming communities such as WhatsApp groups, Facebook groups, or other platforms (Van den Berg & Mudau, 2022). Once an active community is formed, they can share experiences, discuss difficult material, and provide support, reducing feelings of isolation and building stable resilience. Students can also create online communities to share experiences, ask questions, and provide peer support to reduce feelings of isolation and increase resilience (Grégoire et al., 2022). This community can be facilitated through social media groups, discussion boards, or special platforms. Virtual communities can also learn groups (Gray & Diloreto, 2016). So that students can collaborate

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in completing assignments and preparing for final exams.

Support from institutions, technological interventions, and self- development programs are also crucial. The availability of academic guidance and counseling services can provide emotional support to learners in English language education programs. Virtual classrooms can encourage interaction and mutual motivation among classmates. Moreover, an interactive learning environment can be fostered when students actively participate in discussion forums during tutorial sessions. In addition to being able to ask questions, students can receive input from peers and tutors. By working in groups, students can help themselves develop interpersonal skills, learn to be responsible for the tasks given, and build a strong sense of togetherness (Chiriac, 2014). Thus, many aspects synergize to increase resilience in distance learners.

Preliminary study conducted by the researchers on several distance learners in the English Language Education program revealed several substantial challenges. They experience limitations in a language environment that does not support real-time speaking practice. The lack of consistent peers for practicing speaking skills in daily life presents a significant challenge for students. Moreover, during webinar tutorials, distance learners often experience a lack of confidence in engaging in virtual discussions, primarily due to limited opportunities for direct speaking practice. These findings are the basis for formulating the focus and objectives of the study.

Given this situation, this study seeks to determine how resilient distance learners of English at UT are. Thus, the formulation of this research question is as follows. (1) How resilient are English distance learners of Universitas Terbuka? (2) What are the important elements that enhance the English distance learners of Universitas Terbuka?

METHOD

An exploratory mixed-methods design was adopted in this study, combining quantitative and qualitative strategies to achieve an in-depth understanding of resilience among distance learners in the English language education program (Tashakkori & Creswell, 2007). The motivation for using a mixed-methods approach stems from its ability to establish numerical trends and support them with detailed insights. According to Mertens (2014), the qualitative analysis was conducted after the quantitative phase to enhance and provide deeper insight into the findings derived from the statistical data. The quantitative strand intended to assess resilience-related characteristics, whereas the qualitative strand sought to investigate learners' perspectives and lived experiences. The descriptive qualitative technique allowed the researchers to organize, classify, and synthesize the open-ended data, making it easier to draw well-supported conclusions (Manan et al., 2020; Miles & Huberman, 1994).

The participants of this study consisted of distance learners enrolled in the undergraduate and graduate programs of the English Education Department at UT. A convenience sampling method was employed, facilitating voluntary and flexible participation (Rwodzi & Jager, 2021). While the survey was distributed via the Moodle chat box to ensure wide accessibility, this method may have led to sampling bias due to its inability to reach all eligible students equally. The questionnaire was completed by

144 student participants. To provide contextual background for the findings, essential demographic information was obtained. Of the respondents, 74% identified as female and 26% as male, with ages ranging between 20 and 45 years. In terms of academic level, 65% were enrolled in undergraduate programs, while the remaining 35% were pursuing graduate studies.

The online questionnaire modified Lereya et al. (2016) was utilized to gather the data from English department student. The researchers divided the questionnaire into two dimensions. The first dimension focuses on English learners' resilience, while the second is an open-ended question that allows learners to elaborate on their answers (Lereya et al., 2016; Moh Muzammil et al., 2020). The first dimension's inquiries focused on learners' connections to their families, environments, as well as their own personalities, which influence their ability to be resilient in their studies. It comprises family connections, institutional connections, community connections inside institutions, participation in community life, self-esteem, empathy, and problem-solving.

The total number of questions in this part is about 21. It includes four response options: strongly disagree for 1-scale, disagree for 2-scales, agree and strongly agree for 3 and 4-scales. The researchers preferred to choose 4 scales in this study to eliminate the neutral option, and at the same time to push the respondents to take a side in determine their opinions. Furthermore, three open-ended questions were

used to extend the information. To ensure item validity, a qualified psychology lecturer from UT was requested to conduct both face validity and reliability of tests on the items in question.

The data were collected in the form of a Likert scale from the online questionnaire and was statistically evaluated using SPPS-25 with no preceding assumptions. The closed-ended questions' minimum, maximum, mean, and standard deviation were identified using descriptive statistics as the quantitative analysis. To gain more thorough understanding of student's resilience, this study used method of triangulation, by combining a quantitative data from Likert-scale questionnaire with qualitative data from open ended question. Moreover, for an open-ended inquiry, the researchers examined every line of information in term of points and presented it as constructed themes.

The study was conducted in accordance with all ethical guidelines. The study's objectives were explained to the participants, and they received guarantees of confidentiality and anonymity. Before access to the questionnaire, electronic informed permission was acquired. No personally identifiable information was gathered, and participation was completely optional.

RESULTS AND DISCUSSION

The preliminary results of the data studies revealed the resilience of English distance learners in higher education. To ensure the data is valid and reliable, Table 1 is given to show the validity of test items as follows.

Table 1. *The validity test results*

Items	r	Sig. (2-tailed)	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
X1	1		0.933	0.935
X2	.432**	0.000	0.933	
X3	.492**	0.000	0.934	
X4	.780**	0.000	0.932	
X5	.352**	0.000	0.932	
X6	.279**	0.005	0.933	
X7	.213*	0.035	0.933	
X8	.523**	0.000	0.929	
X9	.417**	0.000	0.930	
X10	.382**	0.000	0.929	
X11	.416**	0.000	0.931	
X12	.310**	0.002	0.934	
X13	.298**	0.003	0.931	
X14	.327**	0.001	0.931	
X15	.333**	0.001	0.931	
X16	.310**	0.002	0.932	
X17	.374**	0.000	0.932	
X18	.276**	0.006	0.932	
X19	.362**	0.000	0.931	
X20	.298**	0.003	0.933	
X21	.284**	0.005	0.932	
X22	0.275	0.004	0.933	

****. Correlation is significant at the 0.01 level (2-tailed).**
***. Correlation is significant at the 0.05 level (2-tailed). Alpha > 0,6**

The table depicting the validity test results shows that the sig-2 tailed value is less than 0.05; then, the items are considered valid.

If the total questions are bigger than 0.05, as represented in the figure, particularly X2 in 0.000, the question item value is valid.

Similarly, measurements were taken from the R table findings. Item X2 and so on implied that the estimated r (Pearson correlation) is bigger than the r table (0.195). For example, x2 r is computed to be .432**; because the calculated t exceeds the r table, all items are declared valid. Furthermore, Wijaya & Kloping ((Wijaya & Kloping, 2021) stated that if the Cronbach alpha value is greater than 0.06, all items are considered reliable. For example, in X1 until X22, the data show that all items exceeded 0.06, and the Cronbach value is about 0,935. As a result, we can conclude that all question items are valid and reliable.

Moreover, to assess the resilience of English

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distance learners at UT, several components in the following table generate resilience. They are associated with family connections, institutional connections, community connections, community participation, self-esteem, empathy, and problem resolution. All items from the variables can be seen from this following diagram:

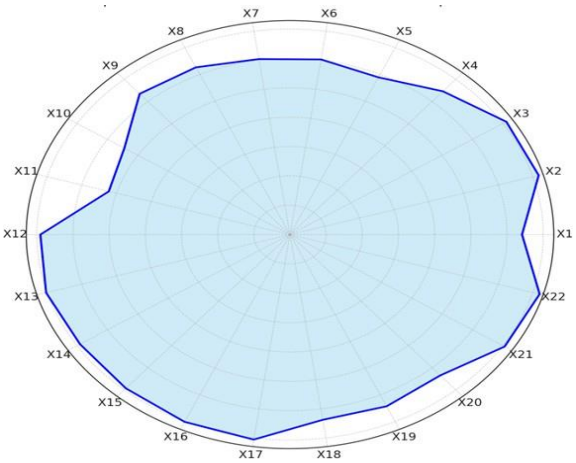

Figure.1. *Spread of mean of score of the items*

The data from the figure above shows the average score of each component. The further the point from the center of the graph, the higher the level of perception of support from students for that component. By looking at a wider area, we can identify the strongest support components or those that need to be improved. There are 7 components, such as family support, institutional relationships, community support in institutions, student participation in institutions, self-esteem, empathy and problem solving. For example, if X1 is more prominent, it means that 'Family Connection' gets the highest rating. From the figure, codes X2, X3 occupy the highest position, where that aspect is in family support, then, the second highest component is X17, X16 in this case also occupy a high position, where both are variables in the empathy component.

To deepen the understanding towards the diagram above, the descriptive statistics can be seen in the following table.

Table 2. *Learners' resilience in english education distance learners*

Descriptive Statistics				
Component	**Code**	**Statement**	**Mean**	**Std. Deviation**
Family connection: At home, there is the member of family who:	X1	Is interested in my college work (on English Department)	3,2083	0,71815
	X2	Believes that I will be success on English Department	3,5833	0,56097
	X3	Wants me to do my best on English Department	3,5556	0,55189
	X4	Listen to me when I have something to say on English Department	3,2292	0,79964
Institution connection: At college, there is a staff and an academics who:	X5	Really cares about me on English Department	2,9444	0,66667
	X6	Tells me when I do a good job on English Department	3,0139	0,66885
	X7	Ready to listen when I need to discuss something	3,0208	0,66342
Community connection in the Institution	X8	Really cares about me on English Department	3,1319	0,78666
	X9	Appreciate me when I do a good job on English Department	3,1736	0,79623
	X10	Believes that I will be a success on English Department	2,7222	0,88850
Participation in community life	X11	I am a member of a club, sports team, church group, or other group on English Department	2,6111	0,86187
	X12	I take lessons in music, art, sports, or have a hobby on English Department	3,4514	0,55255
Self-esteem	X13	I can solve my problems related to English Department	3,5139	0,54177
	X14	I can do most things if I try on English Department	3,4514	0,55255
	X15	There are many things that I do well on English Department	3,4653	0,59028
Empathy	X16	I feel bad when someone gets their feelings hurt (such as facing problem or misunderstanding while learning English)	3,5069	0,52884
	X17	I try to understand what other people feel while learning English	3,5278	0,54123
Problem solving	X18	When I need help on English Department, I find someone (expertise) to talk to	3,1875	0,70927
	X19	I try to work out problems by talking about them on English Department	3,2153	0,67070

The findings showed that 144 learners completed the questionnaire. According to the data, the minimum number is about 1,00 of Likert scale which demonstrates that the learners strongly-disagree. Whilst, the maximum number is 4,00 which described strongly agree. Furthermore, mean score and standard deviation is used to compare the result of each item which support the learners' resilience in learning English.

The above table indicates a positive perception toward the family connection among students in English department, as illustrated by the favorable mean scores. Primarily, on the highest rated items as "I will be a success in the English Department" (M = 3,5833) suggests that students would feel a

strong sense of family support on their academic potential. This would in line with a critical motivational role, in strengthening student's academic identity and commitment to study. Meanwhile, the lower score of the family connection was about family's interest to college work, this implies the relative gap between active engagement and potentially predicted as less involvement of day – to – day academic issues. Moreover, the statements "my family wants me to do my best" still indicates an encouraging atmosphere among family members, and is believed to perceived more strongly that direct involvement in academic activities. That is a sign for students to have independency to navigate their academic experiences.

The result of English students' resilience in respect to Institutional connection explain a relatively positive result. Even if the score appears to be on a scale of 2,00 or disagree, the standard deviation is 0,66667, yet the learners still perceive the faculty and staff institution offer serious help to their academic determination. Moreover, the finding implies a reciprocal dynamic. The institution believes that student success is strengthened by the student's self-efficacy and motivation to complete their degree in English.

From the component of community connection, the data highlights the potential gap towards emotional supports from community and academic confidence, although the mean score reach the neutral point 3.00, the value shows the lack of affirmation. From community connection towards student's potential in the English department. It shows by the fact of the data that resilience is relatively low in relation to being a member of a club, sports team, religious organization, or other group on the English department.

Moreover, three highest component that support student' resilience is empathy, that was around 3,5069 from the range, indicating that the learners are in a great situation to study in the English Department. Other than that, the student's strength also came from their own self ability to have a power of solving the problem. The internal motivation could shape the way how people think and act, and when it comes to problem-solving, the learners already possess resilience. The mean score for all four things is up to 3,00. It takes approximately 3,1875 to say that they easily recognize people or experts to speak with. Furthermore, all such positive results showed a satisfactory outcome within the range of 3,00 of the mean score. The average score for the point "I think I will be successful when I grow up" is 3,5972. It indicates that all learners already have self- resilience during their studies, particularly in understanding English language learning.

To provide the clearer understanding towards the research question on how resilient are English distance learners of Universitas Terbuka, here are some points that can be revealed from the data:

The resilience of English distance learners in higher education

As aligned with aim of this study, which was to investigate English learners' resilience during pursuing their study through online learning system, the main findings of this study described four important components that support the resilience. They encompass family connection, self-esteem, empathy, and problem solving. Family connections and some other components had inflicted the confidence of learners to have the resilience during their study in English department.

The feeling of burnout or stress during their study which caused by any hard situation can be alleviated by the connections to the family. However, this finding was inconsistent with one study that mentioned that parents' level of education is a factor in increasing the academic burnout of students (Liu et al., 2023). The result of the data assumed that sharing and communicating with parents, spouses the crucial to help learners. Even if family members do not comprehend the integral part study, but communication, in fact significant to help the learners (Zeng et al., 2021). It also is reported in one study that family support led to a greater contribution to learners' academic resilience than peer support or teachers in the pandemic phase (Zhu et al., 2022). At this point, the findings imply that family assistance may serve as a significant external dimension that assists learners in adjusting themselves to their learning environment.

Moreover, our findings support the resilience of distance learners lie within themselves. When an individual has good self-esteem, empathy, and problem-solving skills, they would have resilience in their personality. The process of pursuing their degree in English education was assumed will be successful if they had a strong commitment to solving the problem across the study. Learners who comprehend the situation and understand what other people feel while learning English were predicted to gain

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more success in learning as they pertain a well empathy. Similarly, learners' resilience can be upheld from the individual who has a strong skill to solve the problem and conceive goals and plan for their study. This is related to another study that supported learners who are able to make decisions in the character allowed them to become personally entrenched in any situation (Drewelow & Finney, 2020).

The involvement of the learning environment as the reinforcement also has increased resilience that supports the learners' situation during their learning process. College or institution connection, community in the institution, and participation in community life as part of the component have given many helps for learners. However, the limitation of distance mode in higher education might give a different perception of learners in coping themselves to gain the higher resilience in their personal life.

Furthermore, to elaborate the findings about the important elements that enhance the English distance learners of Universitas Terbuka, here the result that were depicted in term of thematic analysis:

Significant components to enhance the learners' resilience in their English studies in online learning.

Concerning boosting the learners' resilience for their English studies, the researcher also continued the focus the attention onto the participants' responses to open-ended questions. On this point, the language used by learners in the questionnaire is Indonesian, which was then translated by the researcher's team into English. After doing the translation process, the researcher applied keyword clustering tools to find the most related themes and points as the important information. The data from open-ended results revealed three major themes. The extract from the translated responses is given under the following themes.

Family and institution supports

In line with the survey results from the point *"Do you feel you get enough support in learning English online?"* Family is the most prominent source of support for online English learning. Here are several excerpts from the respondents' short answers.

> "My main support system is my family."
>
> "Yes, family and friends, they really accompany me in my study."
>
> "Family provides support in learning English"
>
> "Yes, I have full support from everyone in my environment, including my family."

Other than family support, motivation is vital in increasing learners' trust regarding their ability to learn English. Learners discovered that pursuing their studies would be challenging without the external encouragement that is friends and the devotion from themselves. Here are the details from the data.

> "I had support from family members and friends."
>
> "I think most of my job comes from friends, companions, colleagues."
>
> "I feel like I have enough support from myself."

The finding suggested that the readers who opted to continue their education through distance learning mode commit to their study. In line with self-support, family is seen as one determinant that truly contributes to making life more meaningful instead of friends, institutions, or any spirituality approaches (Ahmadi et al., 2023). Meanwhile, other previous research that mentioned distance learners mostly is self-directed, unsupervised, and expected to be more autonomous, even though traditional learning types should have done the similar effort (Sampson, 2003).

Family support is one of the key strengths observed in the result, which aligns with the point about external support systems. This present strength will give insight to any distance learners to at least find their inner circle or network in case they do not have family support to increase the motivation to study. However, the researchers thought that this finding leads to one risk for online learners. That too much support from family would lead to family dependence.

Consequently, external support is crucial, yet the biggest assistance to help learners finish their study is only from their self-commitment. Furthermore, in line with the way learners gained the confidence to continue their studies in the English department that employ the Moodle system at UT, institutional support in the result has depicted to be very helpful in assisting learners. This point answered the research question about the important elements that enhance English distance learners. For the

analysis, here are the quotes from the data.

> "In my experience, the campus is really communicative and very helpful."
>
> "I really got help from several tutors through online learning."
>
> "I got support from lecturers and friends during my study in UT"
>
> "I have no problem related to technological barriers so I can do my work properly, including using Moodle in my learning process."

The study has expanded the previous research scope by asking the learners' response towards their institution helps, whether the institution such as lecturer or staff support and care to their online learners. The data showed that institutions put a big deal into the learners' needs. Nevertheless, the institution has also been helpful in supporting the learners pursuing their degrees. The data also illustrated the credibility of the institution to provide the adequate infrastructures for distance learning program. This relates to Moodle as a platform that improves learners' English skills; for example, English video attached in material initiation boosts up their listening skills. Another thing, learners are easily accessing the extended material provided by the tutor, which eventually enhances their reading skill, at the same time also improves their pronunciation and speaking skills anytime they interact using web-based tutorials in the Moodle system. One important thing that benefits learners from UT as a distance learning institution is making learners' writing skills improve since they have regular task drills and certainly improve learners' critical thinking.

As a result, language learning can be done remotely through interactive learning environments supported by communicative technology. In this context, UT has offered various tutorials delivered through media such as audio/video cassettes, radio shows, television shows, telephone, email, the internet, web-based resources, and printed materials.

However, no matter how small the help from the institution, it is expected would help learners gain their confidence and strengthen their learning process, particularly related to any stress caused by the barrier, such as technology (Ardiasih et al., 2023). This is contrary to the other study about the challenges and coping strategies of distance learning in Ghana, which resulted in low motivation of human resources on distance mode (Segbenya & Anokye, 2023)

Nevertheless, as online learning has existed and gained a lot more attention in the level of higher degree, the data leads the discussion into the chance for institutions to improve any dimension of institution quality, including staff and tutor services (Akareem & Hossain, 2016).

Community support and digital resources

Learners reported that online resources and community groups give supplementary sources of assistance, demonstrating the complex qualities of online English learning support systems. The availability of an enormous amount of information on the internet contributed to the learners in their studies. The quotes to that point are stated below.

> "I learned from YouTube and several websites."
>
> "I know English from various information I searched on the internet."
>
> "From social media, I learn English from YouTube and other social media…"
>
> "One TV with foreign regions has a big influence on my language."
>
> " I can lean on my English communities and friend from groups on WhatsApp anytime I got difficulties during learning language …"
>
> "I am learning from the English community that I have since I was in senior high school…"

In accordance with the discussion in literature reviews, learners' resilience is a crucial part of individual psychology after overcoming stress, fatigue, or burnout in their life experience. The research comprised the significant components to enhance English distance learners in higher education at UT. Here, the help from other resources such as community groups and other online material from any websites has increased the learners' academic purposes, precisely helping them in improving their degree in the English Department. On this point, social media play a crucial role beyond traditional learning to support learners to communicate and gives the flexible qualities, that encompass Facebook, Instagram, WhatsApp, YouTube, and Twitter (Barrot, 2022; Ohara, 2023).

To support their learning, students opted

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YouTube for their multimedia learning. this functional media is acceptable in UT since YouTube is not only the social media but also the tools that offer many useful information for learning (Shoufan & Mohamed, 2022). Moreover, the finding also indicates that distance learners have a good insight to adapt with barriers by asking their friends outside UT. This can lead to one opportunity that learners can be more competent in facing challenges in learning English. This is in line with the way how students have self- regulated study to anticipate the learning process and maximize the output (Dekker et al., 2023; Info, 2024; Kim et al., 2021). That is similar to one study that mentioned that higher education distance learners are better at mitigating the negative consequences of adversity and attaining their goals(Teoh & Liau, 2023). Yet, on this point, it would be better if institutions provide the roadmap for learners before creating their milestones in community or independently conducting online surfing without direction or limitation.

This is similar to the previous research from other country, the sense of community connection either external or internal, would benefits the learners to negotiate, communicate as long as they know how start with, indeed help them expressing themselves in the environment to ensure their participation and continue to gain experience by real learning action (Gunes et al., 2024).

Maintaining balance between online learning and personal life

The results encompassed the importance of several key points in respect to time management, organizing the schedule, prioritizing health, and ensuring proper rest to increase learners' resilience in learning English. The quotes from the data depicted that learners have engaged themselves to gain the retention to complete their studies.

> "Manage your time as good as possible, make a list of activities and then group them based on priorities."

> "Scheduling my studies and family by dividing my time well between these two things."

> "I divided my time between study and personal." "Make a deadline for my agenda."

> "Not delay to fill the task, especially the weekly discussion, so I can divide my time between studies and family."

> "Organize my time, especially rest time as possible, also my work time and study time."

It can be seen that there is a picture of components that generates resilience of individuals' life experience to overcome any challenges in learning language online or pursuing online degree program, particularly in English education program. As mentioned in a literature review, resilience is the ability to manage stress optimistically, and adaptability greatly helps learners in their academic performance. The study on the emotional experiences of language in remote setting has identified boredom appear to be the most examined (Tao & Gao, 2022). That is why the ideas of making online language learning onto more engaging and conversational were offered (Yazdanmehr et al., 2021). Another thing, to make learners stay focus, it is suggested the learners to adopt themselves to maintain time, and optimize their learning atmosphere. This is crucial as the more individuals commit to experiencing on-the-job demands, such as overload, time pressure, the more conflict happens when one individual is unable to solve the imbalance (Boamah et al., 2022). Hence, good self-management from a person to have the ability to achieve goals significantly influences themselves to the extent to which they can initiate their learning experiences or their future.

CONCLUSION

The results of this study demonstrate the resilience of English language learners in distance learning institutions. The main findings identified several important components, including family relationships, self-esteem, empathy, and problem-solving, all of which contribute to the resilience of distance English learners. Family relationships have increased learners' confidence to remain resilient during their studies in the English department.

From the perspective of language teaching and distance learning, the integration of technology and education has revolutionized pedagogical goals, created a new learning taxonomy applicable to interactive learning environments, and enabled learners to take control of their knowledge construction process. In addition, learners' academic resilience is greatly influenced by their reasons for selecting to study at UT, where learning goals are closely related to individual motivations for starting the learning process at college. Moreover, some points that explain moderate values or relatively positive

results can be taken into the draft for the institution. For example, in the context of supporting learners' language development, institutions must demonstrate active involvement by not only supplying adequate technological infrastructure but also by implementing initiatives that effectively foster the enhancement of students' English language proficiency.

Regarding the weakness of community participation, the institution could review the curriculum system, on this point to make the supporting program for English distance students. Activities such as direct English mentoring can be useful to see the progress of the distance students, other peer programs also can be useful to support students' need to make them focus on improving their English competence. In the end, it will support language learning, and at the same time support their resilience during the English learning program. However, this study has limitations concerning statistical analyses, such as correlations, regression models, or other relevant test designs. Future research could address these gaps to explore potential causal relationships or significant group differences. Additionally, an in-depth qualitative approach, such as a phenomenological design, is recommended in subsequent studies to gain a more comprehensive understanding of students' resilience in language learning. Concerning, further investigation could also examine the impact of substantial academic workloads on students' language learning progress.

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