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Strawberry Generation: When Strawberry Parenting and Teaching Weaken Students' Mathematical Resilience

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Abstract: Strawberry Generation: When Strawberry Parenting and Teaching Weaken Students' Mathematical Resilience. Objectives: This study aims to investigate the impact of the "strawberry" parenting and teaching approach on students' mathematical resilience, focusing on how such an approach affects their ability to face challenges and adapt in learning environments. **Methods:** A quasi-experimental design was used, involving two groups of students in a fourth-grade class at SD Muhammadiyah Pendowoharjo. The experimental group received instruction using a growth mindset-based approach, while the control group followed the conventional "strawberry" approach. Pretests and posttests were administered to measure changes in mathematical resilience. **Findings:** The results revealed that the "strawberry" approach significantly hindered students' mathematical resilience. Students in the experimental group, who were taught using a growth mindset approach, demonstrated better adaptability and problem-solving skills. In contrast, students in the control group struggled with challenges and showed lower levels of resilience. **Conclusion:** The study highlights the importance of shifting from a protective, overly supportive approach to one that challenges students and encourages growth. Adopting methods that foster resilience, such as problem-based learning, can significantly improve students' mathematical resilience and confidence in learning.

Keywords: mathematical resilience, strawberry parenting, growth mindset, problem-based learning, student adaptability, teaching strategies.

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INTRODUCTION

The demands of 21st-century education extend beyond the acquisition of knowledge, emphasizing the development of essential competencies collectively known as the 7C: critical thinking, creativity, collaboration, communication, citizenship, character, and computational thinking. Skills commonly labelled of 21st-century such as communication, technological competences, creativity, adaptability and critical thinking (Kain, 2024). These skills are vital for addressing the multifaceted challenges posed by globalization, rapid technological advancements, and complex societal issues. Against this backdrop, mathematical resilience defined as the capacity to persist, adapt, and succeed in mathematics despite encountering obstacles becomes an indispensable foundation for nurturing these competencies. This method increase students to engage in complex problem-solving and produce work that mirrors or simulates real-life scenarios, making it a vital tool for developing essential skills for today's workforce (Vlachopoulos & Makri, 2024).

Mathematical resilience equips students with the tools to engage with complex problems, make decisions under uncertainty, and innovate solutions abilities that directly contribute to the development of critical thinking and computational thinking. Moreover, it fosters character traits such as grit and perseverance, which are essential for long-term success. By persevering through mathematical challenges, students also learn collaboration and communication skills, as teamwork and dialogue often play crucial roles in overcoming difficult problems. Mathematical gives a developed understanding of students. mathematical proofs and problem-solving situations give student to increase ability problem solving in life (Kemp & Vidakovic, 2021).

Despite its significance, educational trends reveal a troubling decline in students' mathematical resilience. Research highlights growing disengagement and anxiety among learners when faced with challenging mathematical tasks, undermining their preparedness for real-world problem-solving (Abdurrahman, 2008, p. 34). This decline poses a serious barrier to cultivating the competencies necessary for thriving in an interconnected, fast-paced world. Mathematical resilience is a body of knowledge that attempts to interpret and give meaning to situations and experiences (Dossey et al., 2025).

One prominent factor contributing to this decline is a phenomenon referred to as "teaching strawberry." Coined from the metaphor of the "strawberry generation," often associated with individuals perceived as fragile and unable to withstand pressure, this pedagogical trend describes instructional methods that overly protect students from academic rigor. Educators employing "teaching strawberry" strategies may simplify problems excessively, provide pre-prepared solutions, or avoid exposing students to failure. While well-intentioned, these practices inadvertently deprive learners of the opportunity to struggle productively a critical component of developing resilience and independence. Teacher needs to have content knowledge, pedagogical knowledge, students' background knowledge, environment, curriculum and responsible in upgrading the knowledge and personal skills mathematics (Suffian & Rahman, 2010).

The implications of "teaching strawberry" practices are far-reaching. Students shielded from academic challenges are less likely to develop problem-solving skills, perseverance, and adaptability traits essential for success in both academic and professional contexts. This approach runs counter to Dweck's (2006, p. 34) growth mindset framework, which emphasizes the importance of viewing challenges as opportunities to grow. Without opportunities to grapple with difficult concepts or experience the process of trial and error, students are denied the chance to build confidence in their ability to overcome obstacles. It helps them address various problems, apply life skills, and improve their quality of life (Bruns, 2019).

Furthermore, this pedagogical approach fosters a dependence on external support, reducing students' autonomy and self-efficacy. In the absence of resilience, learners may become easily discouraged when confronted with real-world problems, further exacerbating the gap between educational outcomes and the demands of contemporary life. Students in the era of Industry 4.0 is advanced thinking skills, which include critical thinking, creative thinking, problem-solving, and decision-making abilities (Saputra, 2021).

To combat the decline in mathematical resilience, educators must move away from "teaching strawberry" methods and adopt strategies that encourage productive struggle and a growth-oriented approach. Resilience is often seen as a dynamic process of positive adaptation within adversity and increasingly viewed as an interactive process between individuals and their multi-layered environment emphasizes its dynamic nature due to continuous contextual changes and interactions between individuals and their environment (Celbis et al., 2025).This includes designing learning experiences that challenge students while providing appropriate support to guide them through difficulties. Encouraging persistence in problem-solving, framing mistakes as learning opportunities, and integrating collaborative activities can help students build the resilience needed to thrive in mathematics and beyond.

In conclusion, mathematical resilience serves as a cornerstone for fostering the 7C competencies critical for 21st-century success. Addressing the decline in resilience caused by "teaching strawberry" practices is not only necessary but urgent for preparing students to navigate the complexities of modern life and work. Through intentional pedagogical reforms, educators can empower students to embrace challenges, cultivate resilience, and unlock their full potential in a dynamic and ever-changing world. The success of education aimed at enhancing human resources is influenced by several factors, one of which is the teacher's ability to develop various components in the learning process within the education system to enhance students' critical thinking (Dangkulos, 2025).

Recent research underscores the detrimental impact of overly protective teaching practices on students' academic development. For example, Abdurrahman (2008, p. 34) found that more than 70% of students faced difficulties in solving authentic mathematical problems due to a lack of critical thinking and perseverance. Similarly, Berk (2013, p. 98) emphasized the importance of encountering and overcoming academic challenges to foster resilience, cautioning against the long-term consequences of shielding students from failure. These findings highlight the need to re-evaluate teaching methods that prioritize immediate success over long-term growth, potentially leaving students ill-prepared for academic and life challenges.

Despite an increasing recognition of the importance of resilience, there remains a significant gap in understanding the direct relationship between "teaching strawberry" practices and the decline in students' mathematical resilience. Existing studies primarily focus on the effects of resilience on broader academic outcomes, with limited exploration of the pedagogical approaches that influence this critical skill. This gap presents an urgent need for research aimed at identifying effective strategies to balance academic support with the development of independence and perseverance.

The objectives of this research are to analyze the relationship between "teaching strawberry" practices and the decline in students' mathematical resilience, as well as to propose alternative teaching strategies that foster resilience by balancing academic support with the cultivation of independence and perseverance. By addressing these objectives, this study seeks to contribute to the discourse on effective 21st-century teaching practices, with a particular focus on improving outcomes in mathematics education. This effective 21^{st}-century skills advancements on innovation, creating an knowledge-based mathematical and can support the success of sustainable education (Fahruddin, 2025).

This research is grounded in a dual theoretical framework that integrates Dweck's Growth Mindset Theory and Resilience Theory. Growth Mindset Theory emphasizes the significance of effort, persistence, and a belief in the potential for growth through challenges, portraying failures as valuable learning opportunities rather than fixed limitations (Dweck, 2006, p. 34). Central to this theory is the notion that a student's mindset influences their response to difficulties, shaping their motivation and ability to persevere in problem-solving situations.

Resilience Theory complements this by focusing on an individual's capacity to adapt, recover from setbacks, and thrive in the face of adversity. It highlights the importance of building psychological and emotional resources to confront challenges with confidence and determination. The construct of resilience for students has received growing attention for recommendations for students aimed at enhancing the resilience of individuals and support systems in life skills (Dulks et al., 2023). Resilience in education, particularly in mathematics, entails fostering the ability to embrace complex problems, persist through errors, and find innovative solutions without succumbing to discouragement.

By integrating these two perspectives, this study aims to offer a nuanced understanding of how teaching practices influence students' mathematical resilience. student mathematics resilience can be achievement, motivation and engagement with mathematics, but mathematics improves intellectually and emotionally easy for many students (Lutovac, 2019). The framework underscores that developing resilience is not merely about overcoming difficulties but also about cultivating a mindset that perceives challenges as essential for personal and academic growth. This integration provides a robust foundation for exploring the impact of "teaching strawberry" practices on students' abilities to engage persistently with mathematical problems and offers insight into how alternative strategies can nurture resilience and independence.

This research is of paramount importance due to its potential to rectify existing gaps in current teaching methodologies and improve students' readiness for the complexities of the 21st century. In a rapidly changing world, mathematical resilience is more than just a prerequisite for academic achievement; it is a foundational skill that supports the development of other vital competencies, such as adaptability, critical thinking, and problem-solving. On the other hand, models allow the decision maker to quantify control student in life and can be included in mathematical models by optimizing adaptability, critical thinking, and problem-solving (Riccardo et al., 2021). When educators rely heavily on strategies that protect students from encountering difficulties, they inadvertently hinder the development of these essential life skills. The implications of such practices extend beyond the classroom, potentially limiting students' ability to navigate personal and professional challenges in the future.

Moreover, this study tackles the urgent issue of "teaching strawberry" in mathematics, where students are overly sheltered from struggles and challenges. By exploring the scope and impact of this practice, the research aims to identify effective strategies for building resilience among learners. The quality of teaching for students matters because experiential learning opportunities and enable learners to develop confidence and competence in skills and knowledge (Burns et al.,2024). These insights will be valuable for educators looking to enhance their teaching methods, encouraging them to foster a more challenging yet supportive learning environment.

Ultimately, the findings from this study contribute to the broader mission of cultivating a generation of students who are not only proficient in mathematics but also possess the resilience and skill set necessary to thrive in a constantly evolving world. By focusing on strategies that empower students to confront and overcome challenges, this research aspires to lay the groundwork for educational practices that foster well-rounded individuals ready to tackle the demands of the 21st century.

METHOD

Participants

The participants consists of school in student elementary who are the target audience for strawberry generation. This research adopts a quasi-experimental design to evaluate the effectiveness of the "Teaching Strawberry" strategy in fostering mathematical resilience among primary school students. The study employs a pretest-posttest control group design, enabling the comparison of outcomes between experimental and control groups. The research was conducted at SD Muhammadiyah Pendowoharjo, located at Pendowo, Pendowoharjo, Sewon, Bantul, Daerah Istimewa Yogyakarta, during the second semester of the 2024/2025 academic year, from October to November 2024. The target population comprises fifth-grade students at SD Muhammadiyah Pendowoharjo. The sample was selected using a purposive sampling technique to ensure representation of students with diverse mathematical abilities. Two classes were chosen: one as the experimental group (30 students) and the other as the control group (30 students).

Research Design and Procedures

This research utilizing a fifth-grade student from SD Muhammadiyah Pendowoharjo, with 30 students for experimental group and 30 students for control group. The research uses a research design quasi-experimental research (Campbell, 1963). Each phace include specific description in activites in research, as outlined in Table 1.

Table 1. Activities in quasi-experimental research

Activities	Description of Activites
Preparation	o Developing lesson plans and materials based on the "Teaching Strawberry" strategy. o Training the experimental group teacher to implement the strategy effectively.
Impelemetation	o Administering a pretest to both groups to measure baseline mathematical resilience. o Conducting teaching sessions over eight weeks: the experimental group used the "Teaching Strawberry" strategy, while the control group followed conventional teaching methods. **Posttest**: Administering a posttest to both groups to measure changes in mathematical resilience and problem-solving abilities.
Data Collection	Collecting qualitative data through student observations and teacher interviews to provide additional insights into the learning process.

Based on table 1, in the activites phase is preparation, implementation, and data collection. The researcher is preparing a lesson plan and materials based on the "Teaching Strawberry" strategy. In preparation the researcher also training the experimental group teacher to implement the strategy effectively.The next phase is the implementation the researcher administering a pretest to both groups to measure baseline mathematical resilience and conducting teaching sessions over eight weeks: the experimental group used the "Teaching Strawberry" strategy, while the control group followed conventional teaching methods. The final phase is the data collection for collecting qualitative data.

Instruments

Instrument in research use a questionnaire, mathematical problem-solving test, and observation checklist. A validated instrument adapted from Johnston-Wilder & Lee (2010) to measure students' perseverance, confidence, and willingness to engage with mathematical challenges. The potential item pool of the questionnaire was generated from two sources: a comprehensive literature review and the establishment of a research group and subsequent group discussions in mathematical resilience questionnaire (Shi et al., 2024). A set of open-ended questions designed to assess students' ability to apply mathematical concepts to authentic problems. Mathematical Problem-Solving Tests demonstrate the mathematical model used, give a major impact on whether an approach can solve conclusion in research (Akçay & Delorme, 2024). So, this research use mathematical problem-solving test can to apply mathematical concepts and solve conclusion in research. A tool for recording student engagement, collaboration, and participation during lessons.

Data Analysis

The data is analysed qualitatively and descriptibely from pretest and posttest scores were analyzed using paired sample t-tests and independent sample t-tests to evaluate the effectiveness of the "Teaching Strawberry" strategy. Effect sizes were calculated to determine the magnitude of the intervention's impact. Observational data and interview transcripts were analyzed thematically to identify patterns and insights related to student engagement and mathematical resilience. Informed consent was obtained from the students and their parents before participation. The study adhered to ethical guidelines, ensuring the confidentiality and anonymity of participants. The detailed description of the research design, procedures, and instruments ensures that this study can be replicate in similar contexts to validate its findings.

■ RESULT AND DISCUSSION

The results of this study present the relationship between the "strawberry" parenting style, the "strawberry" teaching method, and students' mathematical resilience. The data are presented through tables and graphs depicting differences in mathematical resilience scores based on aspects such as endurance, adaptability, and self-confidence. These findings suggest that the "strawberry" parenting and teaching approaches negatively impact students' ability to cope with academic challenges.

After the implementation of the "teaching strawberry" approach, the posttest results for the experimental group showed a significant improvement. In the experimental group, the "good" category included 7 students, and the "very good" category included 21 students, with an average score of 84.33 (very good category). This approach utilizes visual and contextual elements relevant to students' everyday experiences, such as using strawberry representations to explain mathematical concepts.

In the control group, the "good" category included 16 students, the "satisfactory" category included 4 students, and the "poor" category included 3 students. The average posttest score for the control group was 70.80 (good category). Although there was an improvement, the results were not comparable to those of the experimental group that used the "teaching strawberry" approach.

From the data in the pretest, the score range < 40 includes 15 students, the range 40-55 includes 15 students, 56-65 includes 0 students, 66-79 includes 0 students, and 80-100 includes 0 students. In the experimental group pretest diagram, the score range < 40 includes 15 students, and the range 40–55 includes 15 students. There were no students in the score range of 56–65, 66–79, or 80–100. This indicates that before the "strawberry" teaching approach was implemented, students' initial abilities were generally low, especially in understanding basic mathematical concepts.

In contrast, in the control group, the score range < 40 includes 21 students, and the range 40–55 includes 9 students. No students achieved scores higher than 55. The average pretest score for the control group was 33.67, while the experimental group had an average of 37.27. Both were in the "failing" category, but the experimental group showed slightly better initial scores.

In the comparison diagram of pretest and posttest results, the experimental group showed an average increase of 47.06 points, from 37.27 to 84.33. In contrast, the control group experienced an increase of only 37.13 points, from 33.67 to 70.80. This indicates that the "teaching strawberry" approach has a greater impact on students' mathematical resilience compared to the conventional method. The results for Mathematical Resilience are as follows:

Table 2. Paired sample t-test results

F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
0.104	0.748	1.613	58	0.112	3.600
		1.613	57.940	0.112	3.600

The independent t-test results for the pretest show a Sig. (2-tailed) value of 0.112 (> 0.05), indicating no significant difference between the experimental and control groups before the intervention. This confirms that both groups had equivalent initial abilities.

However, for the posttest, the Sig. (2-tailed) value is 0.000 (< 0.05). This indicates a significant difference between the experimental and control groups after the implementation of the "teaching strawberry" approach. The mean difference of 13.53 supports the effectiveness of this approach in enhancing students' mathematical resilience.

The paired sample t-test results for the experimental group show a Sig. (2-tailed) value of 0.000 (< 0.05), indicating a significant impact

Table 3. Paired sample t-test results

Aspect	Pair Pretest-Posttest
Mean	47.047
N	30
Sig. (2-tailed)	0.000
Analysis	0.000 < 0.05
Explanation	There is an effective impact of using flash card media on early reading skills.

of the "teaching strawberry" approach on improving mathematical learning outcomes. The average score increase of 47.047 highlights the effectiveness of this approach in creating meaningful and relevant learning experiences.

The "strawberry" parenting approach and teaching method have a negative impact on students' mathematical resilience, highlighting the close relationship between educational approaches and students' cognitive development. In this study, "strawberry" parenting, which tends to protect students from failure and offers excessive ease, leads to students' low ability to face challenges, as indicated by their low average adaptability scores. The "strawberry" teaching method, which prioritizes the end results over the learning process, exacerbates this by neglecting opportunities for students to develop adaptive problem-solving skills. As a result, key aspects of resilience, such as perseverance, adaptability, and self-confidence, are diminished. Students exposed to this parenting approach tend to give up quickly when faced with difficult math problems, rely on external help, and have weak self-confidence due to a lack of experience in overcoming challenges independently.

These findings reinforce the growth mindset theory proposed by Dweck (2006), which emphasizes that challenges should be seen not as obstacles but as opportunities for learning and growth. In a growth mindset framework, failure is viewed as an essential part of the learning process, offering opportunities for reflection, improvement, and skill enhancement. A growth mindset-based educational environment is designed to encourage students to embrace mistakes, view failure as a step toward success, and develop perseverance in facing difficulties. This contrasts sharply with the "strawberry" approach, which avoids risks and challenges, creating an overly comfortable environment that hinders the development of important skills such as resilience, adaptability, and problem-solving.

Boaler's (2016) research further supports this concept by showing that challenging math tasks can enhance students' conceptual understanding and build their self-confidence. Tasks that require exploration, critical thinking, and the application of new concepts help students understand math deeply and strengthen their ability to tackle complex problems. This challenge-based approach not only improves cognitive skills but also builds affective skills, such as self-confidence and the willingness to try again after failure.

The need to replace the "strawberry" approach with challenge-based strategies is increasingly apparent, given the positive impact they can have. Challenge-based strategies, such as problem-based learning (PBL) or project-based learning (PjBL), offer an ideal framework for implementing growth mindset principles in teaching. In these strategies, students are not only faced with challenging tasks but are also supported with feedback that encourages reflection and continuous learning. As a result, they learn to value the process, not just the end result, and develop resilience skills that will benefit them in various aspects of their lives.

Moreover, the implementation of challenge-based approaches requires support from relevant educational policies, such as teacher training to integrate growth mindset principles into daily teaching practices. This includes the ability to design challenging but achievable tasks, provide constructive feedback, and create classroom environments that support exploration and the courage to take risks. Furthermore, a shift in mindset is needed from parents to encourage their children to view failure as a natural part of the learning process, which will ultimately help children develop greater self-confidence and resilience.

By replacing the protective "strawberry" approach with a challenge-based one, students will not only acquire better academic skills but will also be trained to become more resilient and confident individuals who can face various life challenges.

The theoretical implications of these findings reinforce the argument that overly protective parenting and teaching contribute to stagnation in students' cognitive and emotional development. Practically, teachers need to adopt challenge-based learning methods, such as problem-based learning and project-based learning, while providing constructive feedback to help students learn from mistakes. Parents, on the other hand, need to give children space to face problems independently and frame failure as a step toward success. Educational policies should also be directed toward training teachers to implement growth mindset principles and develop curricula that emphasize resilience skills.

However, this study leaves some important questions that require further exploration, such as the long-term impact of growth mindset approaches on mathematical resilience, the influence of social and cultural environments on students' resilience, and strategies to overcome obstacles in implementing challenge-based approaches. In conclusion, the "strawberry" parenting and teaching approach significantly weakens students' mathematical resilience. By adopting a growth mindset approach, educators and parents can help students develop the ability to face challenges not only in mathematics but also in everyday life, ultimately improving their academic success in the future.

CONCLUSION

In conclusion, this study highlights the detrimental impact of the "strawberry" parenting and teaching approach on students' mathematical resilience, as it limits their ability to face challenges and adapt to new learning situations. The findings underscore the importance of adopting a *growth mindset*, as proposed by Dweck, which views challenges as opportunities for growth rather than obstacles to be avoided. The research suggests that shifting from a protective approach to one that embraces problem-solving and resilience-building strategies, such as problem-based and project-based learning, can foster greater confidence and adaptability in students. Future studies should explore the long-term effects of *growth mindset* interventions and identify other factors influencing students' resilience, such as social and cultural contexts, to further refine educational practices.

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