



Adapting to Challenges: The Development of Islamic Senior High Schools in Indonesia During the COVID-19 Pandemic

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Abstract

The COVID-19 pandemic has changed the situation and order of economic, health, and educational life and raised various new problems in education. The situation of schools that are not ready to face emergencies in the form of the Covid 19 pandemic related to the lack of preparation of internet network infrastructure, online learning systems, and the readiness of educators to carry out learning exacerbates the situation of students. This study aims to reconstruct the resilience of Islamic senior high schools during the COVID-19 pandemic. This research is a qualitative study using a phenomenological approach. The selection of research subjects using a purposive sampling technique, namely the principal, vice principal for curriculum, vice principal for student affairs, teachers, and student council administrators. Data collection techniques used interviews, observation, and documentation. Data were analyzed based on the interactive analysis model developed by Miles, Huberman & Saldana (2014), namely data condensation, data display,

and conclusion drawing and verification. Each component interacts with each other and forms a cycle. The results showed that the reconstruction of the resilience of Islamic private high schools during the Covid 19 pandemic was realized through internal school strengthening, simplifying the curriculum, determining affordable learning media platforms, improving services, and synergizing with the participation of student guardians and community leaders.

Keywords: Resilience, Islamic Private Senior High School, COVID-19 Pandemic

1. Introduction

Schools are formal organizations engaged in education. Schools have a strategic role in creating interactions and meeting the expectations of various parties. The role of schools as educational institutions is in the form of developing students' human potential so that they can carry out individual and social tasks ¹. In addition, schools have an important role in society, including institutions that act as conveyors of community aspirations and institutions that serve community needs technically and conceptually. On the other hand, schools must also act as institutions that can prepare mitigation for natural and other disasters.²

At the same time, schools should be able to prepare effective learning so that students can internalize learning values in their daily lives. The management of learning implementation characterizes effective learning, the process being carried out communicatively, a good response from students, learning activities being carried out appropriately and flexibly, and students mastering learning materials. Effective learning indicators include systematic procedures, learning

¹ Jeanne H. Ballantine, Joan Z. Spade, and Jenny M. Stuber, "Schools as Organizations: Formal and Informal Education," in *Schools and Society: A Sociological Approach to Education* (2455 Teller Road, Thousand Oaks California 91320: SAGE Publications, Inc., 2018), 137-80, <https://doi.org/10.4135/9781071873212.n7>.

² Tri Indyastuti et al., "The Essence of Disaster Education at The Junior High Schools In Landslide Disaster Prone-Area, Tawangmangu, Indonesia," *GeoEco* 9, no. 1 (January 1, 2023): 42, <https://doi.org/10.20961/ge.v9i1.59172>.

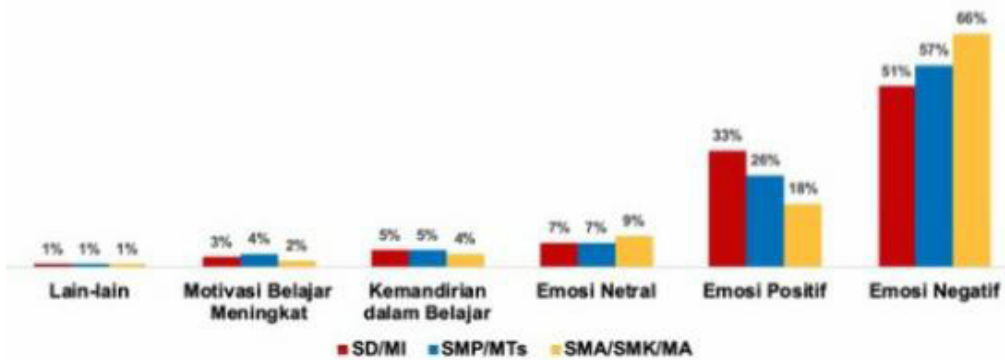
outcomes that have a clear sequence, an environment that supports learning activities, a rigidly standardized measure of success, and interactive interactions in the school environment. These things can be implemented effectively in schools under normal conditions.³

The COVID-19 pandemic has changed the situation and condition of schools and society in general. The pandemic changed the order of economic life, education, health, and various aspects of people's lives. In the context of education, a survey conducted by Kaspersky shows that the majority of students in the Asia Pacific region do not like learning online. This is because tiring and time-consuming 74% in front of the screen. Technical problems often become one of the dominant factors that make them disappointed (60%). Apart from that, another finding was that 57% of students had difficulty understanding distance learning. The subjects that were difficult for students to understand were the exact sciences and natural sciences. Mathematics by 48%, chemistry by 28%, physics by 25%, and biology by 25%. Based on research at the elementary to high school levels, various data and facts explain that the existence of the COVID-19 pandemic is the cause of various problems that have never been imagined in the mind before.⁴

On the other hand, the condition of schools that are not ready to face an emergency in the form of the Covid 19 pandemic is related to the lack of preparation of internet network infrastructure, and online learning systems, and the readiness of educators to implement learning to exacerbate the situation of students. Based on a survey of the Fun School Movement (GSM) on 533 SD/MI students, 455 SMP/MTs students, and 265 SMA/SMK/MA students, it was found that 57.2% of SD/MI students, 57.1% of SMP students /MTs and 70.6% of SMA/SMK/MA students experience dominant negative emotions while carrying out distance learning. This is detailed as follows:

³ Azril Shahreez Abdul Ghani et al., "Effective Learning Behavior in Problem-Based Learning: A Scoping Review," *Medical Science Educator* 31, no. 3 (April 2021): 1199–1211, <https://doi.org/10.1007/s40670-021-01292-0>.

⁴ Victor Yasadhana, "Resiliensi Sekolah," *Media Indonesia*, 2020, <https://mediaindonesia.com/opini/318965/resiliensi-sekolah>.



Survey data found that negative emotions became the dominant factor. Negative emotions in the form of boredom, lack of understanding of the subject matter, discomfort, dissatisfaction, and lack of enthusiasm for learning. At the high school level, negative emotions are more dominant than the levels below. At this level, negative emotions reach 70.6%. In the context of educational institutions during the COVID-19 pandemic, based on the KPAI survey, most of the schools in Indonesia experience problems in the implementation of good learning. COVID-19 causes transformation, so educational institutions need to prepare various learning media that can be accessed online. Like WhatsApp, Instagram, google meet, google classroom, and zoom. Not all media is the right solution. The blended learning model is a model that can be used as a solution in learning activities for students from home. There are differences in value and individual quality in learning. The use of learning media in the form of WhatsApp, Google Meet, zoom, and so on is only able to contribute a value of 63.89. Meanwhile, blended learning can increase the value up to 80.56. The hope is that blended learning can improve the quality of learning individually. The combination of the three is a new digital media innovation learning.⁵

The concept of school resilience during the COVID-19 pandemic is the best alternative in solving educational problems at the national and regional scope. The indicator is that several schools have good resilience. In an emergency, even

⁵ Rini Sefriani et al., “Blended Learning with Edmodo: The Effectiveness of Statistical Learning during the COVID-19 Pandemic,” *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 1 (March 1, 2021): 293, <https://doi.org/10.11591/ijere.v10i1.20826>.avoiding publicity, frequent hand washing and wearing masks. This also has an impact on the field of education where learning from home is also known as work from home (WFH)

though the management of schools and the quality of education services were not optimal, they were still implemented well in this difficult situation. The ability to survive or carry out resilience with various technical obstacles in the form of financing, and minimal access to learning media and internet networks. The ability to reflect on various limitations resulting from the pandemic to carry out learning is a resilience capacity that always needs to be optimally developed.⁶

Major changes brought about by the COVID-19 pandemic include the following: First, there needs to be an effort to make connections between citizens. The COVID pandemic has taught us that there is a need to collaborate and overcome various possibilities for differences to reach the masses front. Second, it is necessary to redefine the role of educators. The perception that educators are the only place to acquire knowledge in schools must begin to change. The teacher should act as a facilitator who can help develop the potential of the participants. Third, it is necessary to teach life skills for the future. Fast-paced change requires students to increase their self-capacity to survive and adapt. Other aspects that must be developed include increasing the ability to communicate, cooperation, emotional stability, and empathy, which are some of the qualities needed in the future. Fourth, it is necessary to master technology-based learning. This is because technology provides space and opportunities to innovate and learn in a variety of ways. The ability to utilize technology is a form of educational advantage in the future.⁷

The four things above are problems and challenges during the Covid-19 pandemic. Schools can only do this if they can do resilience, adaptation, a flexible attitude, and a willingness to always learn. The ability to carry out resilience and adaptation in schools to learning situations during a pandemic is an important part of education. The willingness to always learn from experience, both failure and success, is one way to keep schools from experiencing setbacks. The COVID-19 pandemic has changed various aspects of people's lives and changed education governance. At difficult times like this, resilience is needed

⁶ Luciano Romano et al., "Academic Resilience and Engagement in High School Students: The Mediating Role of Perceived Teacher Emotional Support," *European Journal of Investigation in Health, Psychology and Education* 11, no. 2 (March 31, 2021): 334–44, <https://doi.org/10.3390/ejihpe11020025>.

⁷ Ritika Mahajan et al., "COVID-19 and Management Education: From Pandemic to Endemic," *The International Journal of Management Education* 21, no. 2 (July 2023): 100801, <https://doi.org/10.1016/j.ijme.2023.100801>.

to improve the quality of organizations and institutions. Without serious and consistent efforts, education will succumb to the pandemic.⁸

Therefore, there is a need for other methods to overcome the community's various obstacles in terms of education, which, especially in the Special Region of Yogyakarta and Central Java, requires resilience from the school, teachers, and students. This is exemplified by research by Nuraeni et al. that most participants are involved in doing their assignments online. The participants gave positive views because they gained effective learning through online assignments.⁹

However, some students feel pressure when learning online. The big problems are the low internet connection and the use of the timer feature. This is supported by the opinion of Yustina et al., in their research that thinks creative teachers in learning could realize by making use of improvised facilities, especially when learning is carried out online (online), then of course on the other hand it can facilitate the spread of covid 19, the negative impact is signal constraints.¹⁰

Resilience is an important part of solving online learning problems during the covid 19 pandemic. The main problem of this learning is the problem of the character of the individual and the problem of competence of the students. The character of the individual is closely related to pessimism, boredom is related to routine and lack of motivation. The problem of competence is closely related to readiness in learning, the ability to explain learning materials, creativity, and the ability to master technology, in this case, the application. To solve these two problems.¹¹

The various underlying problems, it is important to formulate school resilience construction in Islamic private high schools during the pandemic. Thus this research can reveal new facts about school resilience during the

⁸ Yasadhana, "Resiliensi Sekolah."

⁹ Nuraeni Nuraeni, Ita Suryaningsih, and Sitti Aisyah, "Students' View on Using Online Application to Work on Online Assignment," *SELTICS* 4, no. 1 (June 27, 2021): 17-29, <https://doi.org/10.46918/seltics.v4i1.940>.

¹⁰ Y. Yustina, W. Syafii, and R. Vebrianto, "The Effects of Blended Learning and Project-Based Learning on Pre-Service Biology Teachers' Creative Thinking Skills through Online Learning in the Covid-19 Pandemic," *Jurnal Pendidikan IPA Indonesia* 9, no. 3 (September 30, 2020): 408-20, <https://doi.org/10.15294/jpii.v9i3.24706>.

¹¹ Ali Çetinkaya and Özlem Haskan Avcı, "School Resilience: A Scale Adaptation Study," *Türk Psikolojik Danışma ve Rehberlik Dergisi* 13, no. 69 (June 2023): 256-72, <https://doi.org/10.17066/tpdrd.1245904ao.2020>

pandemic in the end the data and findings can be used as a reference for educational institutions that will or are trying to realize school resilience in a structured and systematic.

2. Method Study

Research Design

This research is studied qualitatively using the phenomenology approach. Phenomenology understands every meaning of events and relationships between individuals in certain situations, not looking for consequences and focusing on a radical investigation of certain individuals experiencing experiences and interpreting their own experiences, providing an overview of phenomena and meanings for certain individuals by conducting interviews with several sources.¹²

Location and Subject Study

The place this research is school an Islamic private high school (SMA) in 2 provinces that is Yogyakarta and Central Java. This province was chosen because it is a barometer of education in Indonesia. Resilience during the covid 19 pandemic in 2 cities the dynamic and varied. SMA Piri 1 Yogyakarta is School A, SMA Ma'arif NU 1 Sokaraja Banyumas Central Java is School B and SMA Muhammadiyah Sidareja Cilacap Central Java is School C. School chosen with the consideration that these schools are schools located in the heart of the city and on the outskirts of the city, private schools with Ahmadiyah, Ma'arif NU and Muhammadiyah backgrounds. The resource person is the head deputy head school Curriculum field, deputy head school field student, and student class XI and XII as presented in Table 1:

Number	School	Position participant	Code
School A			
1		Teacher/Head School	A1
2		Teacher/Deputy Head School Curriculum	A2
3		Teacher/Deputy Head School K student	A3

¹² John W. Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," in *Awkward Dominion* (California: Sage Publication, 2002), 381-82.

4	Student / Student Class XI	B1
5	Student / Student Class XII	B2
School B		
6	Teacher/Head School	A4
7	Teacher/Deputy Head School Curriculum	A5
8	Teacher/Deputy Head School Student _	A6
9	Student / Student Class XI	B3
10	Student / Student Class XII	B4
School C		
1 1	Teacher/Head School	A7
1 2	Teacher/Deputy Head School Curriculum	A8
1 3	Teacher/Deputy Head School K student	A9
1 4	Student / Schoolgirl Class XI	B5
1 5	Student / Schoolgirl Class XII	B6

Data Collection

Method of data collection, i.e., observation, interview, and documentation. Participatory observation was carried out to observe resilience in schools with systematic observation guidelines.¹³ Interviews were open-ended, with key informants relating facts and events related to current patterns of school resilience during the COVID-19 pandemic. Informants were selected by purposive sampling.¹⁴ Interviews head school, vice principal schools, and students are carried out separately and on different days to get answers objectively.¹⁵ Documentation includes personal documents and official documents.¹⁶ Documentation to search data on school activities during the COVID-19 pandemic, school programs during the COVID-19 pandemic, and learning documents during the COVID-19 pandemic as well as written documents in the form of photos or videos related to school resilience during the COVID-19 pandemic.

¹³ Hengki Wijaya, “Analisis Data Kualitatif Model Spradley (Etnografi),” 2020, 283–84.

¹⁴ D Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D.* (Bandung: Alfabet Bandung, 2013).

¹⁵ Norman K. Denzin, “Moments, Mixed Methods, and Paradigm Dialogs,” *Qualitative Inquiry* 16, no. 6 (July 23, 2010): 419–27, <https://doi.org/10.1177/1077800410364608>.

¹⁶ Denzin.

Data Analysis

This qualitative research uses an interactive analysis model compiled by Miles, Huberman & Saldana, namely data condensation, data presentation, and conclusion. These components form an interrelated cycle. The researcher will do triangulation sources, techniques, research extensions, and member *checks*. then categorize results analysis based on theory and ends with the conclusion of the answer to the problem research compiled.¹⁷

3. Results

Condition Objective School during the Covid-19 Pandemic

The COVID-19 pandemic has created various problems new to education. Education that has been normal so far has been thrown into a different situation back than usual. Learning experiencing technical difficulties nor substance (Reported by A1, A3, A, A7, A8). Learning is carried out online with fewer facilities, the internet network is lacking evenly and unstable (Reported by B1, B3, B4, B5). Parent student majority background economy low which makes it difficult to fulfill the needs of students in the form of cellphones and quotas (Reported A1, A3, A6, A9, B2, B6). The comparison condition objective learning During the COVID-19 pandemic can be described in table 2:

Table 2

Problematic Learning during the COVID-19 Pandemic

A high school	B high school	C high school
1. Limitation problem capacity	1. Alignment problems curriculum emergency	1. Internet network problems
2. Minimum problem facility	2. Ability problems use technology	2. Arrangement problem learning effective
3. Internet network problems	3. Low problem economy guardian student	3. Capacity problems beneficiary technology
	4. Understanding problems Theory learning	4. Online learning problems
	5. Internet network problems	5. Emergency Curriculum implementation problems

¹⁷ Creswell, “Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.”

Unpreparedness in schools, teachers, and participants even parents is one of the factors that decreased quality learning during the covid 19 pandemic. Therefore, it is necessary to attempt to return to the point back as a normal institution by doing resilience school.

Construction Islamic Private High School Resilience

construction resilience school at SMA A during the COVID-19 pandemic was realized in the form among others:

a. founded clinic academic

Academics Clinic gives students room to experience service-related difficulties in learning and the manifestation of a culture of humanist school. Clinics realized in the form of individual as well as collective, online as well as offline, various field lessons in accordance with required lessons _ help for resolution (Reported by A1, B1). This clinic serves to help participants less educated _ understand lessons taught by the teacher. It is one form of resilience school in connection to guaranteeing quality school.

b. Increase the intensity of teacher and participant communication education through social media

One of the obstacles to learning during the COVID-19 pandemic, namely minimal communication between school inhabitants. So to minimize these obstacles, schools intensify communication through the participating groups to educate parents. It is a form of accountability school to residents school. It encourages growth resilience in solid schools (Reported by A1, A2, A3, B1, B2).

c. Increase capacity school HR IT skills

The COVID-19 pandemic has changed learning stare advance go online. Surprise and unpreparedness are the initial factors of obstacles to online learning. Realization of resilience in schools is embodied in shape school HR IT training from the head school, power educators, and staff educators who play an active role in the effort to increase the school's *quality* (Reported A1, A2, A3).

d. Build a social network for fundraising

A social fundraising network was established to help participants educate about ability weak economy. The deputy head school field connection

society carries out this activity. Steps were taken by inviting alumni, the community, and various parties to donate to the school. (Reported A1, A2, A3). A2 said: “ *The network that the school has built is Alumni, friendship on Facebook, Instagram, everywhere* “.

e. Arrange and arrange curriculum varied in online activities.

The curriculum used during the pandemic is the emergency curriculum. Participants are not burdened with a variety of heavy material, but doable cutting material. The curriculum is designed in online learning activities so that participants feel comfortable through online learning (Reported by A1, A3).

construction resilience school at SMA B several Things have similarities and differences. This is realized in the form of among others:

1. *Enhancement of teacher activity in KBM*

Construction resilience schools are carried out through enhancement intensity teacher activity in learning activities. Teachers not only only convey material, but also intensely monitor the liveliness of participant education (Reported A4, A5, A6).

2. *Simplification curriculum*

The curriculum is simplified in a way design and reduces materials learning by maximizing theory in every lesson. Theory sorted and selected according to directions government (Reported by A4, A6, B3, B4). In detail, Curriculum simplification is depicted in the scheduled lessons in the following B schools:

Table 2
Timetable Emergency Curriculum Learning in B . Schools

Day / Picket	O'clock to	W time	Subjects					
			Class X MIP A	Class X IPS	Class XI M IPA	Class XI IPS	Class XII M IPA	Class XI I IPS
MONDAY Kuswito, S.Pd	1	07.30 – 08.30	Compulsory MTK	English	Al-Qur'an	Javanese	PPKn	PABP
	2	08.30 – 09.30	Javanese	History Pm	English	Al-Qur'an	language Indo	PABP
	3	09.30 – 10.30	Indo history	Javanese	Compulsory MTK	English	PABP	PPKn
	4	10.30 – 11.30	English	Indo history	Javanese	Compulsory MTK	PABP	language Indo

TUESDAY Sri Murtiningsih, S.Pd	1	07.30 – 08.30	crafts	Economics Pm	Indonesian	PPKn	Compulsory MTK	language English
	2	08.30 – 09.30	PPKn	crafts	Arabic	Indonesian language	Al-Qur'an	Biology Lm
	3	09.30 – 10.30	Indonesian language	PPKn	crafts	Economics Pm	language English	Al-Qur'an
	4	10.30 – 11.30	Arabic	Indonesian language	PPKn	crafts	Biology Pm	Compulsory MTK
WEDNESDAY Endah Rofiana S.Pd	1	07.30 – 08.30	MTK Pm	PABP	Indo history	NU's	Chemistry Pm	Sociology Pm
	2	08.30 – 09.30	NU's	PABP	Art culture	and Indo History	Geography of Lm	language Java
	3	09.30 – 10.30	PABP	NU's	MTK PM	Art and culture	language Arab	language Arab
	4	10.30 – 11.30	PABP	Mandatory MTK	NU's	Physical Education	language Java	-
THURSDAY Agesti Dita Supriyatin, S.Pd	1	07.30 – 08.30	Sociology L	Biology Lm	PABP	Sociology P	Craft	Art and culture
	2	08.30 – 09.30	Physical Education	Physical Education	PABP	History Pm	Physics Pm	Geography Pm
	3	09.30 – 10.30	Biology Pm	Art and culture	Physical Education	PABP	MTK Pm	History Pm
	4	10.30 – 11.30	Art and culture	Sociology Pm	-	PABP	Art and culture	crafts
FRIDAY Fitriani Pembayun, S.Si	1	07.30 – 08.00	Pm. Chemistry	Al-Qur'an	Geography of Lm	Arabic	NU's	Pm. Economy
	2	08.00 – 09.00	Al-Qur'an	Chemistry Lm	Physics Pm	Geography Pm	Indo History	Physical Education
	3	09.00 – 10.00	Geography of Lm	Arabic	Pm. Chemistry	Biology Lm	Physical Education	NU's
	4	10.00 – 11.00	Physics Pm	Geography Pm	Biology Pm	-	-	Indo History
SATURDAY	1	07.30 - 08.30	Homeroom Assistance					
	2	08.30 - 09.30	Homeroom Assistance					
	3	09.30 - 10.30	Homeroom Assistance					

3. Determination of affordable online learning media platforms.

Utilization of affordable online learning media for participant education is one effort so that schools can be resilient in conditions of emergency. Inequality networks, limitations quota, and minimum means of online learning are addressed by determining and selecting an easy and affordable learning media platform for inhabitant schools (Reported by B3, B4).

4. *Enhancement quality service*

The COVID-19 pandemic does not obstruct schools to provide maximum service. This is realized in the form of the distribution of school work assignments every alternate day for the convenience of participant education as well as the teacher council (Reported by A4, A6).

5. *Guardian class does a home visit to house participants and educates them.*

To maximize resilience school, the party school decided to assign a guardian class to carry out home visits. This is done to monitor the liveliness of participant students and find obstacles in learning so that they can formulate the right solution (Reported by A4, A6, B3, B4).

construction resilience school at SMA C several Things have similarities and differences. This is realized in the form among others:

1. *Internal strengthening of school institutions.*

Construction resilience school realized in form school internal improvement. The internal strength of the institution with improvement solidity, harmony institutions will be able to sustain school and stage get up and be resilient become surviving and stable institutions in Century the covid 19 pandemic. Apart from that, the school trying to make it happen the school's vision and mission as the guidance of the school community (Reported by A7, 8, A9).

2. *Changes in the learning system*

Resilience schools about learning realized in the form of various changes in the learning system adapted to the advice government. This makes it easy for institutions to survive and implement appropriate learning strategies (Reported by A7, 8, A9).

3. *Increasing the intensity of communication between school members*

construction resilience school realized with an improvement strategy intensity communication between school inhabitant. Things done with intent make it easier to solve various problems arising from the situation covid 19 emergency (Reported by A7, 8, A9, B5, B6).

4. *Improved teacher performance and commitment.*

The COVID-19 pandemic is being addressed in a different way to increase the performance and commitment of teachers in teaching. Changes in the

learning system accompanied by presence motivation teach and serve participants to learn to the fullest. one shape giving structured assignments and monitoring online learning activities (Reported by A7, 8, A9).

5. *Enhancement capacity teacher's ability to use IT*

The teacher becomes end spear learning prepared with training in digital learning. This is so that they are capable operate online learning media optimally and doing innovative learning in emergency COVID-19 conditions (Reported by A7, 8, A9).

Table 3
Construction Resilience School at SMA A, B, and C

A high school	B high school	B high school
1. Establish an academic clinic.	1. Enhancement of teacher activity in KBM	1. Internal strengthening of school institutions.
2. Enhancement intensity teacher and participant communication educate	2. Simplification curriculum.	2. Changes in the learning system
3. Enhancement capacity school HR IT skills.	3. Determination of affordable online learning media platforms.	3. Increasing the intensity of communication between school members.
4. Development of a social fundraising network	4. Enhancement quality service	4. Improving teacher performance and commitment.
5. Arrangement and Compilation of curriculum online variety.	5. Guardian class To do <i>home visits</i>	5. Improved ka utilization of IT

Discussion

Resilience-related ability: Individual or institution: Empowering flexibility to get back in position, the ability to endure and adapt quickly, and the ability to modify an institution based on critical situations.¹⁸ construction of Islamic

¹⁸ Teresa D. LaFromboise et al., "Family, Community, and School Influences on Resilience among American Indian Adolescents in the Upper Midwest," *Journal of Community Psychology* 34, no. 2 (March 6, 2006): 193–209, <https://doi.org/10.1002/jcop.20090>.

private high school resilience during the covid 19 pandemic as a way for institutions to rise and return to their condition again, normal condition. This is manifested in the form of :

1. *School internal strengthening.*

Internal school strengthening becomes the main thing in emergencies and critical situations like the COVID-19 pandemic. The internal strength of the institution was realized in schools A, B, and C by strengthening the human resources of teachers and staff education, and excellent service to participants. Connor and Davidson explain resilience in the form of positive acceptance of change and secure relationships.¹⁹ Existing changes can be addressed with acceptance of change, especially in internal institutions. Reivich and Shatte emphasize the importance of causality analysis, which focuses on the ability to map a problem's causes carefully and precisely.²⁰

2. *Simplification curriculum.*

COVID-19 emergency conditions require the school to the simplification curriculum so that participants are capable follow learning with a lighter load. This strategic step is carried out by schools A and B so that they are resilient schools and resilient individuals in this case the participant can be realized to the fullest. So in this context, the role of a creative more focused curriculum that curriculum designed to adapt to the times and the needs of the community right to implement.²¹ The curriculum is designed creatively, innovatively, and constructively in tune with the reality of society and the conditions of participant students.²² Yu and Zhang emphasize the importance aspect tenacity and strength in resilience. Aspect tenacity is more stressed in the ability of institutions to survive in difficult, limited, and challenging conditions. Whereas aspect power emphasizes more ability

¹⁹ Kathryn M. Connor and Jonathan R.T. Davidson, "Development of a New Resilience Scale: The Connor-Davidson Resilience Scale (CD-RISC)," *Depression and Anxiety* 18, no. 2 (September 2003): 76-82, <https://doi.org/10.1002/da.10113>.

²⁰ Reivich and Shatt , *The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles*.

²¹ Primanita Sholihah Rosmana et al., "Pergunaan Kurikulum Darurat Dalam Meningkatkan Kualitas Pembelajaran Pada Masa Pandemi Covid-19," *AS-SABIQUN* 4, no. 1 (March 2022): 213-23, <https://doi.org/10.36088/assabiqun.v4i1.1699>.

²² Victoria Del Gaizo Moore et al., "COVID-360: A Collaborative Effort to Develop a Multidisciplinary Set of Online Resources for Engaging Teaching on the COVID-19 Pandemic," *Journal of Microbiology & Biology Education* 22, no. 1 (April 2021), <https://doi.org/10.1128/jmbe.v22i1.2623>.

institution to return to its position back and have the power strength to do better in the future.²³ According to Panzeri et al., factor endurance ecology learning is implemented while maintaining health without psychological pressure.²⁴

3. *Enhancement service school*

At the moment the COVID-19 pandemic, all-around conditions worrying for all parties, then schools A, B, and C as institutions of education trying to survive by giving maximum service so that learning activities no stop. Service schools in the form of administrative services and services learning are institutionally designed so that they can be realized. here is the importance of effusion self in resilience. Efficacy is one effort to improve faith and trust self for others by placing oneself well on various occasions²⁵

4. *Determination of affordable online learning media platforms.*

The COVID-19 pandemic has changed the life order in society, and schools have changed, including economy guardian participant education. Therefore, for participants who are capable and have power flexible about learning, the school determines affordable and owning online learning platforms proper economics. Aspect empathy emphasizes the importance of the institution understanding the ability of the individual and the behavior of other individuals. Aspect Affordability Empathy and aspect affordability in resilience place more emphasis on the ability to upgrade aspect positive life and use new opportunities as challenges.²⁶

5. *Synergy School with guardian participant learner and character society*

Resilience schools realize in form guard good relationship between a school with parties external that is guardian participant students and figures society. Optimism school to rise and return to condition beginning Becomes

²³ Xiaonan Yu and Jianxin Zhang, "Factor Analysis and Psychometric Evaluation Of The Connor-Davidson Resilience Scale (CD-RISC) with Chinese People," *Social Behavior and Personality: An International Journal* 35, no. 1 (January 1, 2007): 19–30, <https://doi.org/10.2224/sbp.2007.35.1.19>.

²⁴ Anna Panzeri et al., "Factors Impacting Resilience as a Result of Exposure to COVID-19: The Ecological Resilience Model," ed. Giovanni Ottoboni, *PLOS ONE* 16, no. 8 (August 18, 2021): e0256041, <https://doi.org/10.1371/journal.pone.0256041>.

²⁵ Ellen L. Usher and David B. Morris, "Self-Efficacy," in *Encyclopedia of Mental Health* (Elsevier, 2023), 117–24, <https://doi.org/10.1016/B978-0-323-91497-0.00085-0>.

²⁶ Xiaoyi Cao, Jin Li, and Shu Gong, "The Relationships of Both Transition Shock, Empathy, Resilience and Coping Strategies with Professional Quality of Life in Newly Graduated Nurses," *BMC Nursing* 20, no. 1 (December 2021): 65, <https://doi.org/10.1186/s12912-021-00589-0>.

Thing important to implement. Overall, Altrows, and Paulson emphasize the importance of family factors and external factors. Factor family in this context is the guardian participant education, which contributes to giving direction and support for participant learning in conditions of emergency and less profitable. Factors external are more emphasized. Support outside parties in school to encourage school to be resilient, thus increasing power stand institutional.²⁷

Conclusion

School resilience is a mechanism used to protect and modify in preparing institutions in various critical situations. The ability of the institution to return quickly to a situation proves that the institution can adapt to difficulties and critical situations during the COVID-19 pandemic. Schools A, B, and C are realized in forming internal school strengthening, simplifying the curriculum, improving school services, determining affordable online learning media platforms, and synergizing schools with student guardians and community characters.

This research has provided an overview of how the resilience of Islamic senior high school in Indonesia was reconstructed during the COVID-19 pandemic, but there are some limitations that need to be considered. Firstly, this study only focused on a few schools, so the results may not be generalizable to all Islamic private schools in Indonesia. Secondly, while the qualitative method provides in-depth understanding, it does not quantitatively address the effectiveness of the strategies implemented by the schools. Finally, other external factors such as support from the central or local government and wider accessibility of technology have not been fully addressed. For future research, it is suggested that a comparative study involving more schools be conducted, including schools in different regions with different economic conditions. Quantitative research is also needed to measure the effectiveness of the strategies implemented in maintaining school resilience during the pandemic. In addition, it is important to further investigate the role of the government and external parties in supporting Islamic private schools in facing similar crises in the future.

²⁷ Robin D. Overall, K. Jessica Altrows, and Barbara L. Paulson, "Creating a Future: A Study of Resilience in Suicidal Female Adolescents," *Journal of Counseling & Development* 84, no. 4 (October 23, 2006): 461-70, <https://doi.org/10.1002/j.1556-6678.2006.tb00430.x>.

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