



The importance of change management in increasing school resilience: Insights from Indonesian schools in Saudi Arabia

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ABSTRACT

School resilience must be strengthened for schools to be resilient and adaptable to change. To improve school resilience, change management is required. School resilience will be effective if teacher and student resilience supports it. Strengthening bonding, setting clear and consistent boundaries, teaching life skills, providing caring and support, setting and communicating high expectations, and offering opportunities for meaningful participation are all components of school resilience. On the other hand, individual resilience consists of seven components: emotional regulation, impulse control, empathy, optimism, causal analysis, self-efficacy, and reaching out. If there is a synergy of work at the macro, mezzo, and micro levels, the school resilience policy will be formed. This research aims to determine the level of school resilience and the change management strategies needed to strengthen the resilience of Indonesian schools in Jeddah, Saudi Arabia. The sequential explanatory mixed method approach (Cresswell) was used as the research method, and the subjects of this study were Saudi Arabia teachers and high school students. The findings of this study concluded that the average school resilience profile, as perceived by teachers and students, was in the moderately resilient category, which aligned with the individual resilience levels of teachers and students. In order to strengthen all aspects that must be owned by the school, such as the existence of fundamental values, synergy of social roles, development of competencies and skills, literacy knowledge, social punishment, and the existence of excellent programs sustainably designed by schools, the school must be able to apply the phases of change management supported by the synergy between roles.

Keywords: school resilience, management, strategy

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INTRODUCTION

Management plays a significant role in solving a variety of issues. Change management, which is frequently seen as the key determinant of any school program's success, has often been overlooked by schools as a crucial strategic approach. Realizing educational objectives is difficult since education managers face constant changes and challenges at all levels. Every institution must, therefore, be highly adaptable to overcome obstacles and achieve its goals.

The quality of education is impacted by achieving educational goals (Azhari & Kurniady, 2016). Based on established education management, the quality of education is managed in a way that influences how the educational system functions. Education management is expected to be proactive and solution-oriented in achieving educational goals (Istanti, 2018).

Management aims to improve the efficiency and effectiveness of existing systems by leveraging tools, resources, and information. The primary benefit of change management is minimizing the impact on the change process. It involves an effort to manage the effects of

organizational changes. Additionally, management is a structured process for managing human resources to achieve desired results and implement larger-scale changes at the team, individual, or organizational level.

Change management is a structured and systematic approach designed to assist individuals, teams, or organizations in transitioning from the current state to a better one efficiently and effectively, minimizing the impact of the change process. Furthermore, change management involves managing the consequences of organizational changes. It is also a tool, process, and technique for managing people during the change process to achieve the desired results and effectively implement changes at the team, individual, or larger system level.

Fundamentally, change management is a process that uses management strategies, including planning, organizing, acting, and controlling, to make organizational changes. Change management is used to develop structured business solutions by controlling the impact of change on all involved parties. Change management relies on planning, organizing, acting, and controlling strategies to implement organisational changes effectively. According to Davidson's book, cultural variations within an organization will influence the development of an effective change plan. Companies can select one of four change management approaches: rational-empirical, normative-reeducative, power-coercive, or environmental-adaptive.

Not all schools are adaptable to change. As a result, many schools do not take a proactive approach to dealing with diverse school dynamics. The societal truth is that educational institutions worldwide must conduct online or virtual learning procedures (Khandewal, Anju & Avanish, 2020). This strains the school community, particularly schools, teachers, and students, and affects learning. According to Bahar et al (2020), continuous pressure causes stress in life. The ability to cope with challenging circumstances produces stress, leading to burnout and a lack of interest in learning. If this discomfort is not addressed, it will result in negative outcomes and conditions. The way schools address challenges demonstrates their crucial role in achieving the goals of the educational system.

Achieving educational goals requires schools to develop resilience capability. Schools can provide the ideal environment for young people to build resilience skills alongside their classmates as part of their education. Furthermore, resilience is the foundation for personal development, allowing individuals to comprehend others, express themselves, and demonstrate empathy and compassion. In this context, the educational process is intended to develop strategies for building school and individual resilience. According to Kuiper (2012), resilience is a type of life skill that enables individuals to reassess their quality of life and adopt a positive lifestyle. It provides a foundational framework for assisting schools to rise and thrive in the face of adversity. The influence of school and personal resilience is significant, as it transforms the school environment and positively affects the school community (Dwiningrum, 2021).

Accelerative socialization and education on the importance of establishing effective school resilience are necessary to innovate tools that schools and students can use to assess and describe the resilience profile of both schools and individual members. The findings can be used to support decision-making in developing school resilience management. This research provides a valuable innovation for determining the level of school and individual resilience (teachers and students), with results that schools can use to design interventions to strengthen resilience.

The resilience of teachers and students determines a school's success in building school resilience. Since school resilience is the most effective strategy for mitigating the effects of changes and challenges in education, schools must shift their paradigm regarding educational problems. Strengthening resilience is important for improving the quality of life of the people (Dwiningrum, 2020). This shift promotes awareness of educational challenges through several key actions (Dwiningrum, 2010): a) recognizing that problems are not inevitable, and with a spirit of humanism, school members can be empowered to manage and reduce them; b) teaching students problem-solving strategies; c) fostering a comprehensive understanding of challenges and the ability to interpret them as opportunities based on the perceptions of school members; d) framing problems within the context of social dynamic and static environments to provide a complete picture of how school members respond to and manage challenges. As a result, when

schools perform their optimal role, the outcomes of school resilience building become more effective.

The relatively low level of school resilience has not been appropriately communicated to schools. As a result, the school community has failed to recognize the importance of improving school resilience. Developing resilience allows teachers and students to adapt to challenging life events and equips them to maintain a positive outlook and adapt successfully to overcome challenges (Luthar, 2006). Similarly, Dwiningrum (2015) describes school resilience as an organizational dynamic that embodies tenacity and adaptability, allowing schools to face threats, challenges, obstacles, and internal or external disruptions that threaten their existence.

However, it is essential to provide students and teachers with socialization and education about school resilience to become socially resilient in the face of various challenges. Strengthening school resilience involves multiple components: increasing bonding, setting clear consistent boundaries, teaching life skills, providing caring and support, setting and communicating high expectations, and offering opportunities for meaningful participation. On the other hand, individual resilience consists of seven key components: emotional regulation, impulse control, empathy, optimism, causal analysis, self-efficacy, and reaching out (Anderson, 2013).

This research provides a valuable innovation by determining the levels of school and individual resilience (teachers and students). Schools can use the findings to design interventions to enhance school resilience. The research aims to encourage stakeholders to gain a deeper understanding of school resilience to construct change management strategies to strengthen it. This study specifically discusses three key points: the profile of school resilience from the perspective of teachers and students, how change management is designed to promote school resilience, and the role of teachers in building school resilience.

METHOD

The research utilizes a descriptive approach, integrating quantitative and qualitative approaches (mixed methods), with the goal of describing the situations in their current state. The primary method used is quantitative, with qualitative methods serving a secondary role. This mixed-method approach is known as the sequential mixed-methods design (Creswell, 2018). By combining these methods, comprehensive data collection is expected.

This descriptive research applies a mixed-method approach (quantitative and qualitative) to uncover the level of school resilience, disparities in resilience formation, and school strategies for improving school resilience in Saudi Arabia. The research was conducted in Saudi Arabia between August and November of 2022. The research subjects were high school students and teachers, and the sampling technique used was the Lameshow et al. formula (Lameshow, 1997), as shown (1).

To avoid dropout responses, the sample size was rounded up to 100, and a simple random selection of 100 participants was conducted using a lottery method. The data collection technique used in the research included online surveys with Google Forms and hard-copy instruments. The study focused on school resilience and individual resilience. School resilience consists of six components: increasing bonding with schools, setting clear and consistent boundaries, teaching life skills, providing care and support, setting and communicating high expectations, and offering opportunities for meaningful participation. On the other hand, individual resilience consists of seven components: emotional regulation, impulse control, empathy, optimism, causal analysis, self-efficacy, and reaching out. Furthermore, the focus group discussion (FGD) approach was also used in this research.

Data analysis techniques were applied both during and after data collection. Milles and Huberman's (1994) qualitative analysis assessed qualitative form data. The following stages were included in the qualitative data analysis: a) data reduction, which involves selecting, simplifying, and organizing raw data from field notes into the comprehensive report; b) data presentation, which organizing the collected information so that it is clearly presented and conclusions can be drawn; c) drawing conclusions and verification; during which the researcher evaluates, interprets, and derives meaning from the data to reach final conclusions.

$$n = \frac{Z_{1-\alpha/2}^2 P(1-P)N}{d^2(N-1) + Z_{1-\alpha/2}^2 P(1-P)} \dots\dots\dots (1)$$

Notes:

n = Minimum sample size

N = Population size

Z = Standard value of normal distribution $\alpha = 0.05$ with CI 95% (1.96)

P = Proportion of events (0.5)

D = Acceptable amount of deviation (10% = 0.1)

Hence, the minimum sample size in this study is:

$$n = \frac{(1,96)^2 \cdot 0,5 (0,5) 143551}{(0,1)^2 (143551 - 1) + (1,96)^2 0,5 (0,5)}$$

$$n = \frac{137866,3804}{1436,4604}$$

$$n = 95,97 \approx 100$$

Research data in the form of numbers (quantitative) will be evaluated by percentage computation using the Microsoft Office Excel application to define the level of school resilience using the classification approach based on the percentage calculation, as shown in Table 1.

Table 1. Categorization

Score (%)	Category	Assessment
≤ 56 - 71	SB	Very good
71 - < 81	B	Good
81 - < 86	K	Poor
≥ 86 - 100	SK	Very Poor

In accordance with the research objectives, percentage values (%) are interpreted through words and sentences by reducing the data (selecting, separating, simplifying, and abstracting raw data). Data is presented clearly and systematically to facilitate the drawing of conclusions. Drawing conclusions involves understanding, analyzing, and identifying significant insights from the data collected. After data collection, a conclusion is drawn.

FINDINGS AND DISCUSSION

Findings

Perspectives from teachers and students regarding school resilience

Resilience is an individual's ability to bounce back with adaptive responses in the face of various changes. Resilience is defined as a social process that includes six major components and plays an important role in mobilizing all factors based on the local context. School resilience also depends on the involvement of teachers, students, and the community. Consequently, creating school resilience requires contributions from both teachers and students. Resilience is closely associated with teachers' sense of identity and commitment and is linked to a strong sense of moral purpose. Teacher resilience-building is relational, and resilience is an important quality of successful school leaders (Dwiningrum, 2020). The following describes school resilience as perceived by teachers and students.

School resilience, according to teachers in Jeddah

According to Figure 1, the overall resilience of Indonesian schools in Jeddah, according to teachers, is in the higher score or positive resilience building category, with a percentage of 89.27%. To determine the overall level of resilience of Indonesian schools in Jeddah, consider the following: increase bonding with schools, setting clear and consistent boundaries, teaching

life skills, caring and support, setting and communicating high expectations, and providing opportunities for meaningful participation.

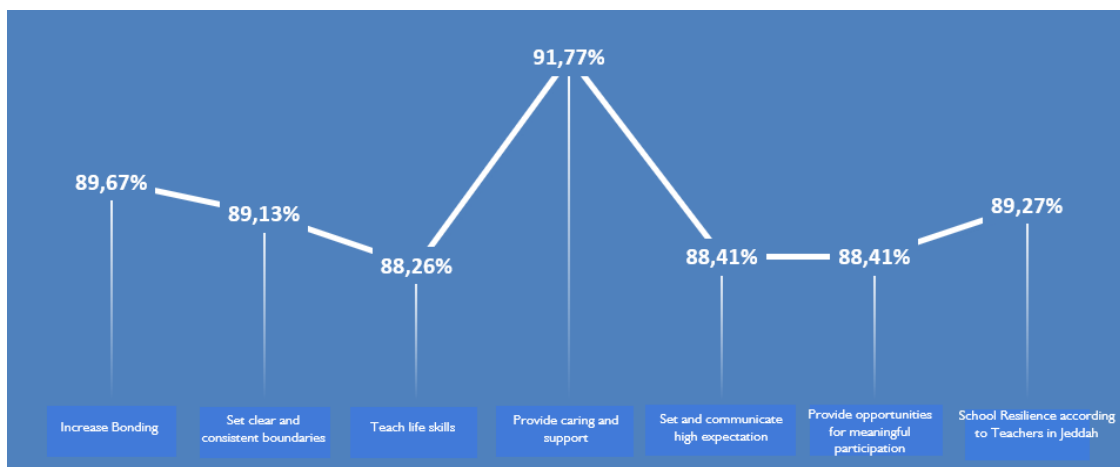


Figure 1. School resilience, according to teachers in Jeddah

Increase bonding with schools

According to Figure 1, resilience in terms of increasing bonding with schools is in the very good category, with a percentage of 89.67%. According to teachers, Indonesian schools in Jeddah foster strong relationships between adult figures in the school environment and students. Teachers and students engage in activities before, during, and after lessons. Teachers at school interact well with one another and are involved in preparing lessons, contributing to a positive learning environment. However, there is room for improvement to enhance bonding further and promote school resilience.

Setting clear and consistent boundaries

According to Figure 1, resilience in terms of setting clear and consistent boundaries is in the very good category, with a percentage of 89.13%. Teachers reported that the school’s physical environment supports school activities and that teachers understand and follow the expected behavioral norms. Teachers act as role models for students and demonstrate caring behavior, fostering a supportive atmosphere. Furthermore, the school encourages ongoing discussions about standards, norms, and numerous goals. However, the continuous emphasis on setting and maintaining clear boundaries is necessary to ensure long-term resilience.

Teaching life skills

According to Figure 1, resilience in terms of teaching life skills is in the very good category, with a percentage of 88.26%. Teachers believe that the schools provide adequate training in life skills, including assertiveness, constructive conflict resolution, decision-making, problem-solving, and stress management. To streamline the teaching and learning process, teachers also participate in cooperative learning procedures that highlight social and academic skills, work cooperatively, emphasize the significance of cooperation in accomplishing tasks, and have interpersonal skills. The school must maintain and expand life skills training to strengthen resilience further.

Caring and support

According to Figure 1, resilience in terms of caring and support is in the very good category, with a percentage of 91.77%. Teachers reported that the school promotes lifelong learning and provides students and teachers with recognition and awards. Both students and teachers feel valued and supported, contributing to a positive school climate. Furthermore, teachers feel cared for and valued at school and receive numerous recognitions and awards. Schools must continue to foster this aspect to ensure resilience.

Setting and communicating high expectation

According to Figure 1, resilience in terms of caring and support is in the very good category, with a percentage of 91.77%. Teachers reported that the school promotes lifelong learning and provides students and teachers with recognition and awards. Both students and teachers feel valued and supported, contributing to a positive school climate. Furthermore, teachers feel cared for and valued at school and receive numerous recognitions and awards. Schools must continue to foster this aspect to ensure resilience.

Providing opportunities for meaningful participation

According to Figure 1, resilience in terms of providing opportunities for meaningful participation is in the very good category, with a percentage of 88.41%. Teachers reported that all school community members actively participate in decision-making and view themselves as contributors rather than passive recipients. Teachers are conscious of their role in terms of accountability for their work and participation in the organization. Each member of the school community (students, parents, and staff) is regarded as a resource rather than a problem, object, or client. Finally, a positive educational environment that encourages them to attempt to do what must be done at all costs is also a supporting factor. Schools must continue to prioritize participation to enhance resilience.

Based on the data obtained, the resilience of Indonesian schools in Jeddah, as perceived by teachers, is in the high score category or on a positive resilience-building scale. The highest percentages are in the aspects of increasing bonding with schools and providing care and support, while the lowest percentages are in teaching life skills and setting and communicating high expectations.

Resilience, according to students in Jeddah

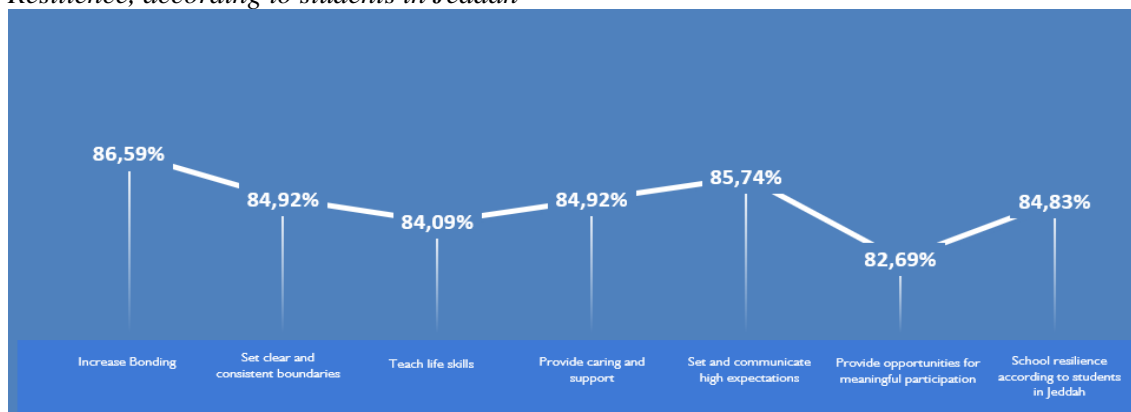


Figure 2. School resilience, according to students in Jeddah

According to Figure 2, the overall resilience of Indonesian schools in Jeddah, as perceived by students, is in the higher score or positive resilience building category, with a percentage of 84.83%. The same six components were considered for the assessment.

Increase bonding with schools

According to Figure 2, resilience in terms of increasing bonding with schools is in the very good category, with a percentage of 86.59%. Students reported positive relationships with teachers, involvement in engaging activities, and positive interactions between teachers and parents. Teachers are involved in the process of preparing the school's vision and mission, and students' parents have a positive relationship with the school. However, to support and enhance the school's resilience, the school must maintain and strengthen the aspect of increasing bonding with the school. Schools should continue enhancing this aspect to support resilience.

Setting clear and consistent boundaries

According to Figure 2, resilience in terms of setting clear and consistent boundaries is in a good category, with a percentage of 84.92%. Students indicated that teachers act as role models and uphold school standards. Teachers also believe that they are a caring group to whom students can confide their problems. Furthermore, teachers at the school are seen to be aware of the school's standards and to work to uphold them actively, and teachers' behaviour at school functions as a model for both students and others. However, to improve the school's resilience and adaptation to changes, each school must continue emphasising and strengthening the need to set clear and consistent boundaries. Schools must continuously emphasize and reinforce boundaries to strengthen resilience.

Teaching life skills

According to Figure 2, resilience in terms of teaching life skills is in a good category, with a percentage of 84.09%. Students believe that schools provide training in behavioural and problem-solving skills and stress management abilities, and teachers participate in cooperative learning procedures by highlighting social and academic skills. Teachers at the school also collaborate with one another and highlight the value of working together to complete tasks. They possess interpersonal skills in organizational duties for streamlining the teaching and learning process. However, schools must further develop life skill programs to ensure the community can adapt to changes.

Providing care and support

According to Figure 2, resilience in terms of caring and support is in a good category, with a percentage of 84.92%. Students feel supported through recognition, awards, and a positive learning environment. Students feel supported as schools provide media for developing abilities that all members of the school community require. Aside from the school's proclamation of a lifelong learning philosophy, students feel cared for and encouraged in the school environment and receive different recognitions and awards. Schools should continue fostering this aspect to enhance resilience.

Setting and communicating high expectation

According to Figure 2, resilience in terms of setting and communicating high expectations is in a good category, with a percentage of 85.74%. According to students, schools provide growth plans, regular reviews, and supportive feedback. However, schools with good school resilience performance must maintain and strengthen this aspect to enhance resilience.

Providing opportunities for meaningful participation

According to Figure 2, resilience in terms of providing opportunities for meaningful participation is in a good category. Students reported active involvement in decision-making and accountability for their tasks. Finally, a positive school environment that motivates people to do what needs to be done at all costs is also a supporting factor. Schools must preserve and enhance school resilience by developing this aspect of providing opportunities for meaningful participation.

Based on the data, the resilience of Indonesian schools in Jeddah, as perceived by students, is in the higher score category or on a positive resilience-building scale. The highest percentages are in the areas of increasing bonding with schools and setting high expectations, while the lowest percentages are in teaching life skills and providing opportunities for meaningful participation.

Discussion

Change management and school resilience

An examination of the resilience profiles of teachers and students reveals that the average school resilience score across the six individual resilience characteristics is good but not optimal. As a result, initiatives to strengthen school resilience are still required. The approach to managing school resilience often varies depending on the specific resilience levels of each school.

According to certain studies on resilience, socio-cultural factors create dynamic social processes that influence resilience. However, based on limited research, the following essential characteristics can be used to characterize resilience: (i) perception of risk associated with change; (ii) ability to plan, learn, and reorganize; (iii) perceived ability to cope; and (iv) level of interest in change (Marshall et al., in press; Marshall & Marshall, 2007). These characteristics demonstrate an individual's ability to cope with and adapt to institutional change. Their vulnerability to organizational or policy shift change is based on financial status, ability to find another job, or ability to remain competitive in the business (while perceived as being at high risk). Furthermore, resilience is measured by one's ability to develop inventive and creative solutions to changing conditions and willingness to persevere in the face of adversity.

Building school resilience necessitates change management at the school level. Experts continue to research the evolution of the notion of change management. According to Coffman and Lutes (2007), change management is a structured method that is used to assist teams, individuals, or organizations in transitioning from current to better conditions. In his book, Winardi (2011) defines change management as a manager's effort to manage changes more successfully, necessitating knowledge of motivation, groups, leadership, conflict, and communication. Wibowo (2012) argues that change management is a process that systematically applies the means, resources and knowledge needed to affect change in those who will be affected by the process. Meanwhile, according to Nauheimer (2007), change management is a process, technique, and instrument used to manage the change process individually to accomplish the desired objectives and more effectively implement change with change agents, systems, and broader teams.

Table 2. A change management approach to school resilience

Approach	Description	Resilience Aspect
Rational-empirical	The rational-empirical approach is used on the premise that people would prioritize their own interests and exhibit predictable behaviour. Understanding this behaviour will give the change manager a useful strategy to follow in the future.	Strengthening resilience requires behavioural changes related to the aspects that form school resilience.
Normative-reeducative	This approach will focus primarily on the change manager's ability to influence or behave in specific ways, allowing the manager's members to achieve change. Individuals will change if a distinct company believes change is in their best interests.	Strengthening school resilience is determined by the principal's role, who can invite all school members to strengthen all aspects of school resilience.
Power-coercive	This approach, which is frequently the normal style of change management, will force the change management to carry out its duties arbitrarily by some and naively by others. The fundamental element of this approach is that, generally, obedient people will comply with instructions with little to no persuasion.	Strengthening school resilience is done by force, so the results are less effective because all school members are stressed when carrying out all activities for resilience purposes.

The notion of change management is still being researched since it has a more effective influence on the objective of improving organizational dynamics. According to Davidson (2005), the occurrence of cultural differences in an organization will influence the formulation of a change plan that will be carried out effectively. Organizations, or in this case, schools, can select one of four change management approaches: rational-empirical, normative-reeducative, power-coercive, or environment-adaptive.

The explanation in Table 2 leads to the conclusion that a rational-empirical approach and a normative-reeducative approach can both be used in the change management strategy to build school resilience. Schools should prepare for multiple phases of resilience building and strengthening in the context of change management to achieve the best possible outcomes. With change management, performance management will be developed as explained in Clause &

Briscoe, 2009; Gotcheva, 2009 by is a system where a school can set goals, determine measurable performance by evaluating, providing feedback, determining training needs, developing and giving appreciation to all teachers, students, and employees at school (Hidayat & Wulandari, 2020). According to Haines (2005), several stages can be followed while implementing change management to increase school resilience

Table 3. Developmental phases in change management and resilience

Phase	Description	School Programs
Phase A: Value Positioning (determining strategic positioning)	This phase is the stage in a system of thinking where the company's goal or strategic position can be clearly explained. This position is to be achieved in a company or organizational change.	a) Planning a strategic plan to build school resilience, b) Determining key objectives in building school resilience.
Phase B: Measures Goals.	This phase will determine the various measures and mechanisms needed to assess whether the goal can or has been achieved.	a) Determine indicators of success in building schools. b) Design a mechanism for building school resilience.
Phase C: Assessment Strategy.	In this phase, the gap between the current and desired situation will be determined so that policies can be determined to achieve better in all situations and conditions.	a) Make a pre-test and post-test of school resilience. b) Determine policies that can overcome the problem of building school resilience.
Phase D: Level Actions (change activities).	This phase is the phase of implementing and explaining the strategy, which will then integrate all the activities, processes, relationships and changes needed to reduce the gap or implement the objectives set in phase A.	a) Implement strategies to enhance school resilience. b) Integrating the process of strengthening school resilience in learning. c) Choose an effective time to strengthen school resilience.
Phase E: Environment Scan (external environment identification).	This phase will identify the external environment that can influence change. The identification results will provide the direction and changes to be made with a change management approach.	a) Identify school strengths and weaknesses in building school resilience. b) Determine a systemic and structured approach to building school resilience. c) Analyze the supporting factors of infrastructure to build efficiency, adaptation and resilience.

Many researchers have discussed the importance of involvement in decision-making (Charles, 1992; Maiolo et al., 1992; Jones, 1999), but few have described its influence on resource users' resilience. Meaningful and positive involvement in the process is essential to foster feelings of satisfaction, understanding, trust and confidence in the future. These sentiments are required to transition smoothly to a new policy regime (Beckley, 2007). People who are confident about their future and the future of resources are more likely to analyze the risks associated with policy changes that aim to adapt to changing needs. Policies are regarded as significant in fostering trust in the decision-making process. Similarly, Kallstrom and Ljung (2005) argue that participating in public debates and decisions concerning future resource circumstances makes them more relevant, strengthening social identity and a sense of place. These characteristics contribute to resource users' flexibility, adaptability, and readiness to change, which are all vital in maintaining system resilience (Kallstrom & Ljung, 2005).

According to the empirical data analysis findings, building a resilient school is determined by change management, which arranges various aspects to operate systemically. As the findings of this research indicate, a synergy of the roles of schools, teachers, and students is required to build school resilience. The results of focus group discussions between students, teachers, and schools are also used to promote school synergy and strengthen resilience. To provide information, FGDs related to the idea of building resilience can be presented in Table 4.

Table 4. School resilience change management

Aspect	School
Values	Implementing character education at school. Implementing the three pillars of GEM to all school members (Gratitude, Empathy and Mindfulness) as a form of school culture: Gratitude --> saying the phrase "Thank you". Emphaty --> Being kind and compassionate towards others. Mindfulness --> practising attention by slowing down and concentrating on one thing at a time.
Roles	Strengthening school management according to national education standards through positive activities in schools such as child-friendly school policy, healthy living policy, student protection and 3S (smile, greet and say hello), friendly schools, and disciplined and orderly living. Increasing cooperation with partners that support school quality improvement. Increase collaboration in various school programs with a structured schedule. Conduct social fundraising activities to support various social care programs. Designing sustainable school programs to strengthen the school's existence as a quality school.
Competencies and Skills	Provide opportunities for teachers to attend various trainings. Providing opportunities for teachers to pursue further studies. Support students in becoming ambassadors in various competitions. Providing facilities for students to develop their talents and skills.
Literacy knowledge	Building a culture of literacy in schools. Design programs that support teacher and student literacy improvement. Provide funding for improving various knowledge needed by teachers and students.
Social support	Act against perpetrators of bullying and violence. Open a procurement post that ensures students' sense of security. Organizing activities such as tours that create a sense of happiness. Improving the school's relationship with various parties through partnership programs. Creating a school community that serves as a conduit for creativity and inspiration.
Excellent program	Introducing school programs that all school members can access. Distributing banners that emphasize the message of loving others and helping each other. Develop positive character education and Pancasila programs.

According to Table 4, more specific and purposeful principles and guidelines that underpin community conduct are still required to make the results more ideal. As a result, implementing schools in developing resilience appears to necessitate policies that ensure all elements involved have high adaptability to survive in the face of obstacles to achieve goals. The role of teachers and students in developing school resilience is essential. The level of resilience of teachers and students determines the implementation of school resilience policies. As a result, despite school resilience being rated fairly resilient from the perspective of teachers and students, efforts to promote school resilience must still be carried out using effective strategies.

CONCLUSION

The phases in building school resilience are prepared in stages to maximize the results. The principle of change management is defined as an action developed in a structured and systematic manner to aid schools in strengthening school resilience from the current state to a better one efficiently and effectively while minimizing the impact of the change process. Change management aims to address all aspects required to promote school resilience. Furthermore, social support is required to make it easier for all aspects to operate together systematically, resulting in more realistic results.

The management strategy, which entails planning, organizing, implementing, and overseeing all programs designed to enhance school resilience, must still be used in change management. This is consistent with Davidson's view that the method in change management

should not disregard the essence of management principles by selecting or combining two rational-empirical approaches, such as normative-reeducative approaches, based on the school situation. A values framework, social role synergy, the development of competencies and abilities, literacy knowledge, social support, and great programs created by schools on an ongoing basis are all necessary components of an effective strategy for implementing school resilience policies.

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