

Islamic Resilience of Marginal School Communities Management in An Effort to Educational Transformation

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ABSTRACT

Learning for marginalized children has taken place in conditions not befitting other schools in general. There are many challenges faced by students and school managers, especially during the COVID-19 pandemic. This study aims to analyze Islamic resilience implemented by marginal school managers to strive for educational transformation. This qualitative study used a case study approach, with data collected through interviews and direct observations in the research location. The results show that the dimensions of Islamic resilience implemented by MSC management are optimism, problem analysis, empathy, and self-confidence. The belief that God does not give burdens beyond human ability and that the best human beings are those that benefit others is a strength for school administrators to remain as members for marginalized children to continue their education. The learning concept of the Marginal School Community is oriented toward children, adjusting to their age level, with reading, writing, mathematical materials, creativity, and religious material. The learning methods employed include learning by doing, learning while playing, and outings. The curriculum used in marginal schools is inclusive and accessible, developed by the MSC curriculum team. Despite the COVID-19 pandemic, learning is still conducted face-to-face, albeit with reduced learning hours and the number of MSC volunteers attending classes. The strategy for maintaining learning consistency in marginal schools is achieved through open recruitment of volunteers and internal reinforcement or team building.

Keywords: Marginal Schools, Educational Transformation, Islamic Resilience, Educational Psychology

Introduction

The learning process is an important part of education. The learning process is an interaction carried out by educators and students that turns information provided by the teacher into knowledge, abilities, and attitude formation on learning outcomes. In addition, the learning process can also be interpreted as all learning activities of educators and students that have been formulated to transfer knowledge to students.¹ However, in the current conditions, the learning process has undergone changes and transitions or transformations due to the COVID-19 pandemic. Learning before the pandemic was carried out offline, the pandemic period turned online, and now the learning process has changed to blended; some are offline, and some are online.

During the COVID-19 pandemic, the Indonesian government instructed all schools to change the learning model from face-to-face to online-based learning. This is one of the government's policies to respond to or overcome the spread of the COVID-19 virus, which is easily contagious. In line with the change from the pandemic to the new normal, the government began to open limited face-to-face learning activities with certain conditions.² In the instruction, the Ministry of Home Affairs explained that provinces in Indonesia can conduct face-to-face learning on the condition that the category of Implementing Restrictions on Community Activities (PPM) is at level 3.³ In this policy, the Yogyakarta city government instructs Dikpora to map or group schools that are ready to carry out PTM activities.⁴ There are many schools in Yogyakarta, both public and private schools. Among these schools, there are also schools called marginal schools.

There is one marginal school that youth volunteers have managed in Yogyakarta City. The children of marginalized groups manage the school in a scavenger village, most of whom are immigrants. At first, they were interested in work like society in general, but they chose to work as scavengers due to difficult employment. With regard to education, parents of marginalized children prefer to work for their children rather than attach importance to the educational interests of their children. The fact is that there are children who get violence from their biological mothers because they choose to play instead of helping their parents make ends meet as scavengers.⁵

Marginal Schools are schools for educating underprivileged groups on welfare. One of them is the Marginal School Community (MSC) in the Special Region of Yogyakarta. This marginal school is also one of the places to provide education for children from marginalized groups with financial problems and access to education. This MSC began with a chat with several young people who intended to serve in the world of education. The learning activities of marginalized group children carried out by the Marginal School Community are located in a scavenger residential area with semi-permanent buildings. Besides that, MSC also provides incubation classes for out-of-school children to carry out learning to pursue packages. In this learning activity at MSC, there are obstacles, such as children who are disabled and cannot speak, an effective approach from the supervisor, and there is no learning schedule during learning activities and facilities that are not adequate for learning activities.

Due to the COVID-19 pandemic, marginal schools are still conducting in-person learning while schools are doing online learning. This is because they have obstacles to online learning because of their limited facilities and the limitations of parents and children who cannot run online media since they cannot afford it. Face-to-face learning continues with several provisions that MSC must pay attention to, relating to health or the availability of human resources to teach marginalized children.⁶ In addition, the adjustment of models and methods MSC formulates to adjust the conditions of children and teachers during the learning transformation process during the COVID-19 pandemic. Marginalized children are also scavengers in the transformation of learners and have also begun to be able to adapt to the learning system that MSC does face-to-face. Thus, the purpose of the learners that MSC does can be achieved optimally by providing education for marginalized children in scavenger villages through marginal schools.

As an educational institution that carries out the learning process, the school should have proper facilities and infrastructure for students who study. Despite that, how the learning process can run well in this marginal school in the midst of a pandemic that has so rapidly affected all aspects of life. Accordingly, the problem of learning in marginal schools is a concern in this study. Another problem arising from children attending marginal schools is the lack of time and energy to study, where they still have to work to fulfill their lives. In addition, school administrators also need to give full attention to

students and the learning process. Therefore, this research is crucial to highlight the education of marginalized people. Alas, the result is expected to have a meaningful solution that can contribute to the sustainability of schools for the marginalized. In addition, the results of this research can serve as a basis for formulating government policies, especially in the education sector, to accommodate marginal schools as part of the government's program to educate the nation.

Method

This qualitative research applied a case study approach. Data collection for case study research was carried out by interviews and direct observation of the research site.⁷ After collecting the data, the researcher then created a database to store the data in physical form, word-processing files (Words, Excel), and coding the interview data, and then the data was classified into narrative data. This research was set at the Marginal School Community School, located in the scavenger settlement in Kledokan, Sleman Yogyakarta. The informants of this study are the teachers, students, and communities that have established schools as well as the parents of students. Meanwhile, observations are carried out directly at the Marginal school location. The focus of observation is the available facilities and infrastructure and the entire learning process that takes place during the pandemic. Research data was analyzed starting by making initial prepositions deductively from existing concept data, then inductively researchers collected data, processed it, and drew conclusions. At this stage, researchers process data by creating a matrix of findings that confirm and contrast (case matrix, concept, and chronology). In this qualitative research with a case study approach, triangulation efforts were carried out between informants and also triangulation in terms of the methods carried out, namely interviews in obscuration and the timing of different visits. The last stage of the research is to make a case study report based on multiple case studies in linear-analytic and cross-analysis between cases in linear-analytic and provide conclusions and second looks from the authors.

Result and Discussion

The Concept of Learners of Marginal School Communities

Broadly speaking, the concepts used in the learning process at MSC are child-oriented concept designs with dynamic concepts. The dynamism of this concept lies in the adjustment of learning materials and methods in marginal schoolchildren. Materials and methods will change over time, following the condition of children, volunteers, and the results of the learning progress that has been made. The construction is a developing concept, starting from the assessment by administrators and teachers about learning abilities and needs, preparation of modules or materials by the curriculum field and teacher implementation with material determined through worksheets and learning methods.

Dynamic concepts give birth to several concepts in the learning process, These fractional concepts include learning while playing and learning with visuals. Outing classes and learning systems with mentoring are also applied by administrators and teaching volunteers by applying the material needed by children based on the assessment and learning evaluation results. This dynamic concept includes several designs that are arranged systematically.

Class Division

The learning process in marginal school communities is divided into 3 classes: caterpillar classes for children aged 0-7 years, pupae for children aged 7-14 years, and butterflies for out-of-school children. The class is divided by the MSC management by considering the age and ability of the child based on

observations made by the MSC administrator according to the child's ability and age. The Marginal School created by MSC has 13 students ranging from toddlers to high school age children and is dominated by children at elementary school age and preschool children.

In the class division, the administrator aims to segment children with the qualifications of children who have not entered the age school, children who have gone to school, and out-of-school children, and additional classes for children with special needs. In addition, this class division is also related to children's worksheets. In children who are already in school, teaching volunteers can help to provide explanations about homework in their formal schools, where parents of children cannot provide explanations related to schoolwork. As for out-of-school children, especially for children, MSC teachers will provide material that colonizes the abilities or talents of the child. This is conveyed by the curriculum administrator.

"For children who have school standards, we adjust them. For example, if the child has coloring or drawing skills, we facilitate it. Sometimes, we try through approaches like that to be more open".

Meanwhile, related to Marginal School students' abilities, many students still do not understand the material based on their proper age. This was conveyed by the head of the Yogyakarta Marginal School Community.

"Because there is a child who is 11 years old, 9 years old, 11 years old but not necessarily smarter than the 9-year-old".

Marginalized children are less able to learn because they do not get a proper education, encouragement from parents and an environment conducive to their development. Children's intelligence will be influenced by how families intervene in their child, the child's school environment, and the child's physical and mental health.⁸ As a reinforcement, the child's intelligence factor is also influenced by the socioeconomic status and level of education of the parents.⁹

Choice of Learning Materials

Read Write Count and Advanced Materials

The learning materials used by MSC are mostly basic materials in formal schools at the elementary level, even basic materials taught in playgroups or school children in general. The material presented by teaching volunteers is further adapted to their abilities and needs. At first, the administrators provided basic material *calistung* (Read Write Count) for the caterpillar and cocoon class. The basic material applied to the caterpillar class was to recognize letters, and for the cocoon, the class was to write a word and sentence and read it. The administrator also instructed the children to read a word composed and ending in dead letters.

After that, for the butterfly class, the administrators began providing other materials in Indonesian lessons. In Indonesian lessons, children are given material about poetry with a learning model for children to make poems to be displayed in front of the class. Meanwhile, other lessons in the butterfly class also have a connection with the basic learning of counting, namely the mathematics of negative positive numbers. The existence of this basic material, in addition to aiming to make children able to read, write, and count, also provides many benefits for marginalized children in MSC.

Creativity materials

In addition, Marginal School teaching volunteers also provide material in the form of creativity material about creativity to train children's creativity as in general in formal schools. The administrators also focus on creativity materials to facilitate the basic material of *calistung* for caterpillar and cocoon classes. In addition, the forms of creative material taught by the administrators are in the form of

creations using folding paper, games using plasticine, drawing, and coloring. In addition, MSC administrators also provide lessons using used items around marginal schools.

In addition, the administrator also provides material related to creativity in the field of rhythm (role-playing). This material can form children's characteristics, especially for children whose characteristics are harsh with a background in a harsh environment. The material that is packaged into a game is done by role-playing for children and shows the child's love for others or the surrounding environment. This role-playing also gives the child a higher sense of empathy and sadness, the distress of the people the child plays with. The MSC management also explained that learning in the form of role-playing is better than delivering material only in the form of words.

Role-playing in the child's creativity is the fact that children will go deeper into the role as a profession. They act in accordance with what they describe the role in their own view. Role-playing is also a team game with predetermined rules.¹⁰ Another study explains that role-playing is an effective strategy to increase students' knowledge of 5-6 year old about the introduction of body parts in sexual harassment in the Turkish state.¹¹

Religious Material

Religion is a belief in God and carrying out commandments and prohibitions.¹² Students of MSC, who are predominantly Muslim, in learning are also given materials related to reading the Qur'an using the iqro' method. Another study explains that habituation to reading the Qur'an in childhood will have a positive impact in shaping personality and forming a person with character to face the times in the 5.0¹³ eras. In addition, the MSC management also has a routine recitation program to foster marginalized school children and their parents. The recitation is usually carried out on a schedule that has been determined by the management. In addition, the MSC management also held religious competitions, such as prayer competitions for children in marginal schools. The development of abandoned children was also carried out by other research at the *Aisyiyah* Orphanage in Banua Anyar Village through religious education to improve children's character based on religious values through moral materials, fiqh, and aqidah.¹⁴ creations using folding paper, games using plasticine, drawing, and coloring. In addition, MSC administrators also provide lessons using used items around marginal schools.

Learning Methods

Learning with the film is carried out by the MSC management to motivate marginalized children to remain enthusiastic about learning. Marginalized children in MSC have many factors that make them experience difficulties in learning, such as limited access to formal education, parents who do not understand the importance of education for their children, and parents who always invite their children to work to find life support. Learning with film is a method that involves the audience feeling the experience of others through film to create a reality based on the experience of the actors. In addition, learning with movies also trains a person to take a stand in living life and developing the imagination of the audience.¹⁵

Learning with this film is usually done by asking about films that tell the story of children's struggles in learning. These films become a medium for children to learn and take the enthusiasm and wisdom in the film. Examples of films that have become learning by MSC administrators are *Denisa* and *Pencil Bridges*. In addition, the film screening was also attended by parents of marginalized children in MSC. MSC administrators also aim to provide an understanding of the importance of education for their children.

The majority of material-giving activities by teaching volunteers at MSC use game activities. Learning while playing activities turned out to have a good effect on marginalized children in MSC. Play activities have their own charm. Children tend to enjoy the learning process more, so learning with games can increase the sense of comfort in learning, interaction, and involvement of children. In turn, play will increase children's chances of learning. However, learning by playing has its drawbacks when the child is unable to manage himself, causing problems in the learning process with the game method.¹⁶ This learning on play design is created by teachers and administrators based on learning needs. Learning while playing has the aim of making children more interactive with teaching volunteers and more motivated to always participate in learning in marginal schools.

In addition, learning while playing implemented by teaching volunteers can be in the form of ice breaking and singing activities. Train creativity by coloring letters or drawing certain objects. Playing snakes and ladders and other games are also adapted to the abilities of children. In addition, learning activities while playing have challenges for teaching volunteers, where teaching volunteers are always required to develop innovative games that are packaged as attractively as possible so that children are enthusiastic about participating and receiving material optimally.

As a community engaged in the education of marginalized children, MSC also applies outing class learning methods and concepts. Outing class learning is usually done by administrators and teaching volunteers in the last week of the month. The usual outing class activities of administrators and teaching volunteers are carried out at Pelangi beach, introduction to turtle conservation and planting sea pandanus, Sendang in the Babarsari area of Yogyakarta. This activity aims to introduce children to learn from the surrounding nature so that children know how the outside world is, and it is hoped that with this outing class, children will further exploit their abilities and curiosity. In addition, classroom outings are also a refreshing activity to increase children's enthusiasm for learning.

Direct learning outside the classroom, also often called learning by doing, has proven to have given maximum results. In addition, previous research shows that learning using learning by doing can improve students' characteristics, skills, and willingness to become entrepreneurs.¹⁷ Other research reinforces that play is an important part of learning. Children will be more active in developing social skills when interacting with each other and teach children about a sense of responsibility.¹⁸

MSC learning process uses the concept and method of assisting. This concept or method is carried out in a private way or the learning of one student accommodated by one teaching volunteer and in learning activities with assistance applied and adapted to the child's condition, both characteristics and needs, the child with special needs in the classroom also applied assisted learning with one or two teaching volunteers. Learners with this assistance more often collaborate with some of the concepts or methods above so that the learning objectives and the delivery of material and assessment of children's abilities can be carried out optimally.

The learning process carried out by MSC administrators in marginal schools is inseparable from learning media. Basically, the media used by MSC administrators adapts to concepts, methods, and learning materials. Examples of learning media in MSC include Learning with films using projector media and films. Learn while playing using game media, paper, puzzles, plasticine, and items used as toys. Outing classes with natural media, items outside the classroom, and other objects outside the classroom. Assistance in using teacher media as a full facilitator to deliver material with a private method based on meters prepared by the curriculum division.

Evaluation

In the evaluation process, the administrators and teaching volunteers provide reports on the child's development during the learning process. Learning evaluations are carried out by teaching volunteers at each meeting. The evaluation of each meeting refers to a manual that has been prepared by the curriculum section to facilitate the assessment or provision of child development records during the learning process. This progress report will be reported to the child's parents every three months. The report is a single sheet of paper containing the child's profile and cognitive, affective, and psychomotor aspects. The assessment carried out by teaching volunteers is based on indicators that have been compiled and tested on children in the form of tests on the materials that have been taught.

The learning activities carried out by MSC are in accordance with Setiadi¹⁹ that there are four components in learning that complement each other: objectives, materials, methods & tools, as well as assessment in teaching and learning activities. Learning components can also include educators and learners, learning objectives, teaching materials or materials, learning methods, tools, and evaluations in learning.²⁰ In addition to the learning component, learning planning must receive attention in carrying out a learning process. In general, learning designs are structured to streamline learning. In order for students to learn according to their respective abilities, the learning design is compiled by paying attention to the individual learning of students.²¹

An effective and efficient learning process is impossible apart from good management. Management is the process of managing both planning and controlling to achieve predetermined goals by utilizing the resources that have been prepared.²² Management in education is a means of achieving the goals of education.²³ The quality of education is determined by 3 factors, including Educator Human Resources, Curriculum, and Education Management. These 3 factors are efforts to achieve ideal national education standards.²⁴ The learning process is structured through a curriculum that is implemented in providing education to marginalized groups in MSC.

Implementation of the Learning curriculum

The Marginal School Community in the implementation of the learning concept in the curriculum refers to the inclusion and accessible education system designed by the MSC curriculum team in the form of a draft teaching guidebook that is still being developed. The curriculum is the result of assessing the condition of children and is adapted to the needs of children in marginal schools. Based on the interview, the curriculum emphasizes the three aspects listed in the teaching manual article 6, which contains three indicators aspects.

No	Aspects	Understanding	Dimensions in MSC
1	Cognitive	Cognitive ability is an ability possessed by an individual where this ability is related to any form of mental activity (brain). Cognitive abilities are useful for developing human abilities to think rationally. In this case, the basis of cognitive assessment is the material of reading, writing, and counting Calistung.	Read Write Count
2	Affective	Behavior that contains the passion of a certain emotion or feeling.	Spiritual Attitudes Social Attitudes
3	Psychomotor	It is a domain that includes movement behavior and physical coordination, motor skills, and physical abilities of a person.	

From this aspects, achievement indicators are formed in the learning process. In the cognitive aspect, MSC emphasizes more regard to reading, writing, and calculating, which is adapted to the condition of both the child's abilities and age divided into existing classes, affective aspects about the child's spiritual and social and psychomotor which describes motor abilities in children in marginal schools. The aspects as material for the assessment are in accordance with Bloom's Taxonomy theory, which explains the 3 domains in learning, namely (a) Cognitive, related to the intellectuality of students' thinking, (b) Affective, related to the feelings or emotions of students, and (c) Psychomotoris is about movement and motor skills in students.²⁵

Indicators developed from the dimension of MSC learning are the competition that must be achieved by children in marginal schools. The MSC learning process that emphasizes cognitive aspects in children with the delivery of reading, writing, and calculating material has notes related to children's learning outcomes that do not reach the basic competencies above and will be repeated learning material at the next meeting. Records of children's learning progress will be reported at every meeting as a reading evaluation to be reported to the child's parents every three months in the form of paper diving.

The assessment of affective and psychomotor indicators has not been carried out in a complex manner. This was conveyed by the MSC curriculum section that there is still trial and error in the draft guidebook, and MSC managers are still trying to find the right system or strategy. Tail and error are evaluation material for managers, especially in the curriculum section, in providing material, adapting, and being more specific to marginalized school children. Trial and error on the draft teaching handbook made administrators and volunteers provide effective psychomotor assessments that were not yet complex. The assessment includes general research such as affective values taken from attitude values during the learning process and psychomotor assessment of creativity subject matter in the fourth week of learning.

Consistency and Islamic resilience of School Community learning providers Marginal during the Pandemic

The religion of Islam commands every human being to be resilient. The Quran is a solution for humans to face problems and difficulties in life, one of which is the COVID-19 pandemic. In addition, Allah SWT guarantees that people who stick to the Qur'an will get happiness, peace, and well-being in the world and hereafter. Q.S Al-Baqarah verse 214 explains the command to rise from the problems faced i. In Q.S Al-Baqarah, verses 155-156 also explain the obligation of Resilience when receiving tests or trials given by Allah SWT. This verse explains that humans will be tested by Allah SWT, so that when a person surrenders himself and his affairs to Allah will get peace and peace of mind so as to avoid feeling disappointed and pessimistic about the problems they faced. Those who are able to rise and survive the trials and problems faced will get a reward from Allah in the form of pleasure as a form of appreciation for their success in facing trials. Besides that, it can be understood that *resilience* is an obligation in Islam.

Interviews with marginalized school administrators found that they recognize that it is not easy to conduct education for marginalized children. This is because schools have many shortcomings and have many challenges, yet the facilities they own are minimal. Not all parents allow their children to study because they still have to work to help their parents even though their children are still of elementary school age. However, managers have confidence that the difficulty will be overcome because they believe their efforts will succeed. This optimism and self-confidence are part of the resilience aspect. In addition to this aspect, it is also found in observations and interviews that managers have a willingness to solve problems. They empathize children who do not have the opportunity to experience education in good schools.

The learning process is an activity carried out to transfer knowledge from educators to students.²⁶ The learning process at Marginal Schools at the beginning of its establishment was carried out face-to-face (offline) with a schedule for the implementation of MSC on Monday, Wednesday, and Thursday from 15.30 to 17.30 or 16.00-18.00 with 12 teaching volunteers. The learning process finally changed when the COVID-19 pandemic emerged. At the beginning of the COVID-19 pandemic, the learning process by the MSC management was closed for two months. Within 2 months, some volunteers continued to provide worksheets such as learning media to maintain the interest in learning marginalized children in MSC.

After being closed for 2 months, marginal schools began to be operated again with a face-to-face learning system. This issue was considered by the board on the basis that much of the material should be taught to marginalized children. In addition, the administrators also saw how enthusiastic their students were in following the learning process. This is different from educational institutions under the auspices of the government, which hold online learning to prevent the spread of COVID-19.²⁷ One of the schools that conducted online learning during the COVID-19 pandemic was explained by previous research on the existence of the COVID-19 pandemic, making face-to-face learning combined with online learning at Muhammadiyah Kasihan Bantul Junior High School.²⁸

The learning process with the face-to-face method that MSC uses when learning during the COVID-19 pandemic has differences from schools in general that conduct online learning. The COVID-19 pandemic has forced the government to conduct education activities during the pandemic. In addition, schools have also begun to adopt online learning and prepare human resources, infrastructure, and education systems in accordance with protocols.²⁵ The first system used in pandemic learning in MSC was by reducing the number of teaching volunteers at the beginning of the pandemic.

The reduction in the number of teaching volunteers during the pandemic learning process is a rarity for administrators. This reduction in teaching volunteers is the basis for the board to continue to implement maintaining mobility and avoiding crowds. The reduction of teaching volunteers is also a way for administrators to always take care of volunteers (teaching volunteers) from getting the COVID-19 virus. According to existing research, paying attention to the mobility of activities has an influence on the transmission rate of the COVID-19 outbreak and is an important factor in controlling the spread of infectious diseases.²⁹

Second, school reduction in learning hours was common during the COVID-19 pandemic. The reduction of class hours carried out by MSC aims to minimize crowds with a long enough time during learning. MSC carries out this reduction for 30 minutes by eliminating 1 material or learning activity. This was conveyed by EV as the chairman of MSC. "Because this is for the time we subtract from 4:00 p.m. to 5:30 p.m., and we did not have any more recitation lessons in the early days of COVID".

Third, increase the number of teaching volunteers when the situation starts to be conducive. After COVID-19 began to decline, MSC management decided to add teaching volunteers to the learning process in marginal schools. Based on observations of school conditions, the management began adding teaching staff at the start of the pandemic with 4 teaching staff and also added teaching volunteers to 10 people and divided them to provide material in the specified classes. Apart from that, taking into account the conducive situation, MSC administrators also decided to increase the learning hours of marginalized children by adding additional hours of material or study hours.

In addition, to maintain the continuity of learners during the COVID-19 pandemic, MSC applies several conditions for teaching for volunteers and administrators. The requirements for the message still include COVID-19 health protocols such as teaching volunteers and mandatory administrators of the COVID-19 vaccine and teaching volunteers who only get a schedule of climbers once a week.

Learning Consistency Strategies

MSC has several strategies to maintain the continuity of learning in marginal schools. The steps they take are open recruitment and internal and external strengthening. MSC's activities in increasing consistency in learning during the COVID-19 pandemic are Open Recruitment volunteers. An important factor in the sustainability of an organization lies in human resource management as a means to achieve organizational goals where human resources will provide well-being both physically, socially, and economically to the members of the organization in the long term.³⁰ The Open Recruitment that MSC conducts is also a regeneration activity. If an organization does not do a good job of soldering, then within a certain time, the organization will die slowly.³¹

MSC's human resource management activities conduct Open Recruitment in each period. Until now, MSC has conducted Open Recruitment 6 times with a 6-month term of office in each period. To increase the quantity and re-capture people with a high social spirit in education, Open Recruitment activities include registration, interviews, submission of passes, and disbursements for participants declared to have passed the selection. At the beginning of the Open Reactivity, MSC had offered participants to choosing the division they would choose when it was declared into MSC via social media or the internet.

The division needed is first the teacher who provides lessons and assistance according to the predetermined material to children who have received formal education or children who have not received it. Second, Public health center walking volunteers have the task of providing health assistance and advocacy for children and the elderly so that access to health can be realized fairly for marginalized people. The third is the section curriculum tasked with managing the education system from managing, designing, and monitoring learning activities by referring to the inclusive and accessible education system.

The Human Resource Department (HRD) is the fifth division that has the task of managing human resources for the needs and sustainability of MSC. The sixth is inventory, with the task of managing inventory owned by MSC in data collection or accounting for inventory in MSC. The seventh is Public Relations and Partnerships which are tasked with disbursing, establishing relationships, and communicating with external parties in collaborative activity programs. The eighth is Media divisions that include the management, documentation, and publication in visual Correct as a delivery to the public about the groups and activities organized by MSC.

Furthermore, the secretary division has the task of assisting the community leader in determining the tactics and strategies of the community. Besides that the secretary in the MSC also has the task of archiving documents and monitoring related to the administration of the MSC. Finally, the treasurer is in charge of managing finances and procurement of goods in MSC. The performance of each division within MSC is in line with the horizontal organizational structure of the network structure, where cooperation is built by the same understanding. This community actively provides information and contracts at work and is published on social media.³²

The second effort made by MSC is to strengthen internally. The interview results by the MSC curriculum division explained that this MSC has people with high standards and is not only organizationally oriented. These people have an orientation to marginalized children to strive for the continuity of their education and the results of achieving the organization of MSC for 2 years. A strong mindset and puzzle support the motivation of the management to continue to organize learning during the COVID-19 pandemic. Internal strengthening by selecting volunteers who are oriented toward the educational interests of marginalized children is a form of selection. Thus, MSC management gets maximum results in the form of volunteers who have a caring attitude. Caring is a feeling that an individual has so that his heart moves to help others.³³

The MSC management has a determination and a high social pattern, this is conveyed by the MSC curriculum field. *"This organization must keep going no matter the people are few or many"*. In the case of volunteers who are less or inactive in organizing, administrators will give a warning. The MSC board also affirmed that in the organization, the management is more concerned with the quality of individuals with a high social orientation. So that organizational activities will facilitate predetermined goals. This is also maintained by strong communication between administrators and volunteers so the purpose and resilience of learning continuity in marginal schools continues. This good communication is indeed what MSC tries by implementing a family system. The MSC family system fosters a sense of concern among fellow administrators and teaching volunteers.

In addition, to strengthen the internal ability of the MSC management, they have a new members training program with material on introducing MSC and the learning system in MSC, furthermore, upgrading for administrators and teachers. MSC carries out this upgrade based on the request of the divisions in MSC. The request is based on an evaluation of the division's performance, which is still not optimal. This training and upgrading aims to improve the quality of MSC members in achieving predetermined goals.

Further internal strengthening is related to funding. The Chairman of MSC explained that the COVID-19 pandemic has had a broad impact, one of which is on the economic sector. This problem MSC passes by creating its own business entity. From the proceeds of this business entity, Part of it will be used for the rational open activities of the school. This is also used as a strategy for the continuity of learning in marginal schools so that learning operations do not depend on donations. Business entities owned by MSC include Latar Bumi Kopi, Kurajut, Pilove, and publishers owned by MSC.

The last strategy carried out by MSC is to strengthen externally. MSC seeks to establish relationships with communities and parties that have the strength to be invited to work together on work programs that MSC has compiled. Among other things related to advocacy in the health sector, MSC has a running Public health center division where the program of the division is to provide socialization and handling of health care, especially during the COVID-19 pandemic. The Public health center program is carried out on children in marginal schools in collaboration with MSC, including the Prambanan Yogyakarta Public Health Center. The local community welcomes the activities carried out by health workers and indirectly makes children more enthusiastic about learning because their health conditions are being paid attention to.

The above strategy is a form of MSC's resilience in providing education to marginalized children during the COVID-19 pandemic. Resilience, according to the American Psychological Association, is a process experienced by humans in adapting from difficulties, traumas, and problems that make them experience stress.³⁴ As explained by Van Breda (2001), community resilience is the ability of a community to manage existing power, stand up, and rise from unwanted situations so that the community can live and develop.³⁵ The same thing with MSC is also done by the North at School Community in providing informal education during the COVID-19 pandemic by inviting all stakeholders to formulate a vision and mission and instill values in all related elements, both administrators, volunteers, students, and collaborating agencies.³⁶

CONCLUSION

The learning process carried out by the Yogyakarta Marginal School Community is learning using a general concept that has orientation in children that applies to the learning process. In applying the concept, it refers to an inclusive curriculum and adapts to the needs and conditions of children in marginal schools. The concept of the curriculum is compiled into a draft guidebook that is still being

developed. The curriculum also contains cognitive, affective, and psychomotor aspects by prioritizing cognitive aspects related to literacy and calculation materials. This aspect is used as an assessment indicator that will be codified and reported to the child's parents due to learning progress. In addition, to maintain the consistency of learning during the COVID-19 pandemic, the management carried out several strategies related to the addition of human resources, internal strengthening, and strengthening through the existence of the community. Basically, the Marginal School Community is still very much needed by marginalized communities in scavenger villages for the continuity of education of marginalized children. This MSC business is considered very helpful through several strategies and activities in education, health, and advocacy. This study recommends that in addition to paying attention to cognitive abilities, the school should also teach soft skills.

ENDNOTES

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