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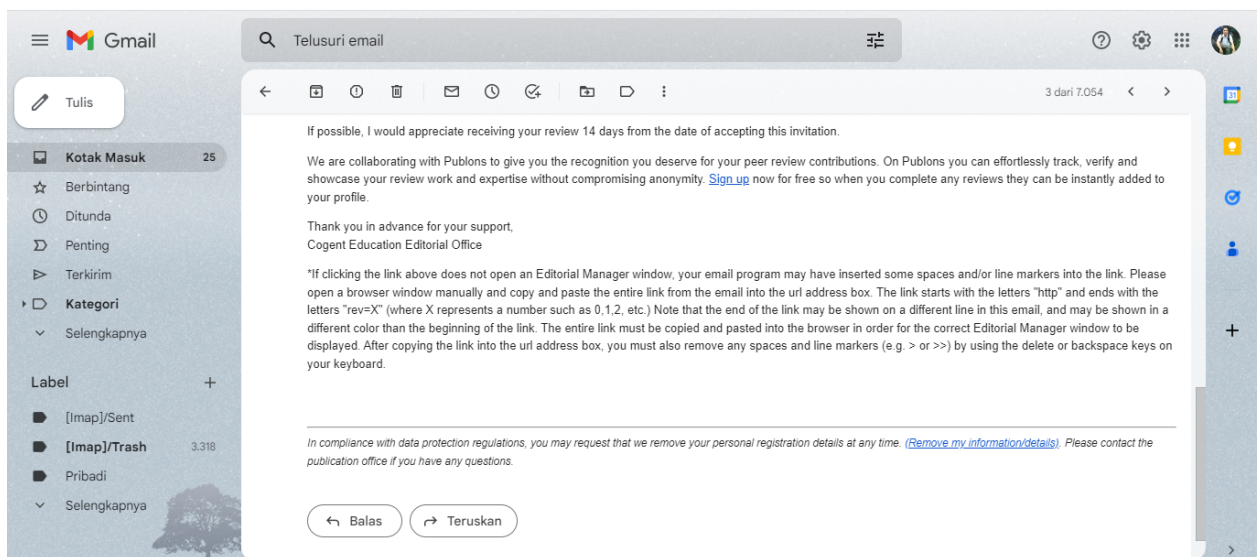
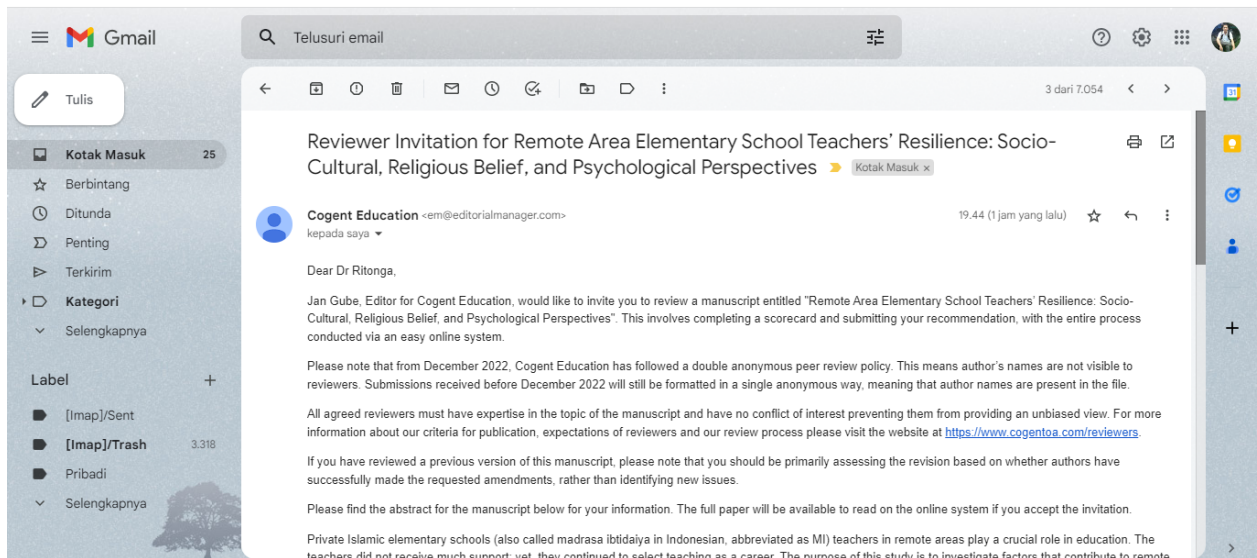


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Dear Dr Ritonga,

Thank you for agreeing to review manuscript COGENTEDU-2022-1305, "Remote Area Elementary School Teachers' Resilience: Socio-Cultural, Religious Belief, and Psychological Perspectives", for Cogent Education.

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You can submit your review at <https://www.editorialmanager.com/cogentedu/>; your username is Your username is: MRitonga-396 and your password can be set at this link: <https://www.editorialmanager.com/cogentedu/j.asp?i=385739&l=A18YKEO1>. We encourage you to focus your review on the methodological and/or theoretical rigour of the manuscript and its relevance to the Journal's audience, rather than on a prediction of its future level of importance to the field.

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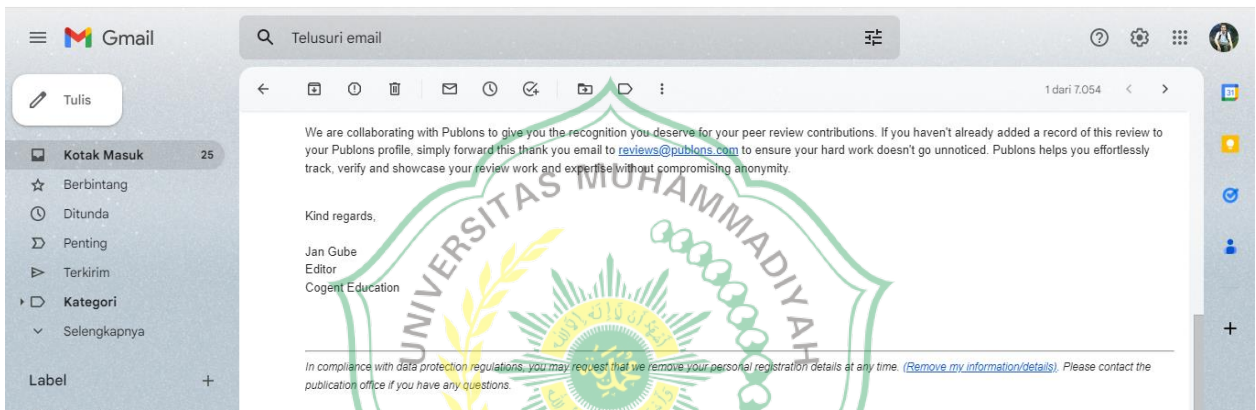
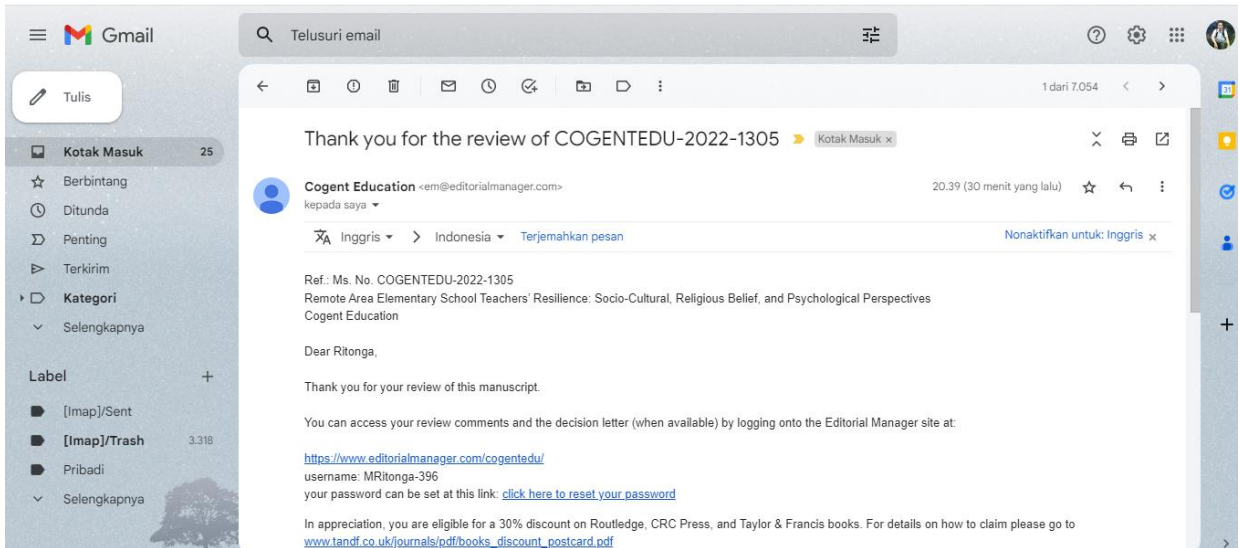
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






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Action 	My Reviewer Number 	Manuscript Number 	Article Type 	Article Title 	Final Disposition 	Date Reviewer Invited 	Date Reviewer Agreed 	Date Review Due 	Date Review Submitted 
Action Links	1	COGENTEDU-2022-1305	Research Article	Remote Area Elementary School Teachers' Resilience: Socio-Cultural, Religious Belief, and Psychological Perspectives		Jan 30, 2023	Jan 30, 2023	Feb 13, 2023	Jan 30, 2023

Cogent Education

Remote Area Elementary School Teachers' Resilience: Socio-Cultural, Religious Belief, and Psychological Perspectives --Manuscript Draft--

Full Title:	Remote Area Elementary School Teachers' Resilience: Socio-Cultural, Religious Belief, and Psychological Perspectives
Manuscript Number:	COGENTEDU-2022-1305
Article Type:	Research Article
Keywords:	teacher resilience; the impact of teacher resilience; protective factors of resilience; psychological well-being; teaching performance
Manuscript Classifications:	50.7.10 Educational Research; 50.7.11 Education Studies; 50.7.21 Primary/Elementary Education; 50.7.27.7 Teachers & Teacher Education; 50.7.5 Continuing Professional Development
Abstract:	<p>Private Islamic elementary schools (also called madrasa ibtdaiya in Indonesian, abbreviated as MI) teachers in remote areas play a crucial role in education. The teachers did not receive much support; yet, they continued to select teaching as a career. The purpose of this study is to investigate factors that contribute to remote area madrasa ibtdaiya teachers' resilience and examine their impacts on the teachers' teaching effectiveness. The current study employed a qualitative naturalistic methodology. Ten private Islamic elementary school teachers in Indonesia's remote areas participated in the study. The data collection method consists of in-depth interviews and observations. The study found that socio-cultural factors, spirituality/religious elements, and psychological factors significantly impact the resilience of private Islamic elementary school teachers in remote areas. Teacher resilience was motivated by a belief that being a madrasa teacher is a respected social status in society, the obligation to be a good role model, as well as the teacher's allegiance to the religious leader (kyai), and commitment to the Islamic school where the teacher works as an alumnus. The teachers spiritually believed that teaching is a noble vocation blessed by Allah. The teachers' pleasant emotions (enjoyment, tranquility, and job satisfaction) were psychologically crucial for teacher resilience. The hurdles and difficulties private Islamic school teachers face in Indonesian remote areas can potentially impede their professional success. Accepting, adapting, and remaining on the teacher job while performing tasks with dedication demand teachers' high-level aptitude.</p>

Remote Area Elementary School Teachers' Resilience: Socio-Cultural, Religious Belief, And Psychological Perspectives

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Abstract: private Islamic elementary schools (also called madrasa ibtidaiya in Indonesian, abbreviated as MI) teachers in remote areas play a crucial role in Indonesian education. The teaching as a career despite not receiving enough support. The purpose of this study is to investigate factors that contribute to remote area madrasa ibtidaiya teachers' resilience and examine impacts of teacher resilience on the teachers' teaching effectiveness. The current study employed a qualitative naturalistic methodology. Ten private Islamic elementary school teachers in Indonesia's remote areas participated in the study. The data collection method consists of in-depth interviews and observations. The study found that socio-cultural, spiritual/religious, and psychological (enjoyment, tranquility, and job satisfaction) factors significantly influence the teachers' resilience. Teacher resilience was motivated by beliefs that being a madrasa teacher is a respected social status in the society, the obligation to be a good role model, and teacher's allegiance to the religious leader (kyai), and commitment to the almamater. The problems faced by these madrasa teachers can potentially impede their professional success. Accepting, adapting, and maintaining as teachers while multi-tasking other responsibilities demand teachers' high-level aptitude.

Keywords: teacher resilience, the impact of teacher resilience, protective factors of resilience, psychological well-being, teaching performance

1. Introduction

1.1. Background study

The government's efforts to enhance education have not adequately addressed the teachers' welfare, notably Islamic elementary school (madrasa ibtidaiya) teachers in remote areas. Private madrasa teachers have low levels of interest even though remote areas teaching are more challenging than urban teaching. The poor educational facilities and infrastructure encountered by many madrasa teachers are sometimes a source of difficulty (Arifin et al., 2018). It is not uncommon for teachers in remote areas and difficult-to-reach regions to shape

the behavior of less-motivated students and create a significant impediment for teachers in carrying out their responsibilities (Ihsan, 2021). Due to the limited number of educators in remote areas, madrasa teachers tend work long hours and have complex jobs (Muhammad, 2021). Financially, these madrasa teachers receive small salaries and are only paid after harvest time (Issom et al., 2017; Liputan6.com, 2021; Sucipto, 2021).

On the other hand, principals, parents, and communities require teachers to have high emotional, physical, and intellectual abilities without adequate social support (Collie, 2022; Korotaj & K Mrnjaus, 2020; Tian et al., 2022). In remote areas, Islamic elementary school teachers frequently encounter the problems above. These madrasa teachers' uniqueness can be seen in their efforts to educate their pupils despite the difficulties and challenges they face. From a psychological standpoint, these teachers' behaviors can be characterized as teacher resilience, which is a teacher's capacity to overcome adversity and persevere in the face of all difficulties and impediments to carrying out their responsibilities. (Beltman, 2021; Wang & N.K. Lo, 2022).

1.2. Teacher resilience

Resilience is the capacity of a system (individual, family, organization, or society) to adjust to any disturbance that threatens its survival, functioning, and development (Abubakr et al., 2022; AS Masten, 2019; Macrae & Wiig, 2019). Teachers define resilience as a capacity, a process, and an outcome (C. F. Mansfield et al., 2016). As a capability, resilience is a personal and contextual resource deployed by teachers to handle and confront adversity. As a process, resilience is a dynamic situation in which each teacher's personal and professional traits interact over time with the problems encountered when the teacher employs a particular strategy. Moreover, teachers might experience professional engagement and growth, dedication, excitement, happiness, and well-being. According to several definitions and understandings of resilience, teacher resilience is (1) a teacher's ability or capacity to adapt positively and survive in the face of challenges, stressful, or threatening situations while performing his duties as a teacher; and (2) teacher's ability to retain control and manage thoughts, attitudes, and behaviors when under challenging conditions to remain focused on the positive and feelings of happiness, pride, and accomplishment.

Teacher resiliency is crucial to students' learning (Gu & Day, 2013). First, a teacher is the primary role model for his/her students to have a resilient character; therefore, it is impossible

to expect children to be robust (resilient) if the teacher has qualified resilience. Second, teaching is a very dynamic, intricate, and demanding profession. Teacher resilience is crucial to maintaining enthusiasm and passion for the job, as it is usual for teaching to be dull and stressful job. Thirdly, resilience is defined as an individual's capacity to quickly recover and regain spirit and strength in the face of problems, obstacles, and challenges. Resilience in teaching is closely tied to self-efficacy and motivation teaching, which is crucial for enhancing academic achievement and other aspects of student life (Hascher et al., 2021). These three reasons demonstrate that teacher resiliency is an essential advantage for learning professionalism and influencing the outcome of an effective educational process.

1.3. Factors Affecting Teacher Resilience

Resilience is not a trait that is innate and stable but rather one that is acquired, relative, dynamic, and influenced by various life circumstances. Resilience is often regarded to be the positive adaptability to challenging conditions. (Luthar et al., 2000). Previous research has demonstrated that four main factors influencing teacher resilience. First, social aspects are connected to how teachers engage with their environments, such as education, a supportive work environment, and positive social interactions with leaders, colleagues, and students, as well as family and community (Gu & Day, 2013; Hascher et al., 2021; Platsidou & Daniilidou, 2018). Similarly, teacher resilience is a psychological construct comprised of positive emotions such as altruism, tenacity, and humor. Furthermore, positive emotions can trigger an individual's survival (Abubakr et al., 2022; Gu & Day, 2013; C. F. Mansfield et al., 2016; Platsidou & Daniilidou, 2018). Thirdly, spirituality is a significant factor in a teacher's resilience because it is built on a personal effort to comprehend and assist people with the hope and strength to overcome their issues (Chirico et al., 2020; Howard-Snyder & McKaughan, 2022). Fourth, teacher professionalism is a teaching ability that can assist teachers in overcoming school-related issues and obstacles (Mansfield et al., 2012; Platsidou & Daniilidou, 2021). These four factors can be used to distinguish teachers with high and low resilience.

1.4. Effects of Teacher Resilience

Resilience is a psychological trait that impacts not only teachers but also schools. Resilience affects the teachers' teaching performance. Teacher resilience can be energy for teachers to develop in challenging circumstances, be skilled in behavior management, be able to empathize

with challenging students, be able to restrain negative emotions and focus on the positive, experience pride and satisfaction, and increase their commitment to their school and profession (Howard & Johnson, 2004; C. Mansfield & Beltman, 2019; Mullen et al., 2021). In addition to influencing teacher performance, teacher resilience also influences his/her welfare. Teachers who have a high level of resilience are more flexible in their workplace. Similarly, motivated and enthusiastic lecturers about teaching are more effective and they love their job (Ellison & Mays-Woods, 2019; Gan et al., 2022; Kutsyuruba et al., 2019; M. M. van der Wal et al., 2019). The above studies indicate that teacher resilience also influences students. Teachers' resilience significantly impacts student well-being and can determine whether or not they feel positive emotions.

1.5. Gap Analysis

Very few studies have investigated madrasa ibtidaiya teachers' resilience, especially in Indonesian remote area contexts. For example, Nurwidodo et al. (2017) conducted a study that focused on the formation of madrasa ibtidaiya teachers in Madura Island. More recently, a recent study by Sudirman (2020) examined the impact of teacher resilience on the significance of life among madrasa ibtidaiya teachers in Polewali Mandar (Sudirman, 2020). These two studies mainly concentrated on the process of resilience and its impact on madrasa teachers' life quality in remote areas. Meanwhile, the factors contributing to teachers' resilience are seldom studied. Therefore, it is essential to investigate why madrasa teachers have such a high level of resilience to continue choosing the teaching profession despite the numerous obstacles and low pay.

This study intends to supplement existing research on madrasa teachers' resilience' resilience in remote areas using two perspectives. First is determining whether the elements affecting the resilience of Islamic school teachers in remote areas can be identified. Next is analyzing how teacher resilience influences them as they carry out their obligations as educators. Both perspectives comprehend the awareness of the determination of madrasa teachers in rural places to remain in the teaching profession despite all obstacles. This paper argues that the challenges madrasa teachers in Indonesian remote areas require them to be able to overcome and adapt to all existing difficulties while maintaining their enthusiasm, commitment, and resilience, to continue to be enthusiastic about teaching, which is referred to as self-resilience in this context (Beltman, 2020). Socio-cultural, spiritual, and psychological elements all contribute to the formation of teacher resiliency. In addition to being the most significant

determinants of educational achievement, these variables can affect a person's capacity and performance in the workplace (Judilla & Rellon, 2022) and impact their capacity and performance in the workplace (Gu & Day, 2013). Teacher resilience contributes significantly to work quality, dedication, and enthusiasm (Tait, 2008; Acton & Glasgow, 2015; Beltman, 2020) and more effective teaching (Gu, 2014). Even with excellent resilience, it is simpler for teachers to have harmonious relationships with students and colleagues, promote academic progress (Gerke et al., 2019), and make students happier (Gibbs & Miller, 2014).

2. Methods and Materials

2.1. Study Area

The Islamic school teachers encountered in Indonesian remote areas did not decrease their passion and dedication to teaching. The teachers continue to teach despite harsh geographical conditions, inadequate learning facilities, and a much lower living standard compared to teachers in urban areas. This study aims to investigate why Islamic school teachers in remote areas continue to teach despite the challenges and constraints they face and educate their students. a qualitative methodology was used to answer the questions, and a qualitative method is more suitable for answering "why" and "how" inquiries. Therefore, it can be used to uncover and comprehend an occurrence or process and the viewpoints and worldviews of those involved. Thus, a qualitative technique can be employed to answer questions and test the antecedent hypothesis and implications of Islamic school teachers' resilience in the remote areas (Chandra & Shang, 2019).

2.2. Participants

Ten participants in this study served as honorary teachers in private Islamic elementary schools, also known as madrasa ibtidaiya. The ten respondents came from four private madrasas in a rural region of eastern Indonesia and were of lower middle socioeconomic status. Based on the documentation and interview results, the respondents' average monthly pay was between 200,000 and 500,000 Rupiah (14.5 – 36\$ USA) per month. Some respondents even received an uncertain salary and were not provided every month but every three months while awaiting school operational support funding distribution. Some respondents held side occupations such as farming, commerce, fishing, and motorbike taxi driving. The demographic features of respondents are displayed in Table 1.

Table 1. Participants Demography Profile

Participants (P)	Age	Gender	Years of experience as a teacher	School Socio-economic
P1	50	M	36	Low
P2	49	F	28	Low
P3	45	F	23	Moderate
P4	45	F	23	Low
P5	39	M	16	Moderate
P6	45	M	24	Moderate
P7	48	F	25	Moderate
P8	51	F	33	Low
P9	50	F	30	Moderate
P10	40	M	15	Low

2.3. Instruments and Data Collection

The researchers were the primary instruments for qualitative research data collection and analysis (Merriam, 2002). Explaining the author's perspective in this study is vital to give reflexivity. The Researchers had prior experience working as an educator at various universities in East Java, Indonesia. The researchers were involved in educational initiatives at the elementary and secondary levels and have experience teaching at madrasas. In addition, the authors are a team of quality assessors for schools and madrasas. The interaction with madrasa teachers from various urban and remote schools gave the researchers a general understanding of the madrasa teachers' teaching experience in the Indonesian education system. Therefore, the researchers placed themselves within the context of studies on resilience among madrasa teachers in Indonesia's remote areas. Interviews were primarily employed for data collection, while observations were used for data triangulation. To present realities accurately, the researchers inquired about the teaching lives of madrasa teachers during the interview. The researchers created an interview guide consisting of one question about the respondent's demographic profile and eight open-ended questions about teacher resilience. Formal and informal interviews were done with ten teachers in Indonesian remote areas, either in-person or over the mobile phone and WhatsApp, with teachers, principals, madrasa employees, students, and parents. Ethical approval for this study was obtained from UIN Maulana Malik Ibrahim Institutional Review Board P-3451/LP2M/TL.00/08/2022

2.4. Data Analysis

This study employed a method of thematic reflective analysis. The researchers used data analysis procedures which included (1) data recognition (reading the transcripts to comprehend the data) and (2) coding (brief labeling that captures an essential aspect of the data about the research issue). Coding is adaptable and can be inductive, deductive, or hybrid. After the coding has been completed, the initial theme development occurs, followed by a thorough evaluation, revision, and polishing. Each theme is then identified and defined, and an analytical narrative is composed. The selection of a thematic reflective methodology is based on adaptability and interpretation, guided by the researchers' experience and research questions. It is an active process that can produce both implicit and explicit themes (Braun & Clarke, 2019).

3. Findings and Discussion

The findings were described according to two subthemes following the research goals: 1) the elements that contribute to teacher resilience and 2) the teachers' resilience in their teaching context.

3.1. Factors influencing teacher resilience

This study has identified three main factors that lead to the development of madrasa teachers' resilience.

3.1.1. Socio-Cultural Factors

Socio-cultural elements are related to the interaction between teachers and their social environment, which significantly contribute to teacher resilience. The teaching profession is held in high regard by Indonesian society. Respondents R5; R9; R4: R3, a teacher in Indonesia attains an illustrious position in the social structure (see Table 1).

Teacher's interaction with the founder and the school principal influenced his/her resilience. Madrasa leaders are typically religious scholars and community leaders who oversee Islamic boarding schools (*kyai*). A *kyai* is usually a highly regarded and charismatic figure among his cultural, religious, and social followers. Respondent R7 remarked that the excellent relationship between *kyai* (teacher) and *santri* (student) is the reason why madrasa teachers were willing to teach in madrasas located in remote areas. In addition, some respondents (R8; R10) suggested that they were alumni of the school where they are currently teaching.

In addition to the two aforementioned reasons, kinship is a social component that contributes to the madrasa teachers' resilience in remote areas. The data showed that the socio-cultural elements that contribute to the teacher resilience are their socioeconomic status in society, their allegiance to *kyai*, their status as alumna of the madrasa where they work, and their kinfolk. Respondent R3 stated that some teachers claimed they were employed because they assisted the principal or school owner, who is also their close family. According to one respondent, for Indonesians, schools can serve as a means to preserve kinship and the presence of families in the community. Table 2 summarizes the findings on socio-cultural factors as determinants of teacher resilience.

Table 2. Socio-cultural factors that shape teacher resilience

Socio-cultural factor	Examples of respondents' statements
The teacher gets an honorable status in society	<i>"Working as a teacher doesn't make much money, especially as a private elementary school teacher, but the community values me very much as a teacher by profession. I have always been involved in making important decisions in the community". (R5)</i>
	<i>"As a teacher, I feel appreciated by the community. I am often trusted to preside over religious ceremonies or community activities". (R9)</i>
	<i>"My financial situation is middle to lower, but as a teacher, I have a good social status in the society" (R4).</i>
	<i>"By being a teacher, society has placed me as a role model and given me a social status of respectable" (R3).</i>
Loyalty to <i>kyai</i> /alumni of the school at work	<i>"I used to be a student of a <i>kyai</i>, and I taught in this madrasa as a form of devotion to my <i>Kyai</i>." (R7)</i>
	<i>"Teaching in the madrasa is not much of a salary. However, I am pleased to fight together, and I raise this madrasa" (R9).</i>
	<i>" As a former student of the Islamic boarding school, I have to help the madrasa grow by volunteering to teach without expecting payment" (R10).</i>

Kinship	<i>From an early age, I was asked to help my close relatives become teachers in this school until now. And I agree because this school is also a relic of our ancestors" (R3)</i>
	<i>"My parents advised me to help raise this school as a family inheritance; therefore, I remain a teacher in this school even though the salary is small" (R4)</i>

3.1.2. Religious/Spiritual Factors

The researchers asked the respondents, *"Why do you continue to teach economically less promising subjects in private madrasas?"* All participants responded to the question by stating that their primary reason is due to the adoration of Allah (R3). The respondent (R3) believed that God would appreciate a person who loves knowledge since God likes a knowledgeable person. A teacher is a representation of a scholar who imparts the knowledge he learned to his students. Respondents R2, R4, and R6 chose to work as a teacher to impart their knowledge despite facing many challenges. Some respondents stated that when an individual strives to uphold God's religion, God will suffice his sustenance (R8).

According to the study's results, the religious component that impacts teacher resilience is the conviction that teaching is a form of worship that God values. God offers a greater reward in this life as well as the next. Consequently, despite receiving modest salaries and inadequate facilities, they feel blessed to teach in madrasa ibtidaiya (R7; R10). So that, even though the economic support they receive from schools is minimal, they can make ends meet (*barakat*). These ideas motivate teachers to be patient and truthful despite all challenges. Table 3 summarizes the findings about the spirituality/religion elements contributing to teacher resilience.

Table 3 Factors of spirituality/religiosity of teachers' resilience.

Spirituality/Religiosity factors	Examples of respondents' statements
Teacher as an act of worship to Allah	<i>"I work as a teacher because I want to receive God's blessings"(R3)</i>
The servant who loves knowledge and love by God	<i>"...because God loves the one who studies, and the teacher is the one who helps a person gain knowledge"(R2).</i>

	<i>"The teacher's job is to convey useful knowledge, and as long as that knowledge is utilized, then the person who conveys knowledge will get a reward that continues to flow even though someone has died, and it is an investment in the afterlife." (R6)</i>
The teacher who struggles in the way of Allah and secures His sustenance	<i>"I have to teach sincerely, and Allah's decision providing sustenance for people is furthered." (R7).</i>
	<i>"If we uphold the religion of Allah, then Allah will provide unexpected sustenance and convey the knowledge of one of the upholding of the religion of Allah" (R8)</i>
	<i>"The salary I get as a teacher in a private madrasa ibtidaiya is not much, but I feel the blessing" (R10)</i>

3.1.3. Psychological Factors

Psychological prosperity plays a significant role in shaping teacher resilience. Psychological well-being, such as teaching satisfaction, feeling appreciated, happiness, and self-efficacy, inspire Islamic

school teachers in remote areas to remain in the profession. All respondents reported being in a state of psychological well-being. Despite exhaustion, burnout, and less salary, respondents felt content and valued their teaching jobs highly (R8; R10). Respondents' compassion for students was a factor in their decision to remain as teachers at Islamic elementary schools (R7). In addition, several respondents reported feeling competent to teach in private madrasas and address student learning issues (R9). The teachers' statements indicated that psychological aspects, such as sense of happiness, are essential in teaching elementary school students. However, they face numerous obstacles and overwhelming challenges. The teachers also anticipated that their affective feelings for their madrasa students increased their motivation to continue teaching. Affection is a catalyst for creating feelings of satisfaction and enjoyment in teaching, thereby reducing teachers' boredom and tension. Teachers also reported that their resilience was influenced by their belief that they can overcome all problems they face (self-efficacy).

Table 4. Psychological factors influencing teacher resilience

Psychological Factors	Examples of respondents' statements
Teaching is an enjoyable job	<i>"Although the teacher's work is sometimes tiring and saturating, overall, I feel happy when teaching students"(R8)</i>
	<i>"In my opinion, teaching is entertainment for me when facing problems. All problems will be forgotten for a moment when teaching madrasa students" (R10)</i>
Feelings of affection for students	<i>"I feel a sense of closeness to the kids; that makes me enjoy teaching and choose to be a teacher despite not making much money." (R7)</i>
Teachers' high self-efficacy in solving all problems	<i>"Teaching in madrasa ibtidaiya must be patient because facing children growing up as teenagers is often problematic. However, if I as a teacher can handle it well and wisely, the children will be close to me, and that is what motivates me to come to the school to teach and meet them."</i>

3.2. Impacts of Teacher Resilience

Teacher resilience is demonstrated through teachers' professional performance. This habit was observed among the participants in this study, including the R3 and R8. The study revealed the indicators of teachers' high resilience, including responsible behavior, high levels of commitment, resistance to fatigue, cheerful and happy facial expressions despite under challenging conditions, and the ability to overcome obstacles while performing their duties as teachers. According to the principal's observation, respondent R3 exhibited excellent motivation and diligence. R3 never came late to school (6:30 a.m. to 1:00 p.m). Every day, R3 stood in front of the classroom and greeted his first-grade students as they entered. As the first-grade homeroom teacher, R3 taught nearly all subjects with excellent care and perseverance. Her face was perpetually joyful and smiling, and she frequently spewed humor that caused the students to laugh, creating a friendly learning environment. Although R3 occasionally employed punishment to address problematic student conduct, she did it with care and compassion. The principal stated that he and colleagues at the madrasa always observed R3's behaviors.

"Mrs. teacher (R3) is a teacher who is passionate about teaching. In addition, she is patient and precise, so the children are very close and often ask that the teacher (R3) did not come in because of illness or unable to do so. Financially our madrasa has been unable to provide teachers adequate salaries".

One of R3's colleagues also seemed to share this opinion, as evidenced by his words, which are provided below:

"In our madrasa, the teacher (R3) is painstaking and patient and diligent in teaching. besides that, she is also a humorous person, so many students like him".

The form of resilience was also demonstrated by another respondent, respondent (R8). In addition to being a teacher, R8 worked as a motorcycle taxi driver in everyday life. As a private madrasa ibtidaiya teacher, he worked every after-school hour to fulfill his insufficient household income, relying solely on the prestige of his employment. As the sixth-grade homeroom teacher, he is highly accountable for his students' academic achievement to attain the highest possible results on school and national examinations. Daily, R8 invited sixth-graders to arrive at school early to read the Qur'an and to discuss questions from the previous year's national test. Although the teacher displayed a strong demeanor when instructing and directing sixth graders, he was attentive and patient. Occasionally, teacher (R8) also buy his sixth-grade pupils learning materials/tools using his money. Respondent R8's students consider him strict, patient, considerate, and attentive.

"The teacher (R8) is very kind and patient when teaching. If we're tired of learning, he often makes fun games. Sometimes we are given sweets or cakes when we are studying, so we are happy to learn".

Another student added that R8 was passionate, concerned, and pleasant toward his students while retaining authority.

"The teacher (R8) has always been enthusiastic about teaching us to pass and get good grades in the exam. When I was sick, the teacher wanted to visit me and give me a photocopy of the exam questions for me to study at home. He teaches the lesson patiently, but I am also afraid that the teacher (R8) is angry because the students are naughty".

All respondents have nearly identical levels of resilience in teaching and educating students. Based on observations and interviews, the respondents' teaching resilience was signified in two categories: their positive emotions and teaching behaviors. Positive emotions are expressed in the teachers' enjoyment, zeal, optimism, patience, and contentment with their work. Similarly, the teachers' resilience is reflected in their teaching behaviors via patient, caring, cheerful, energetic, responsible, problem-solving-oriented, and devoted behaviors. The results can be briefly displayed in Figure 1.

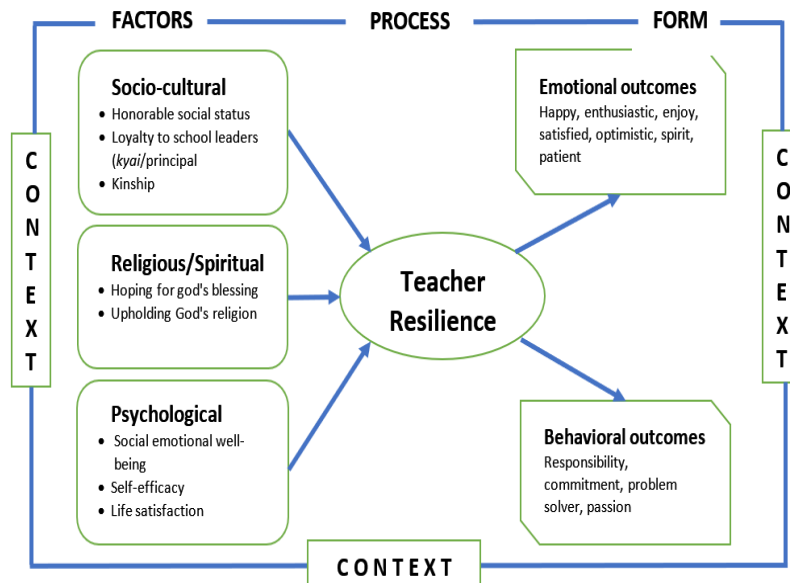


Figure 1. Factors and forms of madrasa ibtidaiya teachers' resilience.

The study found that three primary factors affect the ability of madrasa ibtidaiya teachers in remote areas to overcome problems and barriers and survive as educators. First is socio-cultural factors, including teacher's social standing, madrasa teachers' loyalty to their alma mater as former students, and respect for school authorities (*kyai*). Second is religious beliefs which provide a perspective on the significance of education as a highly valued act of worship, the desire to be a servant adored by God, and the work of teaching as a source of sustenance. Third, the madrasa ibtidaiya teachers experience a favorable psychological state when doing their educational tasks, such as happiness in life, self-efficacy, and compassion for students. These three factors substantially impact teachers' emotional and professional resilience in facing challenges and difficulties.

Teacher resilience is a psychological condition that develops in a stressful context or circumstance. Exposure to challenging contexts sharpens the teacher's capacity to adjust to the varied settings they face throughout time and strengthens his capacity to cope with difficult circumstances. Numerous external elements, such as social circumstances, and internal factors, such as religious beliefs and psychology, significantly impact the teacher's abilities. Morettini et al. (2019) and Gu (2018) stated that resilience could evolve and manifest due to dynamic processes in specific environments.

Religious belief, social status, and psychological condition significantly influence the madrasa teachers' resilience. The teachers' resilience is bolstered by the community's recognition of the

teachers' roles, thereby elevating their social standing. The current research and the previous studies found that socio-cultural influences can impact the teacher's professional life (Beltman, 2021; Gu, 2018; Platsidou & Daniilidou, 2018). The granting of high status by the community is an indication of the community's confidence in teachers. For teachers to continue their professions as teachers, the district must instill in them a sense of acceptance, belonging, and prosperity (Johnson et al., 2014). Moreover, the granting of moral status by society to teachers is evidence of a peaceful connection between teachers and the community, as well as a social incentive for teachers to work in their field consistently (Arnup & Bowles, 2016; Kassis et al., 2019; Wei et al., 2011). Rutter (2006) wrote that the community's values, norms, and expectations toward teachers could benefit teacher resilience, as demonstrated by the current study's findings that the community's high regard for teachers is inextricable from those values.

In addition to community respect, charismatic religious or school leaders in society significantly impact the madrasa ibtidaiya teachers' resilience in remote areas. In Indonesian culture, reverence for *kyai* and other religious leaders is excellent. The spiritual leader (*kyai*) was in charge of the madrasa ibtidaiya where the respondents worked. The respondents and *kyai* enjoyed a close relationship as former students and teacher. As a sign of respect and loyalty, respondents believed they have a moral obligation to aid *kyai's* efforts in education by becoming a teacher. Previous studies (Peters & Pearce, 2012; Rostini et al., 2022; Saefudin et al., 2022) suggested that a strong relationship between teachers and school leaders can influence teachers' personal feelings and professional success. These emotions are essential for developing teachers' resilience.

Second, respondents in this study stated that teaching is a very noble, God-honored, and worship-worthy profession and that the reward will continue to flow until the teacher dies, which is a compelling factor in building the teacher's resilience. Although their remuneration as teachers at Islamic elementary schools was not proportionate to their obligations, this idea made respondents more accepting and less concerned about their financial situation. This study's findings lend support to earlier research indicating that believing in religious principles can affect an individual's resilience (Lu & Hua, 2022). Spirituality and religious views are also related to an individual's ability to deal with severe liver problems, improve their quality of life, and overcome life's stressors and boredom at work (Agvent, 2020; Phillips, 2021).

The third factor influencing the resilience is positive psychological conditions. When these madrasa ibtidaiya teachers experience sentiments of social and psychological well-being,

happiness, and life fulfillment, their resilience is enhanced. In addition, teachers' self-efficacy in overcoming problems in teaching their madrasa students is crucial to their survival as educators in complex remote area context. The extent to which teachers adjust positively to their roles as educators influences their motivation and capacity to carry out teaching obligations (Ainsworth & Oldfield, 2019).

Researchers have demonstrated that psychological well-being is an essential mental condition for teachers to remain in their careers in the face of friction and challenges (Acton & Glasgow, 2015). Similarly, teachers' utter boredom harms their teaching quality (Flook et al., 2013). Following previous studies' findings, psychological factors significantly influence teachers' resilience (Macrae & Wiig, 2019; Mansfield et al., 2016; Richards et al., 2016).

The teachers in this study showed resiliency both emotionally and in term of teaching performance. Emotionally, teachers exhibit a positive mental state, patience when guiding students, a sense of connectedness to students, and the spirit and fulfillment of teaching. The madrasa teachers in this study demonstrated responsible behaviors, a high level of teaching commitment, problem-solving skills, the ability to build harmonious relationships with students and other school residents, and concern for the students and schools' well-being. These teachers' positive mental health and performance in fulfilling their professional obligations result from teacher resilience. Scholars suggested that highly resilient teachers exhibit a sense of well-being and job satisfaction (Flores, 2018; Flunger et al., 2013; Macrae & Wiig, 2019), as well as excitement and enjoyment of teaching and self-efficacy (Flores, 2018). Teachers with high levels of resilience exhibit good work performance, such as commitment (Gu & Day, 2013), the ability to manage obstacles or to be problem solvers (Judilla & Rellon, 2022), and the ability to collaborate (C. F. Mansfield et al., 2016). Boredom and pressure are indicators of low resilience, yet their presence shows good stability (C. Mansfield & Beltman, 2019).

This study provides proof and understanding that the madrasa ibtidaiya teachers' resilience in Indonesian remote areas may be cultivated in particular circumstances, therefore, encouraging the creation of three action plans by the community, the government, and the schools are needed. The first is establishing an environment conducive to teacher performance and professionalism. Second, improving conditions so Islamic elementary school teachers can live honorably in remote areas. Third, both action plans can serve as a beginning point for obtaining the government's and the community's commitment to implement education and support teachers particularly in remote areas, so they can continue to teach professionally.

4. Conclusion

This study demonstrates that the challenges, obstacles, and issues experienced by remote Islamic elementary school teachers make teachers feel incapable of continuing in their careers. Teacher resilience is not innate but developed through multiple teachers' dynamic interplay with the surrounding environment. Teachers in remote areas must be able to accept, adapt to, and withstand all the difficulties and enormous loads they confront in carrying out their tasks and remain employed as teachers.

This study used the Islamic elementary school teachers' viewpoints to make it possible to comprehend their resilience, which is frequently undervalued. The teachers' commitment and dedication are viewed as an inescapable consequence that they must endure, resulting in a potential disregard for the teachers' well-being in the remote areas. Research that favors the teachers' points of view in its investigative methods has made it feasible to understand and support teachers' efforts to preserve resilience while carrying out their educational responsibilities.

This study focuses solely on the Islamic elementary school teachers' resilience in Indonesian remote areas. Studies on teacher resilience are also required at the secondary school level to understand the three factors' contribution to teacher resilience at different levels. Similarly, the differences in school typologies that vary in the Indonesian context, such as teachers in public schools, religiously affiliated schools, and schools with cultural character, as well as whether or not they are located in urban areas, must be compared to comprehensive character development in teachers. Consequently, the objective of education can be attained through the personality traits of trained teachers.

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Author Contributions Statement

EW, RA, MH, and IE conceived of the presented idea. EW collected and analyzed the data, as well as writing the first draft of manuscript. RA developed and wrote the research methodology. MH read and comment on the final drafts and supervised the findings of this

work. RM collected the data. All authors discussed the results and contributed to the final manuscript.

Disclosure statement:

The authors report there are no competing interests to declare.

Data availability statement:

The data that support the findings of this study are available from the corresponding author, ENW, upon reasonable request.

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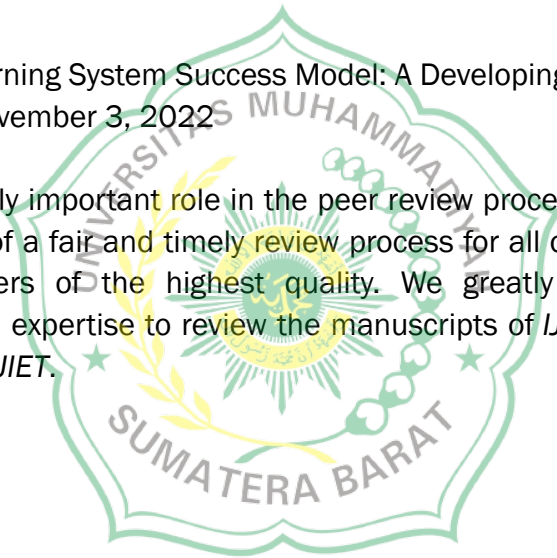
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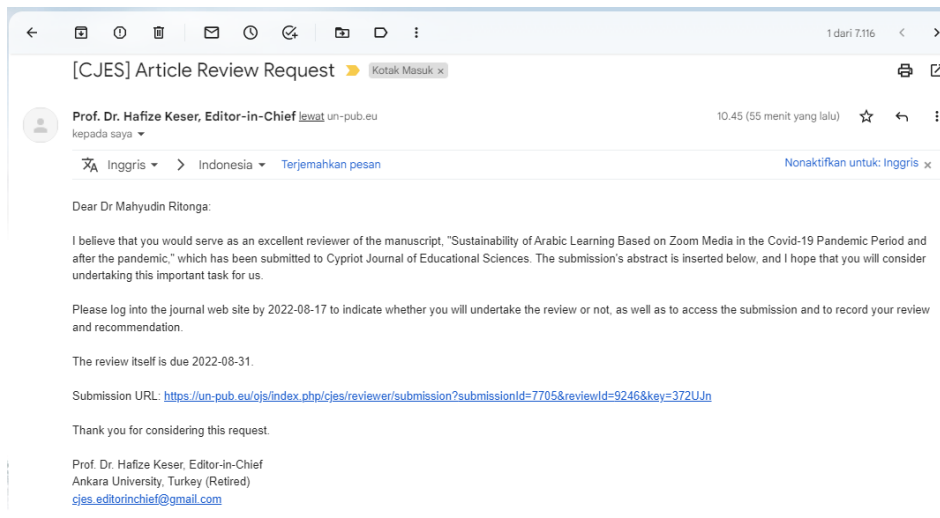
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Sustainability of Arabic Learning Based on Zoom Media in the Covid-19 Pandemic Period and after the pandemic

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Abstract

Research on the sustainability of Zoom-based Arabic learning during the Covid-19 pandemic aims to obtain creative and innovative learning models. The potential for sustainability is observed through the perception of Arabic students of IAIN Kendari on the use of Zoom as a learning medium during the Covid-19 pandemic. The method used is a qualitative method with a phenomenological approach. Data was collected by means of in-depth interviews and documentation. The results showed that there were varied responses from students to zoom-based Arabic learning. Most of the students stated that zoom was very well applied in learning compared to other media. Zoom has advantages, such as the student's face can be seen, the capacity is large and the presence of various features. The overall results illustrate that zoom-based Arabic learning, both during the Covid-19 pandemic and post-pandemic, can continue by considering the condition of the student learning environment.

Keywords: Sustainability of learning, Arabic, media zoom, learning environment, IAIN Kendari

1. Introduction

In recent years, information and communication technology (ICT) has shown rapid development which has an impact on changes in teaching and learning models. Apart from being a source of information, ITC can be accepted as a medium that helps the learning

process and finding references (Jannah et al., 2019; Wekke and Hamid, 2013). This creates the emergence of several devices that can become new alternatives, including mobile-based learning devices (Shewmaker, 2014). With this device, a teacher can change the conventional learning process into creative and innovative learning (Abdullayev, 2020; Popovici and Mironov, 2015).

Changes in learning models are clearly visible during the Covid-19 pandemic. Covid-19 is seen as a catalyst in accelerating changes in learning models. The existence of a lock down policy during the pandemic has succeeded in creating an online learning model. With this, teachers and students are forced to transform and adapt to the learning model. Zoom media has become a booming media and is widely chosen in online learning during the pandemic. In addition, zoom is an alternative to electronic-based learning that provides many benefits (Arlianti et al, 2022; Pratiwi et al., 2021). The results of previous studies show that zoom can improve learning outcomes (Prasetya and Mahmudah, 2021; Nadezhda, 2020). Other research shows that zoom has a positive effect on learning motivation (Nuryanto, 2021; Nuryana et al., 2021; Fajri et al., 2021). Zoom has several advantages, including a simple application, has a wide selection of features, large space capacity, and high quality access that can be used to support learning (Shabani et al., 2022; Bawanti and Arifani, 2021).

Nevertheless, the use of zoom as a medium in learning such as Arabic is interesting to study and report. Arabic is a highly complex subject that requires practice of writing, listening, and memorizing (Adas and Bakir, 2013). So that the use of appropriate media is important for the sustainability of Arabic learning, both during the pandemic and after the Covid-19 pandemic. Based on this, we report the results of our research on the perceptions of Arabic-IAIN Kendari students on the use of zoom as an alternative medium of learning. Arabic students of IAIN Kendari are unique in terms of their living environment, where most of them come from coastal areas. Most coastal areas are still faced with internet network problems. In this case it will certainly give a different picture of the use of zoom.

2. Methods

Location and Data Collection Techniques

This research is a qualitative research with a phenomenological approach. The data collected is in the form of words and pictures that are not numbers. Data collection took place at the IAIN Kendari campus (a map of the research location is shown in Figure 1). Data is collected through in-depth interviews, document analysis, focused discussions, or

observations that have been recorded in notes. The research sample was Arabic-IAIN Kendari students who took Nahwu, Muthala'ah, and Muhadatsah lectures.

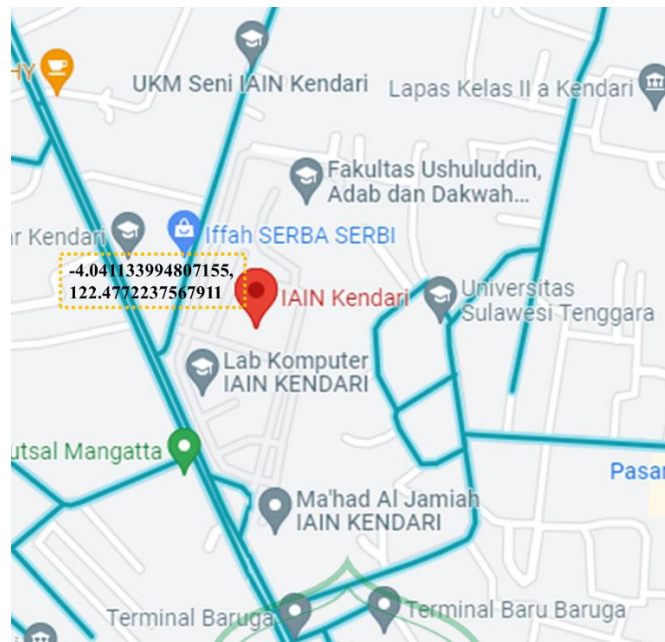


Figure 1. Map of the research location.

Data analysis technique

Data analysis was used to obtain valid data and in accordance with the research objectives. The data obtained from in-depth interviews were then analyzed using a hermeneutic phenomenological approach with the following analysis steps (i) problems and research questions formulation, (ii) data that in situations, (iii) data reduction and (iv) data analysis . Data analysis was carried out carefully through the following steps: translation, interpretation and reading. Where, reading is done by arranging various categories and elementary interpretation through translation to interpretation.

To ensure the validity of the data so that it is not biased, in this study, the validity of the data was tested with steps including extended observations, continuous observations, and triangulation.

3. Results and Discussion

In general, the results of the study describe the data collected through in-depth interviews and documentation of Arabic language students at IAIN Kendari. Against the results obtained, we conducted an analysis to find out about student perceptions of the use of zoom in Arabic learning during the Covid-19 pandemic, what are the advantages and

disadvantages of using zoom in Arabic learning, and what obstacles and solutions were found by students during using zoom.

Student Perception of Using Zoom

There are various responses when talking about students' perceptions of using zoom in Arabic learning. The results of the interview show that some students think that the use of zoom is very good. Sonia, one of the 2019 Arabic language students said:

"I think the use of the zoom application is very good to use during the pandemic, it is also very useful because it can help in doing online learning. The media can display faces directly, so it is as if learning is like in a lecture hall." (Sonia Reski, a student from class A, interview on January 30, 2022).

This is supported by the Muhadatsah IV Lecturer, that:

"The Covid-19 pandemic has prevented us from being able to lecture face-to-face in class. So the best alternative is to use the zoom application. This application can display faces directly even though they are virtual, so it is very similar to face-to-face learning in class." (Informant II as Arabic Lecturer, Interview on March 1, 2022).

The same thing was expressed by the Insha I Lecturer, he said that:

"The use of zoom is very good, especially when the lock down policy is issued. Therefore, Zoom is a solution to continue learning Arabic during the pandemic. Although there are drawbacks, zoom can be an alternative to face-to-face lectures. There are many other applications that can be used for online learning, but zoom is still a very good alternative media choice compared to other applications." (Informant III as PBA Lecturer, Interview on March 4, 2022).

This is supported by Anang (Arabic student class 2019) that:

"For me, zoom is very good and not boring. During the Covid-19 pandemic, Arabic learning materials were presented in PPT form that was easily understood by students. Another advantage is that lectures can be done anywhere without being bound by time and place. (Anang Fauzi, a student from class A, interview on March 2, 2022).

Herfiyah (Arabic Student Class 2019) also said that:

"In my opinion, Zoom is more supportive of delivering Arabic learning material, so it can be more easily understood compared to other applications." (Herfiyah Nur Ulandari Student from class A, Interview on January 14, 2022).

Based on the results of the interview above, it can be concluded that the use of zoom during the Covid-19 pandemic is very good in learning Arabic. In addition, zoom can display faces

directly so that the delivery of the material presented can be better understood. This is supported by more complete features compared to other learning media. The documentation of the zoom-based implementation of Arabic learning is shown in [Figure 2](#).

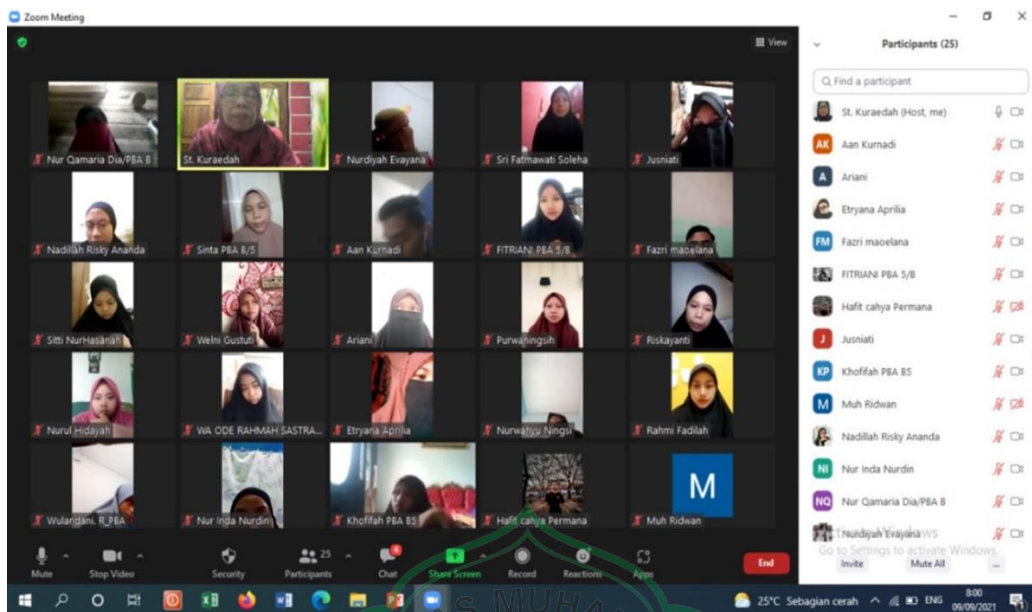


Figure 2. Zoom-based Arabic learning process.

In addition, there are students who say that the use of zoom is not good. This was said by one of the 2019 Arabic students that:

“The use of Zoom is not good. This is because zoom takes up a lot of internet quota. In addition, the network becomes an important factor in its use. Therefore, its use must be in an area with stable network conditions. This is very difficult to implement in coastal areas.”

(Nur Dalipa Student from class A, interview on January 14, 2022).

The same thing was said by Nur Inda (Arabic student class 2019) that:

“Learning Arabic through zoom is sometimes not good. Network is the determining factor. The network that is not good makes the delivery of material carried out by lecturers cannot be understood properly. It also makes it difficult for us to understand Arabic learning.” (Nur Inda Nurdin Student from class B, Interview on January 30, 2022).

(Nur Inda Nurdin Student from class B, Interview on January 30, 2022).

Purwaningsih (Arabic Student Class 2019) also said that:

“In my opinion, the use of zoom as an Arabic language learning medium is not good for use in areas that are not well networked, such as in my area (coastal area), so it can hinder the delivery and reception of material.” (Purwaningsih Student from class B, Interview on

January 30, 2022).

Based on the results of these interviews, it can be concluded that the use of zoom is still not good. Zoom uses a lot of internet quota so that it burdens students financially and

becomes an obstacle when encountering unstable networks in certain areas, such as coastal areas.

Advantages and Disadvantages of Using Zoom in Arabic Learning

Zoom is very helpful for learning Arabic. Online learning that is done from home certainly has advantages and disadvantages that make the process of learning Arabic online can run well or not. According to anang (Arabic student class 2019) that:

“Zoom makes it easier for us to do lectures during the pandemic. Lectures seem to be done face-to-face. Zoom has a large capacity and can be a practical learning medium. This makes lecturers and students able to conduct lectures anywhere and anytime without being bound by the place of learning.” (Anang Fauzi, a student from class A, interview on March 2, 2022).

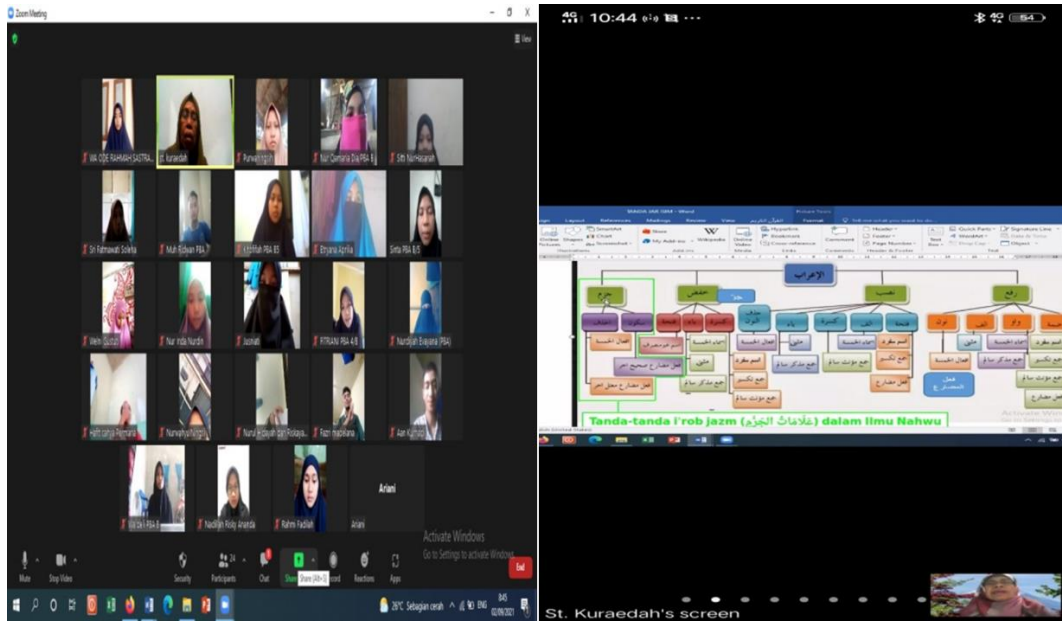
This was also expressed by the Nahwu IV Lecturer, that:

“In the current state of the Covid-19 pandemic, Zoom is the best choice of learning media compared to other media. With zoom, we can still meet face to face. Submission of material can be conveyed well when compared to other media. Zoom has a variety of features that can support learning Arabic well during the Covid-19 pandemic. However, sometimes there are students who do not use it as a good virtual medium. For example, during class, I asked them to turn on the video but there were students who didn't turn it on. Various reasons were expressed by them so that they still cannot be monitored as a whole.” (Informant I as PBA Lecturer, Interview on January 17, 2022).

Rahmi (Arabic Student Class 2019) said the same thing that:

“Even though we don't meet face to face in class, with zoom we can meet face to face virtually and we can explain while displaying learning materials on the zoom screen. It's similar to explaining in class using infocus.” (Rahmi Fadilah, a student from class B, interview on January 30, 2022).

Based on the results of the interview above, it can be concluded that the use of Zoom has advantages over other learning media. These advantages include being face-to-face in a classroom, large capacity, and having various features that are suitable for learning Arabic such as presentations and discussions. [Figure 3](#) shows the process of implementing Arabic learning via Zoom by showing virtual faces and presentation materials.



Gambar 3. Zoom-based Arabic learning process by displaying virtual faces and presentation materials.

In addition, there are students who think that Zoom has shortcomings in learning Arabic, as said by one of the 2019 Arabic language students that:

"Zoom's weakness has to do with the internet network which is sometimes unfriendly. This causes the delivery of the material is not well received." (Sonia Reski, a student from class A, interview on January 30, 2022).

The lecturer of Muhadatsah IV also stated that:

"Sometimes the zoom problem lies with the network. Coastal areas may feel this way more. This will complicate zoom-based Arabic learning. Also, the free zoom has a time limit of about 40 minutes. So, when the time is up, the zoom will automatically exit. This causes the learning time to be reduced." (Informant II as PBA Lecturer, Interview on March 1, 2022).

A similar thing was expressed by the lecturer of the Insha I course, he said that:

"Zoom's drawbacks are limited time. This causes the explanation of the material to be less effective. This is felt by students who use Wi-Fi at home." (Informant III as Arabic Lecturer, Interview on March 4, 2022).

Rana (Arabic student class 2019) also expressed the same thing, that:

"Zoom requires a large amount of quota, so it is not efficient. The internet quota must be really sufficient, otherwise it will have an impact on the quality of the zoom display." (Rana Arianti Student from class A, Interview on January 14, 2022).

Based on the results of the interview above, it shows that the use of Zoom has advantages and disadvantages as a medium for learning Arabic. Zoom requires a large amount of internet quota, making it burdensome for students. In addition, the zoom has a limited time (about 40 minutes) and the zoom will have problems when the network is not friendly.

Constraints and Solutions found by Students

During the pandemic, one of the most widely used Arabic learning media is zoom. Although this media is considered better than other media, there are obstacles encountered by students during the learning process. So based on this, students find solutions that can be taken to overcome every zoom-based learning problem. One of the 2019 Arabic language students said that:

“The obstacles that I have in learning Arabic based on zoom are in the form of a network that is sometimes less stable, an inadequate internet quota and a lack of understanding due to disturbances in the learning environment. The solution I did was to find an adequate learning environment with a network. As for the problem of internet quota, I try to provide it before learning starts.” (Nur Dalipa Student from class A, interview on January 14, 2022).

The same thing was expressed by Nur Inda (Arabic Language Student Class of 2019), that:

“The obstacles I encountered in zoom-based learning were related to the network, internet quota and the learning environment which was often noisy. As a solution, I look for a quiet learning environment and look for an adequate network and prepare a data package that can be used until the learning is complete.” (Nur Inda Nurdin Student from class B, Interview on January 30, 2022).

The same thing was expressed by Rahmi (Arabic Student Class 2019), that:

“The obstacles encountered are more related to the learning environment. The solution is that I negotiate with relatives who interfere with the learning process.” (Rahmi Fadilah, a student from class B, interview on January 30, 2022).

The same phrase was expressed by the Nahwu IV lecturer regarding the problems of the learning environment, that:

“Usually the obstacles I encounter come from my home environment. I was disturbed by children who were often noisy. The effort I take is to lock the door tightly so they don't enter my room, so they don't interfere with the learning process.” (Informant I as PBA Lecturer, Interview on January 17, 2022).

The results of the interview above show that the use of zoom in the Arabic learning process still has various other obstacles. Not only network problems and internet quotas, but the emergence of other obstacles such as the learning environment.

Although the use of zoom has obstacles in learning Arabic, every student is looking for and finding the best solution for sustainable learning. The most common solution is to find a location with a stable network. For internet quota, they prepare before learning. As for the obstacles to the learning environment, both inside and outside the home, students look for a quiet place so that learning is not disturbed.

4. Conclusion

The results of the analysis of the data collected through in-depth interviews and documentation showed that student responses varied to zoom-based Arabic learning during the Covid-19 pandemic. Most of the students stated that the use of zoom compared to other online media was better in supporting Arabic learning. Media Zoom has advantages such as being able to display faces virtually, being able to accommodate a large number of participants, and having various features that support the Arabic learning process during the Covid-19 pandemic. This advantage becomes the carrying capacity for the sustainability of zoom-based Arabic learning in the future.

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Review:Sustainability of Arabic Learning Based on Zoom Media in the Covid-19 Pandemic Period and after the pandemic

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Reviewer Report

Article for Review: **Perspectives of teachers and parents on educational wastage during the Gedeo-Guji conflict in Southern Ethiopia**

Research Network: **Learner**

Instructions

- Provide a response and score for each of the five sections.
- Kindly use concrete examples when offering criticism and feedback.
- Please do not offer advice or criticism regarding styles or formatting.
- This file contains the manuscript for review. When returning reports, the manuscript must remain attached to verify the report appropriately matches the correct manuscript.
- Each category is scored on a range of 0 to 5 points.

0	1	2	3	4	5
Very Poor	Poor	Below Average	Above Average	Good	Very Good

Scoring Summary

After providing a written response for each the five evaluation criteria, please total your scores below.

EVALUATION CRITERIA	SCORE
1. Empirical Grounding	__ of 5
2. Conceptual Modeling	__ of 5
3. Explanatory Logic	__ of 5
4. Implications and Applications	__ of 5
5. Quality of Communication	__ of 5
TOTAL SCORE	__ of 25



1. Thematic Focus and Empirical Grounding

When considering the Thematic Focus and Empirical Grounding, please use the following prompts to guide your overall response and evaluation.

- Is this a topic that needs addressing?
- Is the area investigated by the article: significant? timely? important? in need of addressing because it has been neglected? intrinsically interesting? filling a gap in current knowledge?
- Are data collection processes, textual analyses, or exegeses of practice sufficient and adequate to answer the research questions?
- Does the article adequately document, acknowledge, and reference the existing findings, research, practices, and literature in its field?
- Does the article relate in a coherent and cogent way with issues of real-world significance?

RESPONSE:

- This topic is interesting to research, because until now conflicts in various countries have caused educational goals not to be achieved.
- it is necessary to uncover knowledge gaps that have not been discovered by researchers
- Data collection is sufficient
- it is necessary to add the latest references that have a connection with this topic
- The issues raised are very much in accordance with reality.

SCORE:

- 3



2. Conceptual Model

When considering the Conceptual Model, please use the following prompts to guide your overall response and evaluation.

- Are the main concepts or categories appropriate to the investigation?
- Should other concepts or categories have been considered?
- Are key concepts adequately defined? Are they used consistently?
- Does the article make necessary or appropriate connections with existing theory?
- Does the article develop, apply, and test a coherent and cogent theoretical position or conceptual model?

RESPONSE:

- The main concept in accordance with the researched
- No, but the concepts that have been poured are reinforced with the latest theories or research results.
- Definition related to the concept is adequate and used consistently.
- No

SCORE:

- 3



3. Explanatory Logic

When considering the Explanatory Logic, please use the following prompts to guide your overall response and evaluation.

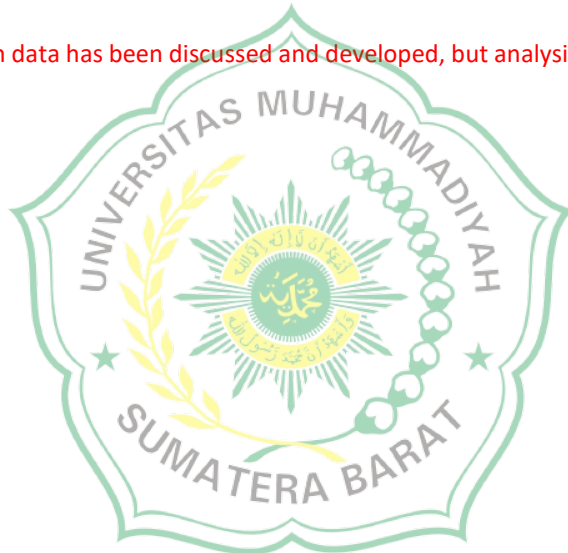
- How effectively does the article reason from its empirical reference points?
- Are the conclusions drawn from the data, texts, sources, or represented objects clear and insightful? Do they effectively advance the themes that the article sets out to address?
- Does the article demonstrate a critical awareness of alternative or competing perspectives, approaches, and paradigms?
- Is the author conscious of his or her own premises and perhaps the limitations of his or her perspectives and knowledge-making processes?

RESPONSE:

- articles need to be strengthened in the form of associating them with the findings of others
- Research data has been discussed and developed, but analysis has not been adequate.
- Not yet
- yes

SCORE:

- 3



4. Implications and Applications

When considering the Implications and Applications, please use the following prompts to guide your overall response and evaluation.

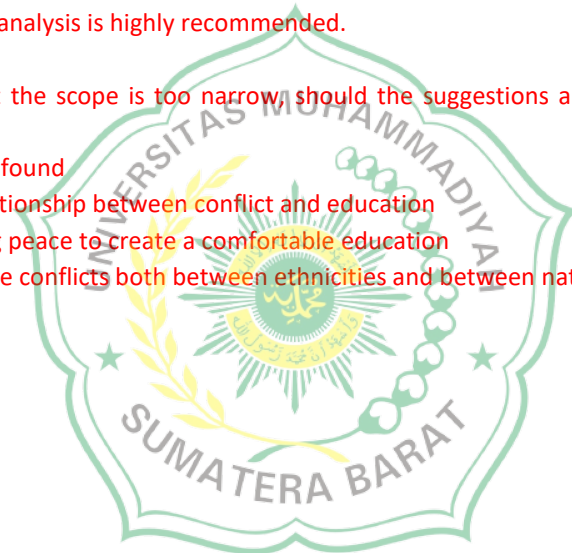
- Does the article demonstrate the direct or indirect applicability, relevance, or effectiveness of the practice or object it analyzes?
- Are its implications practicable?
- Are its recommendations realistic?
- Does the article make an original contribution to knowledge?
- To what extent does it break new intellectual ground?
- Does it suggest innovative applications?
- What are its prospects for broader applicability or appreciation?
- How might its vision for the world be realized more widely?

RESPONSE:

- Deeper analysis is highly recommended.
- yes
- Yes, but the scope is too narrow, should the suggestions and recommendations be global.
- Novelty found
- The relationship between conflict and education
- Creating peace to create a comfortable education
- eliminate conflicts both between ethnicities and between nations

SCORE:

- 4



5. Quality of Communication

When considering the Quality of Communication, please use the following prompts to guide your overall response and evaluation.

- Is the focus of the article clearly stated (for instance, the problem, issue, or object under investigation; the research question; or the theoretical problem)?
- Does the article clearly express its case, measured against the standards of the technical language of its field and the reading capacities of audiences academic, tertiary student, and professional?
- What is the standard of the writing, including spelling and grammar?
- If necessary, please make specific suggestions or annotate errors in the text.

RESPONSE:

- clearly
- Languages should avoid errors, therefore it is advisable to proofreading by native English speakers.
- proofreading recommendations
- footnote is omitted, just follow the standard rules of journal writing. References are recommended using citation management such as mandeley, zotero, or endnote. Add references from reputable journals

SCORE:

- 3

RECOMMENDATION:

How is the quality of communication as it relates to English language proficiency?

- [] Publishable as is (Language problems are few to none)
- [] Minor Proofing Required (Content should be proofread by a colleague or critical friend of the author)
- [3] Professional Editing Required (English language errors are significant and detract from the overall quality of the article)

Our publishing model is intended to ensure that authors speaking English as a second language are given the equal opportunity to receive feedback from a peer-review process to critique and improve the conceptual material of their article. Some articles can be well researched and formulated but may require assistance with certain nuances of the English language.

Perspectives of teachers and parents on educational wastage during the Gedeo-Guji conflict in Southern Ethiopia

Abstract

Creating a healthy learning environment is a top priority for institutions providing education all over the world. Reportedly, 75 million children worldwide do not attend school, with more than half of these children living in conflict zones. Using data from the conflict-affected areas of Gedeo and West Guji Zones in Southern Ethiopia, this study investigates the perspectives of teachers and parents around the concept of educational waste. A descriptive case study was used as part of a qualitative approach as it facilitates an in-depth analysis on a case-by-case basis. From six purposively selected schools in the conflict area, 125 teachers and 98 parents were selected using simple random sampling. Data were collected using a self-administered questionnaire, focus groups, and observations. The findings were that inter-ethnic conflict between the communities is not new and that the current situation is has been exacerbated by displacements of increased degree and frequency, and loss to property. The safety and security of schooling was interrupted, exposing students and staff to unrest, property damage, and wasted time. In terms of security and stability, the conflict had a major impact on the participants. Consequently, in areas where ethnic tensions exist, maintaining public protection and safeguarding the learning environment for children is critical. Multiple local, national, and international structures must use targeted methods in a concerted effort to uphold the rule of law and social stability.

Keywords: *Conflict, Ethnic Conflict, Educational Wastage, Guji, Gedeo, Southern Ethiopia*

1. Introduction

For millions of children affected by conflict, the right to education remains unfulfilled. Approximately 75 million children worldwide do not attend school. More than half of these children live in areas impacted by war (United Nations, 1989). Conflict is a complex and dynamic term, but we may describe it as a dispute involving interests, needs, understanding, beliefs, or values between individuals or groups. While violence does not always accompany conflict, if it is not managed in a timely manner, it can escalate and result in violence (Dal Bo and Powel, 2007). Ethnic conflict is a major obstacle to achieving *Education For All* and the Sustainable Development Goals (SDGs), particularly universal primary school completion, universal access to primary education, and ensuring an effective learning environment. Ethnic conflict, according to UNESCO (2015), disrupts livelihoods and causes hunger, making it impossible for families with interests to finance their children's education. Furthermore, due to the threat of fear, relocation,

and student recruitment into armed conflicts, few children attend school in conflict-affected areas. There is a high degree of violent conflict in Africa, not only where law and order has completely broken down, but also where the situation appears on the face of it to be relatively stable.

According to Dabalen and Paul (2012) and the World Bank (2009), conflicts in various parts of the world, especially in Africa, have harmed participation in primary education by lowering enrolment rates, resulting in pupils failing to complete their primary education. In Ethiopia, ethnic tensions have arisen between neighboring groups. Interethnic conflicts along the boundaries of the Gedeo and West Guji Zones, for example, were recorded in June 2018. According to UNHCR (2018), approximately 960,000 people were displaced by the recent wave of violence and settled in the Gedeo zone's Bule, Gedeb, and Kochere woredas, either with relatives or in public institutions such as schools and churches (UNHCR, 2018). The brutality and unpredictability of the situation continued to push communities from their lands in August 2018, preventing those who had been uprooted from returning (UNHCR, 2018, & UNOCHA, 2018). According to UNHCR estimates, children aged 5 to 14 years old affected by the conflict numbered between 150,000 and 200,000 internally displaced persons (IDPs) in 2018; and the vast majority of those IDP children (roughly 80%) lived in the Gedeo Zone (UNHCR, 2018). In terms of displaced children's future needs (including the event that they are never able to return), they have restricted opportunities for formal learning.

There are few studies reporting the state of education and the subsequent educational losses in conflict-affected areas of the Gedeo and West Guji Zones. Due to the substantial conflict-related displacement in the study field, there is a research significant gap in the current study site representing the need to create new area-specific information about conflict and education. In addition, how members of the local community view the causes and effects of ethnic violence on education serves as a stepping-stone for policymakers and governors. Consequently, we conducted the present study to characterize parents' and teachers' perspectives around education waste and coping strategies in the study areas during the 2018 conflict. This article contains four sections. The first section introduces the background of the study. The second section presents the literature review. Section three frames the methodology of the study, and the fourth section discusses the results and the findings of the study, providing conclusions and recommendations.

2. Literature Review

2.1 Conflict and Ethnic Conflict

Conflict has existed since the dawn of time, and impacts day-to-day human relationships (Mwita, 2018). Conflict, in a broad sense, refers to the presence of disagreements, debates, and disputes between groups or parties on a variety of issues. Since differences in terms of interests and needs are natural, conflict is an inevitable part of life, affecting individuals, parties, associations, and even nations (Shields & Paulson, 2015). Individual conflicts can be categorized as social, economic, environmental, social, religious, racial, and many other categories (Mwita, 2018). When one group attempts to dominate over the other for social status, religious goals, political influence, or economic reasons, class conflict may arise. Ethnic conflict occurs when two or more ethnic groups clash for a variety of reasons. It may be caused in part by disagreements, disparities, or prejudice. Recent conflicts around the world have shown that ethnic violence, in particular, has become one of the worst causes of death, devastation of property and infrastructure, and escalation of instability (Tang, 2017).

The majority of conflicts in Africa occur over resources (Fekadu, 2017; Mwita, 2018). When ethnicity is politicized, it becomes a source of conflict, especially in Sub-Saharan Africa, but it cannot function alone. Inequalities and unequal allocation of land resources have contributed to resource-based conflicts in Africa due to a long history of land dispossessions and contestations. Resource-related ethnic tensions have now become serious problems in Ethiopia (Fekadu, 2017; Tagel and Fana, 2018). The recent Oromo-Somali conflicts in Eastern Ethiopia, Amhara-Benishangul conflicts in Metekel area in North-Western Ethiopia and Guji-Gedeo conflicts in Southern Ethiopia are typical examples. The Guji and Gedeo people have had periods of cooperation and tension in their relationships throughout history. However, in recent years, resource-based conflicts have become more intense between them. The central and state governments, on the other hand, have made few attempts to prevent conflicts (Girum, 2014).

The fact that there are so many state and local players complicates and exacerbates the conflicts. In the Maji region of South-Western Ethiopia, Tagel and Fana (2018) found local and global connections between conflicts over land grabbing for investments. The study area's history demonstrates that national actors have escalated local conflicts in order to meet resource demand

at the national and global levels. The study also revealed that national governments and local influencers use administrative and legal interventions to meet this demand. As a result, national and local governments have implemented policies to discourage current and future land users from enjoying wealth. Conflicts have erupted amongst different ethnic groups in the study region as a result of these circumstances.

Conflict was described by the World Bank as "development in reverse" (World Bank, 2003), and so it helps to study conflict in terms of its impact on development. Further, conflict and poverty are inextricably linked, as conflict stifles economic and social growth. Conflict and education have a complicated and multifaceted association. Regardless, conflicts differ in terms of their existence, scope, length, and number of contributing factors, as well as how they affect education. The World Bank (2005) also described conflict as a major roadblock to achieving grand goals like Education for All and the Sustainable Development Goals (SDGs), especially in terms of access, quality, and equity. This is because conflict has a detrimental impact on education, not only in terms of the suffering and psychological effects inflicted on students, teachers, and communities, but also in terms of the deterioration of the infrastructure of educational systems.

2.2 Causes of Conflict and its Impacts on Educational Outcomes

Conflict and its causes and consequences have been the subject of a significant amount of research (see examples in, Girum, 2014; Mwita, 2018; Tagel and Fana, 2018). There have, however, been relatively few studies on conflict and education, especially in Ethiopia. Conflict can occur as a result of disagreement, prejudice, or a dispute over resources. Conflict arises for a variety of reasons in multi-ethnic societies such as Ethiopia (Mohammadzadeh, 2016). Economically, ethnic conflicts can arise as a result of poverty, unemployment, and unequal resource distribution. It can result from rising hatred, social inequality, prejudices, and confusion. Conflict has also been shown in many studies to have a negative impact on social growth, one of which is education. The impact of conflict on educational outcomes is briefly discussed in the following section. These results include objective measures including student attendance, graduation, absenteeism, dropout rates, and school completion rates (Wachira, 2015).

As previously stated, disagreements have been shown to have devastating effects on educational performance in many studies (Davies, 2005; World Bank, 2005; Poirier, 2011; Wachira, 2015). La

Mattina (2018), for example, used a cross-sectional household survey to look at the long-term impact of conflict on primary education in Rwanda, finding that the Rwandan genocide had a negative impact on children's educational attainment. In Bawku, Kenya, Adonteng-Kissia et al. (2019) investigated the effect of community conflict on educational access and outcomes. This study showed that conflict and insecurity worked together to obstruct both access to education and educational outcomes for both boys and girls. Their findings also demonstrated that the dispute resulted in significant spatial and generational disparities between Bawku and the rest of the region.

In past decades, armed conflicts have affected most of the countries in Sub-Saharan Africa (SSA). A study by Poirier (2011) attempted to measure the impact of war on a sample of 43 countries in Africa between 1950 and 2010. The rate of children not attending school, as well as the secondary school enrolment rate, are shown to be sensitive to times of conflict. Government expenditure in education is a positive factor associated with increases in school enrolment, with an increase of 1% of the GDP allocated to education being associated with a decrease in school non-attendance of 1.7%, and increases in primary and secondary school completion of 4.4% and by 2.6%, respectively. Considering gender, education expenditures have been shown to provide better retention of girls in schools (Poirier, 2011). In Côte d'Ivoire, Dabalén and Paul (2014) analyzed the impact of armed conflict on years of schooling. To determine the direct impact of conflict, the authors used a variety of victimization metrics. Their results indicate that average years of schooling decreased as a result of armed conflict by 0.2 to 0.9 years. Male students and those between the ages of 19 and 22 had a larger estimated impact than others.

Shields and Paulson (2015) discovered that in conflict-affected countries, enrolment growth was substantially lower, with the impact varying depending on the country's enrolment level. Countries' fragility tended to be a major cause of conflict and was strongly associated with poor educational outcomes, such as lower primary and secondary school enrolment rates. Milton (2019) reported measures of Syrian higher education during the conflict, critically evaluating the survival, defence, and regime security. Syria's education system and educational outcomes survived the war, despite being severely harmed.

Wachira (2015) reported that ethnic violence in Kenya had a greater negative impact on student-to-teacher ratios in schools through an association with reduced student participation. Ethnic tensions have played a major role in the drop in student enrolment, in particular through the impact of fear, making schools unsafe places to learn. As such, fear has been shown to have a significant impact on student retention. During the ethnic war, pupil retention was harmed to a greater degree because many households' sources of income were lost. Ethnic conflict significantly contributes to poor completion rates in education through high dropout rates, repetition of school years, decreased attendance rates, and wastage (Wachira, 2015).

2. The Context: Gedeo and Guji zones

Gedeo and Guji are adjacent zones. Their ethnic groups inhabit two neighboring regions of Ethiopia (Gedeo originating from SNNPR and Guji from Oromia). The Guji, an Oromo sub-group, live in the southern part of Ethiopia, mostly in the Oromia Regional State's Borana and Guji Administrative Zones. Guji and Borana form the cradle of the Oromo place of origin and the reservoir of Oromo culture, according to Oromo oral history, myths of pilgrimage centers, and written records (Legesse 1973). The Gedeo are one of the 56 ethnic groups that form Ethiopia's new federal structure's Southern Nations, Nationalities, and Peoples' Region (SNNPR; Kiphee 2002). While the Gedeo live in the Borena and Guji Zones, there are also large numbers of Guji in the Gedeo Zone (CSA, 2007). Most of the Guji who live in areas adjacent to the Gedeo are bilingual, speaking both Afan Oromo and Gede'uffa, while Afan Oromo is the more widely spoken language. Despite their close geographic proximity and cultural similarities, the two parties are distrustful of each other and relations are strained as a result of their recent unprecedented violent conflict. The Gedeo–Guji clashes, which began in 2018, have resulted in around 800,000 people, mostly ethnic Gedeos, fleeing their homes. This represents displacement of a greater number and in a shorter period of time than during Myanmar's more widely publicized crisis in 2017.

3. Method of Study

The study employs a descriptive survey, facilitating the summarizing and organization of data (Mugenda and Mugenda 2008). This approach aids in the description of the current situation without the use of variables (Kothari, 2004). Researchers often use descriptive case study

templates to collect valuable data across a relatively small geographic area and to solicit public opinion on societal issues. This research design was used to learn about people's perspectives on educational waste in schools resulting from the Gedeo-Guji conflict.

The study's target population is 13 public schools in the Gedeo and West Guji Zones that have been affected by inter-ethnic conflict. There are 150 teachers on the staff, as well as the parents of 11,837 students. Purposive sampling was used to select six of the thirteen public schools in the Gedeo and West Guji Zones to participate in the study. The aim was to find six schools in the study areas that had been negatively impacted by ethnic conflicts. Each selected school's respondents were divided into four groups: school directors, teachers, students, and community members. Using simple random sampling, we selected 125 teachers and 98 parents. We used purposive sampling to select the school principals and community leaders because they oversee their respective schools, are familiar with the education system productivity and waste and are mindful of the impact of ethnic conflict on their job assignments.

Primary data were gathered using a questionnaire due to the practicality, applicability to the research issue, and population size, this was deemed most convenient and affordable (Denscombe, 2008). To gather responses from teachers and parents, open-ended and closed-ended questionnaires were produced to be self-administered by participants. Many questions had yes/no answers, while others used a five-point Likert scale ranging from strong disagreement to strong agreement. Open-ended questions then allowed participants to give opinions in their own voice. Observation checklists and field notes were also used to gather data on the current state of schools that had been destroyed during the conflict. We held focus group discussions (FGDs) to collect detailed information from 6 groups (comprising 1 principal, 1 member of the Parent Students and Teachers Assembly (PSTA), 1 representative of the Kebele Education and Training Board (KETB), 1 cluster supervisor, and 1 expert from the respective woreda), one group representing each of the six selected schools. We also conducted key informant interviews with *Kebele* and school management, specifically the 6 school principals, 2 KETB members, 2 PSTA representatives, 2 *Kebele* administrators, and 2 education experts from the two zones.

Members of Dilla University's Institute of Educational Studies and Research evaluated the material validity of the selected research instruments. We also conducted a pilot study with 10% of the

respondents, as suggested by Kothari (2004), after which the instruments were tweaked to maximize their material validity.

Prior to commencing the research, approval was obtained from our university and also permission was obtained from the local authorities in the study area. We also obtained permission from the school heads and clarified the aims of the study and the data collection methods. Respect for participants, informed consent, anonymity, secrecy, and confidentiality were all upheld throughout the study (Kothari, 2004), and participants were assured that participation was entirely voluntary. Participants were informed of their right to withdraw consent at any time, and that their information would be kept confidential and not be disclosed to any third party. With the assistance of data collectors, the questionnaire was distributed to teachers at the selected primary schools.

4. Results and Discussion

4.1 General Characteristics of the Respondents

This section briefly summarizes the general characteristics of the study participants. Age, sex, education, and length of stay or work in the region in years are given in Table 1 (See Annex 1). The majority of teachers and parents were male and between the ages of 25 and 35. They had lived or worked in the region for at least 6 years. The majority of teachers had a diploma, while parents had different levels of education. The diversity of the respondents' ethnic backgrounds was deemed to be good enough to reflect the populations of the studied conflict-affected areas.

4.2 Public perception of the Conflict

In this section, we discuss the background to the conflict between the Gedeo-Guji groups, as well as possible causes and their perceptions of the conflict.

Table 1: Respondents' perception of the presence of conflict

Response	Teachers		Parents		Total	
	Observation	%	Observation	%	Observation	%
Yes	115	92	89	90.82	204	91.48
No	10	8	12	9.14	22	9.87
Total	125	100	98	100	223	100

Source: Field Survey

Study results showed that there have been chronic inter-ethnic conflicts among Gedeo and West Guji Zones, with many teachers and parents replying “Yes” to the question “*Do you think there is inter-ethnic conflict among the two communities?*”

Participants in the focus groups and key informant interviews agreed that there had been regular inter-ethnic tensions between the two populations. They explained in their responses that there are many Gedeos who live in and around West Guji's borderland, as well as Guji Oromo residents who live in Gedeo region. This reflects many years of contact between the two cultures. They also conveyed that for the past 50 years, Gedeo-Guji conflicts have occurred with varying intervals. During these years, they described recurring and dynamic conflicts resulting in significant deaths, displacements, and property loss for the inhabitants. The expression of one of the FGD participants when talking about the present conflicts is given as follows.

To the best of my knowledge, it's been long years since it started. To be specific, it started in 1968. Since then, it has been occurring for about four or five times; such as 1968, 1995, 1998, 2018, and 2019. Throughout these times, the pattern and the reasons for the conflicts were dynamic and varied by itself. Sometimes its reason may be ethnic-based and sometimes it may also be resource-based conflict. Physical contact of the ethnic boundaries may be one of the other causes for the conflict.¹

The next question raised asked was “*Are you interested to continue living/working in this area anymore?*” We present their responses in Table 3.

Table 2: Respondents’ interest in living/working in the area

<i>Are you interested to continue living/working in this area anymore?</i>	Teachers				Parents			
	Yes		No		Yes		No	
	No	%	No	%	No	%	No	%
<25 years old	6	4.8	3	2.4	2	2.04	8	8.16
25-35 years old	5	4	5	4	4	4.08	10	10.20
36-45 years old	20	16	5	4	10	10.20	25	25.51
46-55 years old	44	35.2	7	5.6	10	10.20	10	10.20
56 and above	23	18.4	7	5.6	13	13.27	6	6.12
Total	98	78.4	27	21.6	39	39.80	59	60.20

Source: Field Survey

¹ Authors’ Focus Group Discussion conducted on May 30, 2019

The majority of parent respondents said they would like to continue live and work in the area, whereas more than half of the teachers responded that they were not interested in living and working in the area. Respondents' intention to remain and work in the region also differed between the two groups based on age range, with over three-quarters of teachers who answered "Yes" being 35 years old or older (Table 3). In this regard, a school director gave this opinion:

Ethnic conflicts, in any case, result in education waste by reducing teachers' desire to remain at their work sites. In the case of our school, all of the teachers have left their homes. Instead, they relocated to a neighboring town for security reasons. This created threats among our school's teachers and other administrative personnel.²

Focus group discussions revealed that most of the people who live in the Gedeo-Guji borderlands had relationships with each other lasting several years through marriage and other social institutions. Taking this into consideration, they did not want to jeopardize these relationships by relocating their families as a result of the dispute, preferring to minimize the problems by remaining in their original residence. One interviewee commented on his perceptions of social ties between the two ethnic groups.

I am aware that the cultures of both ethnic groups have coexisted for a long time, even though there have been differences at times. The communities have a good and long-standing relationship. I believe that we should not be without this relationship that has already been established through marriage, language, and other types of communal life. We don't deserve conflict simply because we are socially and culturally interconnected societies. This is detrimental to our children's education. Rather than attempting to relocate conflict-affected individuals' households, coping measures should be pursued.³

Responses to the open-ended question “What do you think are the main causes of conflict occurring among these two communities?” from teachers and parents are given in Table 4.

Table 3: Perceptions on the Causes of Conflict

Causes of conflict	Teachers		Parents		Total	
	No	%	No	%	No	%
Language Contacts	12	9.6	6	6.12	18	8.07

² Authors' Key Informant Interview conducted on May 21, 2019

³ Authors' Key Informant Interview conducted on May 24, 2019

Physical Contacts	36	28.8	26	26.53	62	27.80
Unfair Distribution of Resources	49	39.2	34	34.69	83	37.22
Lack of Good Governance	18	14.4	25	25.51	43	19.28
Others	10	8	7	7.14	17	7.62
Total	125	100	98	100	223	100

Source: Field Survey

The same question was posed to main informant interviewees and FGD participants. The lack of good governance, the unequal distribution of resources, the unequal use of instructional languages due to differing ethnic language backgrounds, the unequal implementation of the law, government delays in responding to identity claims, and physical contact of ethnic boundaries were all mentioned as possible root causes for the conflict. An FGD participant stated the following about the cause of the conflict:

Inhabitants of the two groups who live along the geographical borderlands of the Gedeo and West Guji Zones speak two languages. Gedeuffa and Afaan Oromo are the languages, and they are also used as instructional languages in schools in their respective zones. Children who live and learn outside of their ethnic communities, on the other hand, often face instructional difficulties because the classroom instructions are delivered in their non-native languages. Such irritations are experienced by communities on both sides. This, I believe, is one of the causes of the conflict.⁴

Opinions collected during key informant interviewees suggested the existence of unseen hands steering the conflict and disturbance of the security, wellbeing, and social cohesion of the interrelated communities to accomplish a hidden agenda, as follows.

Since these two ethnic groups have long-standing relationships, I have no objections to their common good and social harmony. However, I believe that there are a small number of people who would like to benefit from the differences between these two socially integrated ethnic groups. Their secret businesses may include political squabbles, robberies, and personal vengeance, among other things. These people must be found, and they must make amends through legal authorities and the communities themselves.⁵

⁴ Authors' Focus Group Discussion conducted on May 28, 2019

⁵ Authors' Key Informant Interview conducted on May 22, 2019

The evidence presented above revealed that the local communities experience frequent conflict and associated inconveniences due to this recurring conflict among the two communities. It was also stated that language and physical contacts, unfair distribution and utilization of communal resources, and lack of good governance and delay of government responses for public questions are prominent causes of the conflict among the two communities. It was also mentioned that the conflicting communities are not to be blamed for the context, but rather some individuals who rely on the conflicts for their hidden agenda.

4. 3 Education Wastage

When there is disagreement among the communities, it creates inconveniences for the development sectors' services, in turn magnifying the negative impact of the conflict led crisis on the holistic development of the two communities. To investigate the magnitude of education wastage due to the conflict, we asked the respondents a whether or not the conflict affects education services and we present their responses as follows.

Since April 2018, continued insecurity and localized conflict between communities in Ethiopia's Gedeo Zone (SNNPR) and West Guji Zone (Oromia Region) have led to the rapid displacement of nearly 960,000 people. They have lost assets, livelihoods disrupted and basic services and infrastructure damaged. Now August, the violence and unpredictability of the situation continues to drive communities from their lands and prevents those uprooted from being able to safely return home (p.3).

Responses taken from key informant interviewees were in agreement that conflict affects education in multiple different ways. One FGD participant reflected his perception of this:

Yes. Conflict affects students learning. In the absence of a peaceful and conducive learning environment, they may not go to school at all. Schools will be destroyed or damaged. Societal and economic crises may occur following the conflict.⁶

Another key informant also reflected how ethnic conflicts affect education and public services:

When ethnic conflicts occur, humans can face difficulties. In addition, infrastructure and service institutions (schools, health centers, etc.) may be destroyed, and their property may be stolen. Following this, service institutions will

⁶ Authors' Focus Group Discussion conducted on May 28, 2019

be required to cease providing their regular services. Children's freedom of movement can be harmed by ethnic conflicts.⁷

FGD participant and key informant interviewee responses also support the above viewpoints. Participants explained that there is interruption of teaching and learning activities during a conflict; teachers and other employees refrain from being in their workplace; and the student dropout rate increases. We asked the respondents to reflect on their perceptions on the extent to which conflict affects education, and these responses are given in Table 5.

Table 4: Perceptions on the influence of conflict on education

Affect	Teachers		Parents		Total	
	No	%	No	%	No	%
Low	12	10	6	6	18	8.1
Medium	36	29	26	27	62	27.8
High	59	47	41	42	100	44.8
Very high	18	14	25	26	43	19.3
Total	125	100	98	100	223	100

Source: Field Survey

The extent to which conflict affects education was rated by teachers and parents, with more than half the teachers giving the response “high” or “very high” while less than half of parents gave this response. Table 5 shows that more than half of the respondents perceived that ethnic conflict are hinders the effective implementation of education services in conflict-affected areas.

Table 5: Effects of Conflict on Education

Effects of Conflicts	Teachers		Parents	
	No	%	No	%
Teachers Turnover	2	1.60	3	3.06
Property loss	36	28.80	28	28.57
Absenteeism	27	21.60	23	23.47
Time wastage	46	36.80	39	39.80
Increase of Dropout rate	7	5.60	1	1.02
Closing of Schools	0	0.00	0	0.00
Occupied Schools by IDPs	5	4.00	3	3.06
Others	2	1.60	1	1.02
Total	125	100	98	100

⁷ Autors’ Key informant Interview conducted on May 21, 2019

Source: Field Survey

Table 6 shows that the majority of respondents reported the primary effects of conflict on education to be property loss, absenteeism, and wastage of regular learning time. A respondent evaluated the magnitude of education wastage in interview as follows:

I believe that the recent ethnic violence has culminated in a significant crisis. Because of localized conflict between the Gedeo and West Guji populations, nearly a million households were displaced. The dispute had ramifications for all communities in the two zones. It shifted them between the two areas. The host neighborhoods, churches, schools, health stations, and other public services were overburdened with displaced families during the year. Because of the conflict, children were forced to stop their daily learning routines, and every development sector was disrupted.⁸

The results of the study revealed that when ethnic conflicts arise frequently among certain groups, the development sector and, in particular the delivery of education services, cannot run smoothly. Conflicts were reported as resulting in loss of livelihood and in jeopardizing society's social and economic basis. Furthermore, educational needs evolve, and various obstacles to education for girls and boys arise or become more apparent (GPE, 2017). We surveyed teachers and parents to determine the extent of educational waste. Teachers and parents were asked to quantify the magnitude of education wastage caused by ethnic conflicts using the seven items listed in Table 7 (see Annex 2). Six of the seven items yielded results indicating that disputes affect education waste. The exception was teacher turnover, where the majority of participants did not agree that this arose due to conflict.

Participants were asked whether they believed that during the conflicts, schools and their assets were damaged or stolen. As shown in Table 7, a third of the teacher respondents agreed that schools and school property were vulnerable to harm and theft during the conflicts.

Figure 1: One of conflict-affected schools (Buno Primary School, Chelelektu Woreda)



(Source: Field observation by researchers, May 21/2019)

FGD participants and key interviewees commented regarding the damage and theft of schools and school properties. One zonal education expert interviewee reflected his observations thus:

During the recent conflict between the two communities, they damaged 49 schools; fully destroyed 9 schools from both Gedeo and West Guji zones. Among these fully destroyed ones, 5 schools continued their teaching-learning activities using temporarily built classrooms and the rest ones are still closed. In addition, they stole properties from over 100 schools.⁹

When asked whether they agreed with the statement that children tend not to attend school during times of conflict, more than half of the teacher respondents agreed that children avoid going to school when there is a conflict, while only about a third of parent respondents agreed (Table 7). In terms of school safety and security, FGD participants and interviewees shared their perspectives. One of the interviewees, a zonal education specialist, expressed his thoughts as follows:

A peaceful and conducive environment is very important for education. Our children may be apprehensive about attending a school where stability, protection, and security are not guaranteed. During the conflict, even parents refuse to send their children to schools. These are the kinds of stuff we saw during the recent conflict between the two nations.¹⁰

As shown in the 4th item in Table 7, more than half of the teacher respondents agreed that ethnic tensions influenced the learning environment, and around the same number of parent respondents agreed. The 5th item in Table 7 shows that both parent and teacher respondents agreed that ethnic conflict has a minor impact on teacher stability at their workplace. Item 6 referred to the contribution of ethnic conflict to the area's poor educational performance and quality, and again

⁹ Author's Key Informant Interview conducted on May 23, 2019

¹⁰ Author's Key Informant Interview (May 22, 2019)

participant responses indicated that ethnic conflicts resulted in decreased efficiency and quality of education in the area. An interviewee from the zonal education department commented on the effect of conflict on the efficiency and quality of the education system:

As a result of the tension between the two groups, a large number of children dropped out of school. Data on the exact number of school dropouts has yet to be collected. Education was almost completely abandoned. This is due to the high priority given to responding to IDPs' emergency situations. Humanitarian organizations were busy meeting the displaced communities' basic needs (food, shelter, and clean water). The only reason education-related community needs were not given priority is because of this.¹¹

Education was less prioritized in the conflict-affected areas based on the Joint Education Need Assessment document the UNHCR conducted which also helps triangulate the results.

The education sector in this conflict was a priority because displacement occurred during school holidays. However, with the school set to begin in mid-September, the situation is critical for both IDP children and host community children. With many schools damaged and destroyed in conflict, and a much larger number of schools collective shelters by IDPs, there is a need to move quickly to assist voluntary return of IDPs potentially combined with a solution offering an alternate location for IDPs who do not wish to return immediately. This is a major priority for both the government and the international community (Hellge, 2018:3). 0925975539

The final statement in Table 7 was presented to see whether participants felt that because of the recurrence of conflicts, new teachers were being deterred from coming to the city. Both teacher and parent respondents strongly agreed that the dispute was a reality shock for new teachers coming to the area to work. Interviewees and FGD participants responded to the question "What are the current needs of the IDPs and their families in terms of education?". Responses described the needs of target groups in the two communities, outlining that IDP communities need temporary shelters and classrooms, as well as catch-up and make-up classes, educational materials, and other basic services. One of the FGD participants, a woreda education expert, expressed the following observation about the community's needs:

The Ethiopian government is returning IDPs to their original homes. However, the majority of their primary residences are not in the same condition as before. During the conflict, some of their houses and properties were lost or damaged. This makes resettling IDPs and their families extremely difficult. Since their families returned

¹¹ Authors' Key Informant Interview (May 21, 2019)

with empty pockets to their former homes, children used to go without food and educational materials. They will need on-going assistance before they are able to re-establish themselves financially and mentally..¹²

An interviewee, a zonal education expert, gave the observation below:

Teachers working with conflict-affected populations in the two zones, in my experience, are afraid to stay at school and are unable to help students from diverse backgrounds. Being put as a teacher in those conflict-affected areas may make them feel like a victim. They are in desperate need of psychosocial training and assistance. Otherwise, I would venture to suggest that they are unable to assist their students in an emergency.¹³

5. Conclusion

This study found evidence of recurring inter-ethnic conflict in the region. Much of the sample what participated expressed that they were aware of the area's frequent conflicts. Consequently, the study showed that the local population acknowledges that they have suffered a variety of inconveniences as a result of the frequent conflict between the two communities. One of the causes of this conflict is the shared use of local languages as a medium of instruction. The recurrence of the conflict is also prompted or exacerbated by a lack of good governance, an unfair distribution of resources, discriminatory use of instructional languages, inconsistent implementation of the laws, inconsistencies in government responses to identity claims, and physical contact between ethnic groups. Further, it was suspected that clandestine influencers were steering the conflict and helping to maintain the disruption of the interconnected societies' welfare, well-being, and social stability to promote their secret agenda.

Participants reported that the study area had experienced significant disruptions to school operation, such as teachers and other staff refusing to go to work. The conflicts have resulted in educational losses in terms of decreases in teachers' desire to live and work in the area, property losses, loss of a conducive learning environment, loss of efficiency of the education system, and loss of psycho-social stability in the community. To meet the needs of society, and of learners in particular, we highlight the need to foster a safe and conducive learning environment. As direct critical recommendations following this analysis, we promote the need for developing targeted

¹² Authors' FGD (May 30, 2019)

¹³ Authors' Key Informant Interview (May 24, 2019)

strategies and ensuring a healthy learning environment. Local, national, and foreign actors must work together to create and maintain a healthy and safe learning atmosphere for children. It is also recommended that Accelerated Learning Programs (ALPs) should be implemented where regular classroom time has been interrupted due to conflict. Finally, these findings have emphasized the need for further empirical studies in the study area to fully characterize the economic impact of conflict.

Acronyms

ALP	Accelerated Learning Programs
EFA	Education for All
FGD	Focus Group Discussion
IDP	Internally Displaced Persons
KETB	Kebele Education and Training Board
PSTA	Parents, Students and Teachers Association
SDGs	Sustainable Development Goals
SNNPR	Southern Nations Nationalities and Peoples' Region
SSA	Sub-Saharan Africa
UNESCO	United Nation Educational Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

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Disclosure Statement

No potential conflict of interest was reported by the author(s).

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Annex 1

Table 6: General Characteristics of the Respondents

<i>Variables</i>		<i>Teachers</i>		<i>Parents</i>		<i>Total</i>	
		<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
<i>Age</i>	<25	22	17.60	5	5.10	27	12.11
	25-35	70	56.00	89	90.82	159	71.30
	36-45	29	23.20	2	2.04	31	13.90
	46-55	4	3.20	2	2.04	6	2.69
	<i>Total</i>	125	100.00	98	100.00	223	100.00
<i>Sex</i>	<i>Male</i>	92	73.60	93	94.90	185	82.96
	<i>Female</i>	33	26.40	5	5.10	38	17.04
	<i>Total</i>	125	100.00	98	100.00	223	100.00
<i>Education</i>	<i>Certificate</i>	46	36.80	6	6.12	52	23.32
	<i>Diploma</i>	65	52.00	3	3.06	68	30.49
	<i>BA/BED/BSC</i>	14	11.20	2	2.04	16	7.17
	<i>Other</i>	0	0.00	87	88.78	87	39.01
	<i>Total</i>	125	100.00	98	100.00	223	100.00
<i>Duration of stay in the area</i>	<1 year	9	7.20	2	2.04	11	4.93
	1-5 years	8	6.40	8	8.16	16	7.17
	6-10 years	85	68.00	17	17.35	102	45.74
	>10 years	23	18.40	71	72.45	94	42.15
	<i>Total</i>	125	100.00	98	100.00	223	100.00

Source: Field Survey

Annex 2

Table 7: The Magnitude of Educational Wastage

Statements	Groups	No	Responses					Mean	Mode
			1	2	3	4	5		
			No (%)	No (%)	No (%)	No (%)	No (%)		
Teachers are not interested to work in conflict-affected areas	Teachers	125	10 (8)	13 (10.4)	10 (8)	43 (34.4)	49 (39.2)	3.86	5
	Parents	98	31 (31.63)	12 (12.24)	8 (8.16)	36 (36.73)	11 (11.22)	2.84	4
Schools and their properties were exposed to damage and theft during the conflicts.	Teachers	125	5 (4)	9 (7.2)	12 (9.6)	17 (13.6)	82 (65.6)	4.30	5
	Parents	98	15 (15.31)	8 (8.16)	6 (6.12)	34 (34.69)	35 (35.71)	3.67	5
Children refrain from going to school during conflict occurrences.	Teachers	125	36 (28.8)	26 (20.8)	5 (4)	38 (30.4)	20 (16)	2.84	4
	Parents	98	6 (6.12)	7 (7.14)	7 (7.14)	39 (39.80)	39 (39.80)	4.00	4.5
Ethnic conflicts affected the learning environment	Teachers	125	25 (20)	24 (19.2)	8 (6.4)	36 (28.8)	32 (25.6)	3.21	4
	Parents	98	7 (7.14)	15 (15.31)	22 (22.45)	38 (38.78)	16 (16.33)	3.42	4
Teacher turnover increased where ethnic conflict recurred.	Teachers	125	36 (28.8)	24 (19.2)	23 (18.4)	21 (16.8)	21 (16.8)	2.74	1
	Parents	98	19 (19.39)	26 (26.53)	15 (15.31)	24 (24.49)	14 (14.29)	2.88	2
Ethnic conflicts resulted in low efficiency and	Teachers	125	15 (12)	26 (20.8)	9 (7.2)	46 (36.8)	29 (23.2)	3.38	4
	Parents	98	5 (5.10)	7 (7.14)	7 (7.14)	37 (37.76)	42 (42.86)	4.06	5

quality of education in the area.									
New teachers refrain from coming to the area because of the recurrence of conflicts.	Teachers	125	12 (9.6)	24 (19.2)	14 (11.2)	42 (33.6)	33 (26.4)	3.48	4
	Parents	98	2 (2.04)	22 (22.45)	15 (15.31)	23 (23.47)	36 (36.73)	3.70	5

Key: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

Source: Field Survey





April 4, 2022

To Whom It May Concern,

This letter certifies that Mahyudin Ritonga successfully completed a peer-review report for an article under publication consideration by Common Ground Research Networks. We express gratitude for Mahyudin Ritonga's contribution to the peer-review process. Mahyudin Ritonga's expertise as a reviewer has enriched the value of *The Learner Journal Collection*.

This peer-review report was verified on 4/4/2022. We have certified that Mahyudin Ritonga's report is complete and that it satisfies the requirements of our evaluation rubric. Our approach to peer review seeks to be inclusive, founded on the most rigorous and merit-based two-way anonymous peer-review processes. Common Ground Research Networks takes intellectual integrity seriously. The publisher, editors, reviewers, and authors all agree upon a standard of expected ethical behavior, which is based on the Committee on Publication Ethics (COPE) Core Practices. Our policy can be viewed here: <https://cgnetworks.org/journals/publication-ethics>.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'P. Kalantzis-Cope'.

Dr. Phillip Kalantzis-Cope
Chief Social Scientist
Common Ground Research Networks



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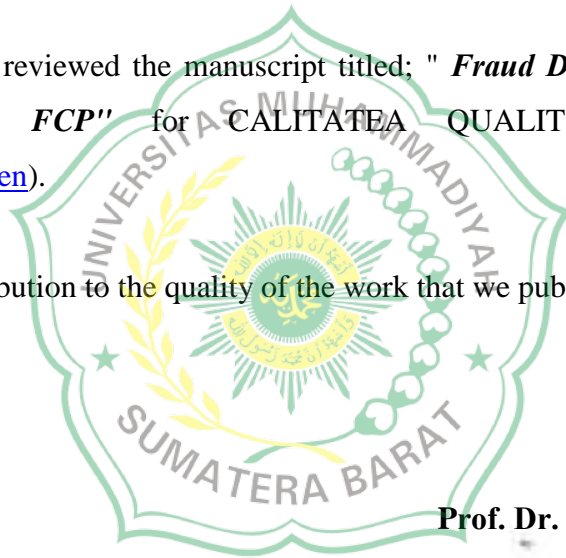
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To whom this may concern,

Mahyudin Ritonga has reviewed the manuscript titled; "*Fraud Deterrence : The Management's Intention In Using FCP*" for CALITATEA QUALITY ACCESS TO SUCCESS (<http://www.calitatea.ro/en/>).

We appreciate his contribution to the quality of the work that we publish.

Kind regards.



Prof. Dr. İsmail Hakkı MİRİCİ

A handwritten signature in black ink, appearing to read 'İsmail Hakkı Mirici', is written over a light-colored rectangular stamp or background.

Editor-in-Chief
CALITATEA QUALITY ACCESS TO SUCCESS
<http://www.calitatea.ro/en/>

Date: July 10, 2022

Mahyudin Ritonga
Muhammadiyah University of West Sumatra,
INDONESIA.

Dear Sir,

APPRECIATION AS REVIEWER

The Journal of Al-Tamaddun would like to thank you for your effort and time spent to provide a review report for the article entitled: **THE DEVELOPMENT HISTORY OF THE YELLOW BOOK (KITAB KUNING) AS ISLAMIC TEXTBOOK IN INDONESIA.**

Your contribution is valuable to us in making sure the quality of the paper that we publish.

We hope that this cooperation will continue in the future.

Yours sincerely,



Prof. Dr. Mohd Roslan Mohd Nor
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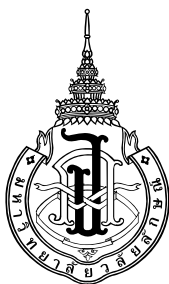
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Lina Handayani
Managing Editor



College of Graduate Studies
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Thasala, Nakhon Si Thammarat 80160
Thailand

28 February 2021

Dear Professor Mahyudin Ritonga:

The enclosed manuscript **“DESIGN AND DEVELOPMENT OF ANDROID SCIENCE APPLICATION ‘Apps STD 5’: AN ALTERNATIVE FOR MASTERING THE ENERGY CONCEPT OF SCIENCE YEAR FIVE IN NATIONAL SCHOOLS OF MALAYSIA”** has been submitted to our journal and we would be very grateful to have your comments concerning its suitability for publication.

Thank you for completing the review of the manuscript for Walailak Journal of Science and Technology (WJST). We appreciate your contribution to the quality of the work that we publish and look forward to receiving articles from you in future.

Yours sincerely,

Kosin Sirirak

(Mr. Kosin Sirirak)

Manager, Walailak Journal of Science and Technology

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Thasala, Nakhon Si Thammarat (80160), Thailand

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To whom it may concern:

This is to certify that **Mahyudin Ritonga** has completed a peer review for a research article published in the *International Review of Research in Open and Distributed Learning (IRRODL)*. IRRODL is the most widely read and cited journal in the field of open and distributed education. IRRODL employs a double-blind review process so that the names of neither the authors, nor the reviewers are revealed.

IRRODL is an open access journal that is indexed by all the major citation indexing systems. In 2020, more than 75% of IRRODL articles are cited by authors in other [Scopus](#) indexed journals. CiteScore is 4.2; SJR1.118; SNIP 1.638. IRRODL's percentile standing is 93% and it is the [highest ranked Canadian Education Journal](#) in SJR. IRRODL is also in the top 10% of most cited educational journals (86th of 1254 journals) and has an SSCI impact factor of 0.734 with a H5 index of 36 and a five-year impact factor of 1.003. The Scimago (SCOPUS) H index is 68. The ResearchGate Impact Factor is 1.35. According to [Google Scholar in 2020](#), IRRODL has a ranking of [5th among Educational Technology Journals](#) and a rank of 7th [of all Education Journals](#) (h5 index = 51; h5-median = 83). It is the only fully open access journal in the top 10.

Sincerely

Professor Rory McGreal
Editor-in-Chief, *IRRODL*



Friday, January 13, 2023

London, UK

To whom it may concern,

We are very pleased to have welcomed Dr. Mahyudin Ritonga as a Review Editor for manuscript: "E-Learning in A Jordanian Higher Education Institution." within the section *Educational Psychology* in *Frontiers in Psychology*.

They were selected for this role based on their expertise in the field, and we would like to hereby formalize their volunteer appointment.

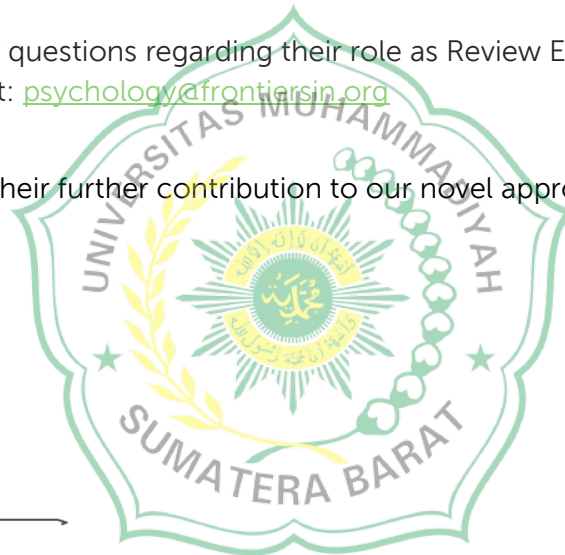
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Best regards,

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Manuscript ID: 1136142

Authors: Areen Alnemrat, Hesham Aldamen, Mutasim Al-Dealibes and Rami Alsharefeen

Journal: Frontiers in Psychology

Article type: Original Research

Submitted on: 02 Jan 2023

Edited by: Milan Kubiatko



Abstract: This study seeks to understand the current level of e-learning and to investigate the challenges to the successful implementation of e-learning at a major Jordanian higher education institution from the perspectives of faculty members. Analyses of emailed survey data from 157 faculty members showed that the level of faculty knowledge of e-learning was good (M = 3.049) on the 4-point Likert scale. The usage of e-learning by the faculty members was often (M = 3.640) on the 5-point Likert scale. Ratings of the policy and support barriers indicated that Yarmouk University faculty members benefit from the technical support that their departments offer to implement e-learning, but the overall responses to the policy and support barriers were undecided (M = 3.567). Also, overall Yarmouk University faculty members' responses to the infrastructure and resources barriers were undecided (3.482). Attitude item responses showed that Yarmouk University faculty members have positive attitudes and a willingness to implement e-learning in their teaching (M = 3.913). Also, responses showed a degree of satisfaction of faculty members with the development plans and strategies associated with e-learning (M = 3.668). They showed that they did not have obstacles in preparation and development and that they benefited from their plans and strategies. The results showed that there were no differences between males and females on e-learning knowledge, usage, and barriers.

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Journal: Frontiers in Psychology, section Educational Psychology
Article type: Original Research
Submitted on: 02 Jan 2023
Edited by: Milan Kubiakto



Dear Dr. Mahyudin Ritonga,

Thank you for your email. Please find attached a copy of your review editor certificate. If you have any further questions, please don't hesitate to contact me.

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