

Constructivist Didactics Of Leadership Management In The Covid 19 Pandemic Era To Improve Work Communication In Educational Institution

Zahdi¹, Sulthan Syahril², Subandi², Ida Umami², Siti Patimah², Koderi²

¹Student of Postgraduate Doctoral Program UIN Raden Intan Lampung Indonesia

²Lectures of Doctoral Program UIN Raden Intan Lampung Indonesia

*Corresponding Author:

Email: artemiloveyousufi@gmail.com

Abstract.

World Bank mentioned that the COVID-19 pandemic is threatening and has great potential to make education worse. The pandemic has had a huge impact on education by closing schools. However, in overcoming this disruption, crises can become opportunities. The first step to successfully addressing school closures by protecting health and safety is to prevent students from losing their learning using distance learning. At the same time, countries need to start planning for school reopening. That means preventing dropouts, ensuring healthy school conditions, and using new techniques to promote rapid learning recovery in key areas once students return to school. The purpose of this study was to analyze the leadership management in the COVID-19 pandemic era to improve workplace communication. This study used the qualitative case study method. The instruments used were observation, interview, and documentation.

Keywords : Management, Leadership, Covid 19 Pandemic, Improve, Work Communication

I. INTRODUCTION

In December 2019, collective pneumonia emerged in South China in Wuhan, Hubei Province, China [1]. The National Health Commission sent experts to Wuhan to investigate. The new corona virus (hereinafter referred to as COVID-19 for Coronavirus Disease 19) was detected at the Virology Laboratory, Chinese Center for Disease Control and Prevention on 7 January 2020 [2]. The number of patients with pneumonia has skyrocketed and has spread across China, accidentally being exported internationally. Coronavirus disease (COVID-19) is shaking the world. The big event triggered by this infectious disease is beyond the predictions of many circles. Even among practitioners and experts in the field of crisis management. Now, all sectors are affected, including education, even worship, and social life. Schools are required to provide minimum standard services to their stakeholders amidst Work From Home (WFH) and Large-Scale Social Restrictions.[3] This is where a principal plays a significant role in maintaining good leadership in a crisis situation. Principals are required to implement “crisis management” namely the process of preparing and managing emergency or unforeseen situations that affect students, teachers, staff, and stakeholders. This is an important component of Public Relations (PR). This differs from risk management, which requires the principal to assess potential threats and find the best way to avoid them. In crisis management, this threat has already occurred and must be faced.

The threats or crises faced today are not necessarily bad for schools. On the other hand, crises can motivate schools to be better in the future. For example, many schools have ultimately undertaken digital transformation by using web-based applications to facilitate the learning process, meetings, and managerial coordination when working from home. For example, academic leaders across the United States responded by moving educational activity online. The decision to use distance learning is made quickly, especially by institutions operating a shared leadership model with greater agility, innovation, and collaboration. In the previous study, there were three best leadership practices for navigating unexpected adaptive challenges such as those posed by the coronavirus pandemic. First, by implementing servant leadership which emphasizes empowerment, involvement, and collaboration. This means academic leaders with emotional intelligence and emotional stability must place the interests of others above their own. Second, academic leaders must distribute leadership responsibility to a network of teams throughout the organization to improve the quality of decisions made in crisis resolution. Third, leaders must communicate clearly and frequently to all

stakeholders through various communication channels.[4]

On the other hand, in highlighting the specific problems of health literacy in the midst of the COVID-19 crisis, they took this opportunity to highlight the importance of individual, community, and population health literacy, in which they are not only in a "pandemic" but also in an "infodemic". Health literacy is more important than ever in facing this global health threat, which has impacted outcomes across all levels of the socio-ecological model (SEM), including individual health behavior, family relationships, organizational behavior, country policymaking, national mortality statistics, and the international economy in a span of weeks. They seek to tie interdisciplinary threads guided by two principles. The first was to define health literacy as an essential skill and situational resource required for people to find, understand, communicate, and use information and services in various forms in various settings throughout their lives to promote health and well-being. The second was the idea that increasing health literacy in populations and systems is essential to achieving health equality. Greater understanding, appreciation, and application of health literacy can support policy action at multiple levels to address major public health challenges. Health literacy should be developed deliberately as a population resource and asset.[5]

To address the gap from the previous study, this study highlighted the leadership process of a principal in implementing crisis management during the coronavirus pandemic in educational institutions. Crisis management passes through several stages, namely (1) Before the Crisis; (2) During the Crisis; (3) After the Crisis.[6] Why is the study conducted in educational institutions? Because educational institutions are places for prospective leaders of the umma and nation who are intelligent, memorize God's words, have good character, have broad insight, have international achievements, master technology, and always hold fast to the guidance of God Almighty.[7] With this vision and mission, the leadership of the principal will be tested to prepare and manage emergency situations due to COVID-19 and find out how the process works and ensure that activities to achieve this vision and mission can be successful

Chapter 2 Theoretical Basis

Meta Leadership and the Great Role of Leader

Reflecting on the events that occurred, how does a leader communicate a crisis situation to the public? When a crisis situation was declared, it would inevitably be panicking the public. This is where the importance of a leader and communication that must be built to deal with the crisis that hit., "Many acceptable conventional public relations tactics do not contribute to managing the crisis well. The current public crisis mindset must be replaced one of which is to allow managers to practice public relations. " As a student of JE Grunig at the University of Maryland, Marra placed the theory on the theory of excellence in public relations (PR). "Although the study of excellence does not specifically address crises by PR, much of the literature review and findings are applicable to developing theories in crises." To be excellent, Marra believed that the crisis faced by PR must be strategic, have a two-way symmetrical focus, have the authority to act quickly and that senior PR practitioners must be members of the dominant coalition and report directly to the chief executive officer.

The crisis threatens the physical system of an organization. In order to incorporate crisis communication into a more strategic framework, a number of researchers categorized this function as crisis management and defined it as a systematic attempt to avoid organizational crises or to manage crises occurred. To achieve this, the organization implements a crisis management plan which consists of thought processes and steps to anticipate the complex nature of crises. This includes the appointment of a crisis team, a communication process, a stakeholder assessment, media relations initiatives, and a post-crisis evaluation. Leadership is about coping with change, setting direction, aligning people, motivating and inspiring - keeping people moving in the right direction, although major barriers to change often arise when linked to human needs, values, and emotions. For organizations, leadership is often considered the most critical factor in determining overall success or failure. "Excellent leaders provide vision and direction for the organization, create order out of chaos." During a crisis, organizational leaders become a catalyst for success or a cause for failure. The crisis is uncertainty and fear. Leadership is anticipation, vision, flexibility, and empowerment. Crisis leadership is therefore the ability of senior managers to provide vision and direction during times of

change and uncertainty. During times of crisis, the Mayor of New York, Rudy Giuliani, reinforced the organization to survive and become stronger: disrupted, but firm and determined to shape the future rather than just adapt it.

Meta leadership and its application for hospitals in Indonesia are the main topics. Based on the meta leadership concept, there are three dimensions of leadership that can be used during the COVID-19 pandemic.

1. First, the character of the leader (the person). Meta leaders are based on personality and the reasons why they lead an organization. Leaders of course must be able to influence others to increase organizational performance. Leaders are able to support people who follow, have emotional intelligence, and are motivated because strong leaders are expected to rise from adversity.
2. Second, the situation or the ability to see the existing problem situation and solve it. At this point, the learning function is to solve problems, namely by understanding these problems.
3. Third, the connectivity where meta leaders have the ability to combine knowledge, motivation, and abilities strategically to form a unity of efforts and initiatives. This connectivity includes leading to subordinates, to superiors, within the organization, as well as to those within and outside the organization.

COVID-19 hit the whole world, including Indonesia. The health system stuttered. The hospital is experiencing a crisis including a financial crisis affecting the doctors and health workers. The Health Office is having a difficult time controlling and monitoring the spread of COVID-19. Health universities with various weaknesses are trying to change the teaching system to be internet-based.

Leaders of health institutions must be able to respond to the crisis with good leadership in order to survive the pandemic and continue to grow. There were several purposes of this study namely, first, to understand the importance of institutional leadership during a pandemic. Second, to understand the concept of meta-leadership that can be used in the COVID-19 pandemic. Third, to use existing knowledge to develop business continuity and possibly revise the institutional strategic plan.[8]

Effective Leadership Communication During Crisis

The basic elements of communication should not be viewed as planned, delivered, and then completed activities. Communication is a process to achieve mutual understanding, in which communicators and audiences create, share, and exchange thoughts, opinions, and information. Effective communication requires an understanding of the communicator, audience, goals, messages, and the most effective ways to achieve the desired results. It is a two-way activity, listening to the audience and acknowledging concerns. Good, correct, and integrated communication into every stage of crisis and emergency response can reduce the fear of suffering and death. Being able to communicate effectively is an essential part of a leader.

Targets and Objects of Communication and Concerns

Actually, what do the public, media, or other stakeholders, such as businesses, NGOs, religious organizations, want to know first in case of a crisis? For community groups, the questions that often arise, am I safe? Is my family safe? What has been found that could affect me? What can I do to protect myself and my family? Who or what caused this? Can it be fixed? For media groups, what happened? Has it been resolved? Who is responsible? Do people need help? What can one expect? What should we do? For other stakeholder groups, how will my group be affected? What resources will we have to mobilize and ensure the safety of our members? What roles can be assigned and how does this affect our group? It is a good idea to seek input from representatives of different audiences. They can keep up to date on changing concerns, information needs, and priorities of their group. Coordinating and collaborating with other credible sources will help elicit key messages with greater effectiveness. For example, consider involving representatives from groups such as youth, religion, labor, business, and indigenous peoples. Finally, be aware of broader social, cultural, economic, or political considerations that could influence communication with the audience. Identify the audience and try to put in their place.

Purpose of communication

During crises and emergencies, the main concerns are physical health and safety, access to essential food and services, the ability to go to work and have enough money. Public concerns must always be addressed when developing key communication objectives and messages. Some of the communication purposes during a crisis, for example, are ensuring that people have enough food, water, and medical care, preventing public panic when there is a high mortality rate, making important messages repeatedly such as keeping distance, washing hands frequently, people who are sick must stay at home and not going to work or school. As a leader, the most important communication purposes are to do the following:

1. Sharing important information about specific problems and dangers facing the audience.
2. Giving reassurance and declaring what has been performed.
3. Providing concrete facts and convincing the audience that the authorities are doing everything possible to collect reliable information.
4. Be sure to coordinate local communications with national and regional authorities to ensure information is accurate, not misleading, confusing, or outdated.
5. Telling and providing guidance for the audience to respond to the particular challenge.
6. Answering questions about the concerns with concrete answers and specific actions that can be taken.
7. Be empathetic by caring about the situation. Empathy is the ability to identify and understand feelings or difficulties. Recognizing and responding to (in words, gestures, and actions) to emotions people express such as anxiety, fear, anger, and helplessness;
8. Showing sympathy. Sympathy is a feeling or expression of pity or sorrow because of illness or death or the suffering of another person;
9. Knowing in advance to focus the communication on staying on track according to primary goals;
10. Knowing the audience on who they are, what they care about most and why, and having clear communication goals, will help in forming an effective key message.

Thus, when communicating with the public during a crisis, it should always aim to be accurate, credible, willing, and able to correct misinformation and dispel rumors, consistent, relevant, frequent, ready to respond, on time (meaning regularly scheduled). Conveying clear and consistent messages to solve problems is very important in effective communication. During crises and emergencies, it is easier said than done to respond to unexpected and uncertain situations. It is important to know that what makes people panic is not the bad news, but conflicting messages by those in power. An example of a key message tailored to a specific communication goal is how citizens know to respond during an influenza pandemic. The main message is to reduce the spread of influenza by taking precautions, namely washing hands frequently, covering sneezing and coughing, wearing a mask, avoiding public gatherings, and keeping the distance. Thus, making sure not to give conflicting messages, namely to ensure all communication goes through the designated communication coordinator. The communication coordinator must ensure that it is followed and conveyed to the public in a timely and consistent manner. In a crisis, leaders must develop and convey important messages meeting communication objectives.

Key messages articulate the most important information and convey what is urgent to know or do at any given time. Help the public move forward through the crisis. Remember that during a crisis, anxiety or fear can make it more difficult for people to process (hear and interpret) information than in normal situations. The amount of information submitted should be concise and limited to the most important information. Crisis communication experts recommend limiting the most important messages, to ensure your audience remembers. During times of crisis, especially when fear and rumors affect the understanding and beliefs, it is important to stick to the message. In other words, the communicator must stay focused on the key message and state it as clearly as possible at the beginning (eg beginning of an interview or press conference), middle, and end of the communication. Get back to the point as often as possible. Communicating appropriately, transparently, and credibly during crisis situations is a key leadership skill. Keep in mind that communicating during crises and emergencies is different from communicating during normal times. This makes communication during times of crisis an important part of the overall leadership approach to addressing

problems, especially the COVID-19 pandemic. During a crisis, unexpected and unusual events, or an unstable and dangerous situation can bring about sudden changes. The challenges that may be faced during a pandemic are unimaginably severe situations. Understanding crisis patterns can help communication actors anticipate the information needs of the public, stakeholders, and media.[9]

II. METHODS

This study used a qualitative method with a case study type. Researchers studied carefully, thoroughly, and carefully an individual program, event, activity, and process. The cases were limited by time and activity, and researchers collected complete information using data collection methods (interviews, observations, documents) based on the specified time. Researchers explored phenomena that cannot be quantified and are descriptive.[10] The purpose of this study type was to explore the problem and get a deeper meaning according to the problem. The consideration underlying the use of this type was that it is possible that in-depth scientific knowledge can be obtained.[11]

Furthermore, this study focused on how principal leadership in implementing crisis management in educational institutions during the COVID-19 pandemic by passing through stages, namely (1) Before the Crisis; (2) During the Crisis; (3) After the Crisis.[12] This study contributed to schools to remain able to provide minimum standard services to their stakeholders amidst the Work From Home (WFH) and Large-Scale Social Restrictions (PSBB) applied by the Indonesian government.

III. RESULT AND DISCUSSION

Crisis Leadership Management

Crisis management is a sudden and unexpected situation threatening the survival of the stakeholders and the ability of educational institutions (schools) to save themselves from the crisis. The characteristics of this management crisis are the presence of uncertainty, inadequate information, weak controls, and outside observations.[13] Management needs to manage crises effectively and efficiently by providing direction or showing concern for stakeholders. Giving a statement and showing concern and seriousness about the ongoing crisis will provide strength for stakeholders as the party who feels the greatest impact of the crisis.

Crisis management can be carried out in three stages, namely (1) Before the crisis, (2) During the crisis, (3) After the crisis.

1. Before the Crisis. Management needs to make preparations by directing various parties to know what to do when a crisis occurs. Management can form a crisis management team whose task is to identify weaknesses in agencies, train staff, and increase management support in order to deal with crises appropriately and comprehensively. Before the crisis, management needs to plan activities that must be carried out, such as planning messages, analyzing target audiences, devising a way to communicate messages, determining responsibility for things that must be performed by agencies when a crisis occurs.
2. During the Crisis. Management involves parties to overcome the crisis covering three activities namely a) Management carrying out background observations of the crisis that occurred, assigning spokespersons, finding short and long term problems, b) Management showing relevant information, delivering accurate statements or information to stakeholders affected by the crisis, placing as victims of the crisis experienced and showing sympathy, c) Management conveys messages precisely and quickly and firmly to the media.
3. After the Crisis. Management evaluates the crisis management strategy that has been implemented. The evaluation includes: a) Analyzing the impact received and making improvements to the results of the crisis; b) Giving awards to all parties for having succeeded in getting out of the crisis period, and c) Continuous control of various activities by scanning possible issues.

In its implementation, crisis management gives educational institutions (schools) the ability to deliver a systematic response when a crisis occurs. This response allows educational institutions (schools) to continue their daily work as long as the crisis is being managed. Systematic crisis management can create an early detection or early warning system. Many crises can be managed, or at least more effectively resolved

through initial investigations. In addition, educational institutions (schools) must utilize the expertise of appropriate individuals from various fields to plan and manage crisis situations.

Analysis of Leadership Management during COVID-19 in Educational Institutions

Crisis Leadership describes what should or should not be performed to minimize the impact of a crisis or disaster.[16] The ability of educational institutions (schools) to go through transition or transformation is largely determined by the competence of crisis leaders who are sensitive to crises and have realized early on about various potentials that could disrupt organizational activities. Therefore they have pre-crisis forecasts, prepare themselves to carry out institutional management during a crisis, and carry out improvements and developments after the crisis. This cycle will continue to run in the hands of a crisis leader so that educational institutions can continue to adjust in the midst of rapid change.

Principals play an important role in making policies related to crisis management, especially so that education can continue to run even in a crisis or emergency conditions. Zainal Arifin explained that the failure of educational institutions is often caused by the quality and effectiveness of the decisions and actions taken by the principal.[17] Principal policies (decisions) should aim to produce *maslahat* (goodness) to minimize crises or disasters. This is in accordance with the principle of *Ushul Fikih* that 'The policy of the imam (leader) towards people who are under his leadership must refer to the realization of benefits for the people (members).[18] In a broader perspective, Connolly explained that the priority for global health security must be on leadership and coordination activities that build policy capacity at the macro, meso, and micro levels.[19]. COVID-19 is an emerging disease so more work is needed to improve prevention, diagnosis, and treatment strategies.[20] The following are the efforts of the head or leader in managing educational institutions during the COVID-19 pandemic through several implemented policies.

1. Before the Crisis

Crises are situations characterized by shock and threatening important values and require making decisions in a short time.[21] Institutions need to take preventive measures in order to avoid the various negative impacts resulting from the crisis. Preventive action can be performed by providing or delivering preventive literacy, in this case, related to COVID-19. In some educational institutions, school principals responsively provide preventive literacy directions to students, teachers, and staff to take preventative measures against the coronavirus through distributed posters. The principal provides literacy education on the prevention of COVID-19 with information. First, washing hands using soap. Second, using a mask if you have a cough or cold. Third, exercising and getting enough rest. Fourth, eating nutritious food. Fifth, drinking lots of water. Increasing health literacy in populations and systems is essential to achieving health equality. Greater understanding, appreciation, and application of health literacy can support policy action at multiple levels to address major public health challenges. Health literacy should be developed deliberately as a population resource and asset.[22] By providing correct knowledge about COVID-19, school leaders can keep messages that make sense and defend the organization from possible accountability. Also, school leaders need to take certain forms so that teachers, staff, students, and parents do not share false information (hoaxes).[23]

2. During the Crisis

During a crisis, educational institutions are aware of the things that must be performed so that the crisis does not develop. Educational institutions collect information about the crisis and respond to the crisis in an effort to inhibit (isolate the crisis) and restore the reputation of schools. In this case, educational institutions carry out preventive measures for COVID-19 during a crisis through actions or policies.

3. After the Crisis

In this stage, the principal evaluates the strategy for handling the crisis, whether it has a significant impact or does it need improvement. Giving congratulations to all parties for having succeeded in getting out of the crisis period, and lastly is to resume control again, by scanning issues that may occur again.

In a time when schools are held accountable to the highest level of standards, strong leadership is essential to school success. The successful schools highlighted in the study consistently show strong aspects of effective school leadership. In these schools, their success started with the principal building a

collaborative approach to leadership. As a principal, it is not necessary to have all the answers, only need to know the right questions to ask, and the principal needs to foster an environment to empower a sense of shared ownership in the problem, and a sense of shared ownership in the solution. adaptation and make accelerations. Conversely, the low response to phenomena outside of educational institutions causes a slowdown. Leaders always play a key role in every organizational event. Leaders are required to have high sensitivity to problems faced by their institutions. The COVID-19 pandemic has created several opportunities for positive change.[24]

IV. CONCLUSION

a. *Health Talk*

In increasing awareness of the spread of the coronavirus, the Educational Institution invited representatives of the Jogja International Hospital (JIH) to provide prevention education. The resource person was dr. Aninda Dian Anggraeni as General Practitioner, Marketing & Sales Department of RS. This is a form of fast response from Al-Azhar Islamic school in Yogyakarta to the awareness of the developing issues related to the coronavirus. The Health Talk was carried out as an effort so that students were not afraid and educated about the prevention of the coronavirus.

dr. Aninda explained that “this coronavirus appeared late last year in a market in Wuhan - China and it is suspected that the coronavirus is transmitted to humans originates from snakes to bats. Symptoms include flu, fever, cough, shortness of breath, and difficulty breathing. It spreads through sneezing and coughing at a distance of 6 feet, contact with the surface of objects that touch, for example, the eyes, nose, and mouth. So that students are not afraid and not worried, dr. Aninda explained that prevention is washing the hands frequently with soap for at least 20 seconds after coughing/sneezing, after eating, and after going to the toilet. She also explained the 6 steps for washing hands in great detail while the students followed the movements they practiced. Apart from washing hands, she advised to wear a mask, cough properly, consume balanced nutrition, exercise diligently, avoid contact with animals, and when coughing, colds, shortness of breath immediately come to a health facility. Wang et al. (2020) stated that this activity is an effort in responding to risks and emergency problems by proposing appropriate solutions for public dissemination.¹

b. *Learn from Home*

Efforts to spread the COVID-19 pandemic for students are also carried out through the learning from the home policy issued by the principal. Schools are given the freedom to manage teaching and learning activities through online means. The teachers provide more meaningful lessons so that students feel comfortable and productive in honing soft skills. The school also took the initiative to make posters to encourage learning from home to provide understanding to students and parents, especially for elementary-level students. It is intended that students continue to carry out the teaching and learning process even though they are not in school.

c. *Video and Podcast Challenge*

Since online learning was implemented due to the COVID-19 pandemic, students have been carrying out learning activities at home. For the junior high school level, online learning was conducted through video conferencing and e-learning. Despite the distance, iPad learning still brings teachers and students together virtually. In accordance with the appeal of the Minister of Education and Culture, teachers provide more meaningful lessons so that students feel comfortable and productive in honing soft skills. There is something different in educational institutions, junior high school students are inspired to participate in video and podcast challenges. Besides being able to increase student creativity with up-to-date media, this competition is also a form of real concern for the participants to increase awareness of the dangers of COVID-19 and prevention efforts. Learn from home provides space for students to be creative and provide solutions so that the enthusiasm for work is more intense. It is hoped that the works uploaded on Youtube and Instagram will benefit the community.

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