



Implementation of Human Security Values for Building Student Resilience: A Case Study of SMPIT Baitussalam Prambanan Indonesia

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ABSTRACT

This study explores the implementation of human security values at SMPIT Baitussalam Prambanan, Indonesia, and examines their role in fostering student resilience. Employing a qualitative case study design, this study collected data through observations, interviews, and document analysis, with triangulation used to ensure data validity. Findings indicate that human security principles, encompassing economic, food, health and environmental security, as well as student political participation, are systematically integrated into the school's policies and daily practices. The establishment of such values fosters the creation of a safe and inclusive learning environment that empowers students, thereby contributing to their emotional resilience and social and academic development. The study demonstrates that the implementation of these principles not only ensures students' safety and well-being but also enhances their capacity to adapt and prosper in the face of academic pressures and social challenges. This research highlights the significant potential of the concept of human security in educational settings, suggesting that it can function as a protective framework and a source of empowerment. The findings suggest that educational institutions can develop strategies to cultivate student resilience, thereby equipping them with the skills and knowledge required to effectively navigate complex, dynamic environments.

KEYWORDS

Human Security; implementation; student resilience; value; case study.

INTRODUCTION

The challenges students face in the modern educational world extend beyond academic demands to include social issues, family expectations, bullying, economic factors, unequal access to resources, and mental health concerns such as stress, anxiety, and digital burnout. The effect of these external factors on students' psychology and academic performance has been extensively researched (Fadly & Islawati, 2024). These challenges require an educational approach that focuses not only on cognitive aspects but also on protecting and strengthening students' personal capacities. An effective education system must respond to these challenges by developing programmes that holistically educate, protect, and empower students (Pare & Sihotang, 2023). Consequently, an education system centred on the humanities is imperative to comprehensively address students' fundamental requirements, their sense of security, and their psychosocial well-being. This approach is conducive to the cultivation of students' mental attitudes towards internal and external pressures, thereby ensuring their development in a safe, supportive and meaningful learning environment (Weeby, 2018).

In an educational context, safeguarding students from various challenges requires cultivating their resilience, which empowers them to confront and surmount these hurdles. Educational institutions play a pivotal role in providing this training, which is an integral component of their central function in the learning process. Resilience is a significant non-academic competence that educational institutions can impart. It is defined as an individual's ability to recover from stress or trauma while maintaining psychological and social functions (Masten & Barnes, 2018). This concept can also be understood as the ability to adapt well to difficult situations, enabling individuals to recover, function effectively and navigate various challenges. Resilience is understood to encompass factors that limit negative behaviours related to stress and adaptive outcomes, even in undesirable situations (Hersch et al., 2003).

Resilience is frequently studied through psychological and behavioural lenses, encompassing characteristics such as grit, autonomy, and optimism (Masten & Barnes, 2018; Li et al., 2024; Shange & de Jager, 2024). However, an increasing corpus of research posits that resilience is influenced not solely by internal traits but also by external systems and environments (Nhlumayo & Nkosi, 2024; Norris et al., 2008; Ungar, 2011). Nevertheless, educational frameworks that comprehensively include structural supports, particularly those based on human security, into resilience development remain underexplored. Contemporary research primarily emphasises either individual-level therapies (e.g. counselling and mindfulness) or discrete elements of school climate, lacking a cohesive, values-driven framework that integrates the economic, health, environmental and political facets of student safety and empowerment.

The study addresses the gap by advocating for human security as an institutional framework to analyse the cultivation of resilience through educational policy and practice. Although human security has been extensively examined in humanitarian and developmental

frameworks (UNDP, 1994; Tadjbakhsh & Chenoy, 2007), its implementation in formal education, particularly as a cohesive pedagogical model, is still inadequately investigated.

In the context of education, the exploration of human security is of particular significance, given the pivotal role of schools in nurturing resilient and adaptive young generations. Education has been shown to directly empower individuals to realise their potential and build self-resilience in facing future challenges (Olsson et al., 2016; Varga et al., 2023). The human security approach encompasses not only protection from threats but also the empowerment of students to face psychological, social, and academic pressures through the provision of deep and contextual resilience education (Gasper et al., 2020). Human security in education also emphasises freedom from fear, deprivation and living with dignity. To fulfil these aspects of human security, education must foster students' psychological and social resilience, which is the core function of resilience education (Bokova, 2023; Sumanta, 2021).

Figure 1.

Core objectives of human security, as defined by Carpenter et al. (2016), informing the conceptual foundation of this study.



Source: Carpenter et al. (2016)

The current environment at SMPIT Baitussalam Prambanan, a full-time Islamic boarding school in Central Java, offers a significant background for examining this structure. The school provides students all their daily necessities within the school environment (Prihatin, 2024), along with a range of support facilities, including canteens, sports arenas, prayer spaces, and school gardens. SMPIT Baitussalam Prambanan also offers a variety of extracurricular programmes that serve as platforms for students to enhance their competencies. The school has methodically integrated human security principles into its educational framework, encompassing food and health systems, environmental management, political engagement and economic oversight through a smart card system. This transition from individual-centric interventions to systemic protection and empowerment frameworks demonstrates that resilience can be a result of institutional design.

This study enriches the understanding of educational resilience by analysing the experiences of students and educators within this environment, thereby integrating

psychological and structural perspectives. It establishes human security as a theoretical framework and a practical, quantifiable educational approach. This qualitative case study aims to demonstrate how a comprehensive commitment to human dignity and safety can enhance students' ability to adapt, persevere, and flourish in the face of hardship.

The integration of human security values into educational environments requires a systemic transformation of institutional policies, learning environments, and governance structures. This goes beyond a merely thematic integration into school curricula, aiming instead to align with the principles of empowerment, protection, and dignity. Schools that adopt a human security paradigm must address multidimensional vulnerabilities—economic, health, environmental, and sociopolitical—through context-sensitive interventions that enable students to not only survive but also thrive (Ramanathan & Jacobs, 2023). This encompasses the delivery of inclusive services (e.g., school health units, nutrition programmes, and mental health support), participatory governance (e.g., student councils and democratic elections), and ecologically sustainable practices (e.g., waste management and environmental education). Gasper et al. (2020) and Bokova (2023) highlighted the necessity of integrating human security into formal and informal educational frameworks, thereby establishing a holistic protective environment that fosters student agency and resilience. Nevertheless, empirical evidence of such implementation strategies, especially in non-Western and religious-based educational institutions, is scarce, underscoring the significance of this current work.

The integration of human security principles within the SMPIT Baitussalam Prambanan framework serves as a foundational element in fostering student resilience, defined herein as the capacity to recuperate, adapt and evolve after exposure to stress or adversity. In this context, resilience is understood not only as a response to crises but also as a capacity continuously nurtured in students' daily lives. Resilience is also referred to as 'ordinary magic', indicating that it is not an extraordinary ability but rather the result of the interaction between adequate environmental protection and the continuous development of individual competencies (Masten, 2001). The implementation of human security principles at SMPIT Baitussalam Prambanan is an effort to establish a protective ecosystem—a structured environment where students can cultivate resilience and develop into resilient individuals.

The present study contributes to the development of a more humanistic educational model that is responsive to students' needs, particularly in the context of the multidimensional crises affecting the education sector, such as mental health pressures amongst adolescents and threats of intolerance and violence. This study employs a qualitative case study approach to provide a comprehensive examination of the notion of human security. It posits that human security is not merely a theoretical construct but also a pedagogical strategy and an educational management approach that can cultivate student resilience.

This study aims to examine how the institutional implementation of human security principles supports the development of student resilience within a full-time Islamic boarding school. The article demonstrates how dimensions such as food security, health, environment,

community and student political participation are systematically and continuously integrated into school activities. To achieve this, the study utilised observations, interviews and activity documentation within SMPIT Baitussalam Prambanan. These practices form the basis for cultivating not only academically accomplished but also those who demonstrate emotional, social and spiritual resilience. This study also offers a novel conceptual and practical framework for understanding the correlation between human security and student resilience, providing a foundation for the formulation of educational policies that prioritise the protection and empowerment of students. Previous studies have highlighted that value and character-based education directly contributes to students' resilience and well-being. By embedding moral and social values into school policies and daily practices, educational institutions can create safe, empathetic, and empowering environments that strengthen students' adaptive capacities (Berges-Puyó, 2021).

RESEARCH DESIGN

This research utilises a qualitative design with a case study approach to comprehensively examine how human security values are operationalised at SMPIT Baitussalam Prambanan and how they contribute to the development of student resilience. A qualitative case study approach was selected because it enables a deep exploration of phenomena within a specific educational context, which cannot be fully captured through quantitative techniques (Hasan, Suryadi & Wahyudi, 2023). The case site was chosen based on its reputation for implementing a holistic educational model that integrates Islamic values and prioritises student well-being across physical, emotional and social dimensions.

Data were collected over a three-month period, from February to April 2025, using multiple qualitative methods to ensure richness and depth. These methods included semi-structured interviews, participant observations, document analysis and focus group discussions. Purposeful sampling was employed to select participants with relevant and diverse perspectives, including 10 students (Grades 7–9), 6 teachers, 3 school administrators, 4 parents and 3 dormitory supervisors. Interviews, which lasted between 45 to 60 minutes, explored participants' experiences and perceptions of human security implementation and its effect on student resilience. Observations were conducted in classrooms, dormitories, the canteen and during school events, with detailed field notes capturing the school climate and student interactions. Key institutional documents, such as school policies, programme handbooks and student welfare protocols, were also reviewed to triangulate findings.

All data were transcribed and analysed thematically, following Braun and Clarke's (2006) six-phase framework: familiarisation, coding, theme development, review, definition and final synthesis. Thematic categories emerged inductively from the data and deductively informed by human security dimensions like economic, food, health, environmental, personal/community and political security, as well as resilience constructs related to emotional, academic and social adaptability.

To ensure trustworthiness, multiple validation techniques were employed. Triangulation across data sources and participant types strengthened credibility, while member checking allowed respondents to confirm the accuracy of interpretations. Peer debriefing was conducted with academic colleagues to ensure analytical rigour and minimise researcher bias. Additionally, thick description was used to provide contextual depth, and an audit trail documented each stage of the research process. These strategies collectively enhanced the dependability and confirmability of the findings, following the standards of qualitative inquiry (Lincoln & Guba, 1985; Sugiyono, 2021).

RESULTS AND DISCUSSION: THEMATIC ANALYSIS OF THE IMPLEMENTATION OF HUMAN SECURITY VALUES

The function of schools in providing education is where human security is born. Olsson et al. (2016) reported that education must be considered directly to secure human capabilities, as it enables individuals to realise their potential in all aspects of life. The concept of human security consists of three key principles: freedom from fear, freedom from want, and freedom to live with dignity (Benedek, 2009). Based on these principles, the implementation of human security principles includes security in socioeconomic and political fields, as well as food, health, environmental community and individual safety (Jolly & Ray, 2006).

A thematic analysis of interviews, observations and institutional documents identified six key themes representing the implementation of human security values at SMPIT Baitussalam Prambanan: (1) economic security, (2) food security, (3) health security, (4) environmental security, (5) personal and community security and (6) political security. These themes emerged from the systematic coding of 28 interview transcripts, 10 observational reports and 12 school policy documents. Each theme is discussed below in two sections: results from the field and subsequent discussion with reference to existing literature.

Economic Security: Smart Card System Implementation

The concept of economic security refers to an individual's ability to earn a stable and sustainable income or other resources to meet basic needs such as food, shelter and health services. This also protects them from chronic poverty and sudden economic shocks. The fundamental elements of economic security include access to gainful employment, a basic income, productive resources, systems for safeguarding against economic risks and the equitable and inclusive distribution of development outcomes. When economic security is not met, it can trigger other forms of insecurity, such as health, social well-being and even conflict (United Nations Development Programme, 1994).

In accordance with this definition, the school can facilitate economic security through several policies. For example, implementing a cashless system for all student financial transactions is recommended. SMPIT Baitussalam has successfully implemented a state-of-the-art smart system for school finances. A key component of this system is the smart card, which each student owns. The smart card contains students' personal data and is linked to their

parents' smart system account. Students can use their smart card to purchase daily essentials, and the card's balance can be topped up by their parents, who can also set limits via the smart system account.

'Children become more responsible in managing money. They are accustomed to recording their daily expenses from their smart card balance'. (Mrs. R., Parent of a student, Personal communication, 5 April 2025)

The implementation of this policy has been shown to engender a number of advantages, including the minimisation of risk with regard to financial loss (1). The utilisation of smart cards by other students is precluded by their containment of personal data, including photographs, names, classes and addresses. Moreover, parents are at liberty to set financial limits for their children during school. A significant objective of parents who enrol their children in pesantren is to inculcate financial management skills. The implementation of expenditure limits by parents has been demonstrated to facilitate the inculcation of responsible financial habits in offspring. Furthermore, this practice enables parents to exercise surveillance over their children's financial transactions. In the event that any acquisitions do not align with the child's needs, parents are at liberty to undertake an immediate review. The implementation of this policy has several advantages, including the minimization of financial loss risk. Since the smart cards contain personal data such as photographs, names, classes, and addresses, other students cannot use them. Parents can also set financial limits for their children, which helps instill financial management skills—a key goal for many parents who enroll their children in pesantren. Setting these limits has been shown to facilitate the development of responsible financial habits and allows parents to monitor their children's transactions. If a purchase does not align with a child's needs, parents can immediately review it.

'I can limit my child's spending. If they are at the pesantren, it's a waste if they are not taught to be frugal'. (Mr. N., Parent of a student, Personal communication, 4 April 2025)

The school has clearly implemented a policy aimed at ensuring its students' economic security through a smart card system. This initiative represents a tangible example of an economic protection policy that fosters the development of self-control, financial management skills and personal responsibility amongst students, thereby serving as indicators of resilience (Sa'idah & Laksmiwati, 2017). A significant positive relationship has been identified between parental social support and students' academic resilience in SMP. Aini (2022) posited that parental involvement and financial support can enhance students' motivation and endurance when facing learning challenges. Concomitantly, parental support dimensions, encompassing tangible assistance, have been demonstrated to exhibit a favourable correlation with academic resilience (Pratiwi & Kumalasari, 2021). Interviews with dormitory supervisors also confirmed behavioural improvements in students, particularly in regard to spending habits and prioritising needs over wants, thereby reinforcing the formative role of structured economic policies.

Thematic coding also revealed that students increasingly associated smart card usage with goal-setting behaviour. For example, students who previously spent impulsively began

saving part of their balance for extracurricular needs or communal events, indicating a growing sense of purpose-driven financial decision making. The emotional and economic dimensions of parental support are significant factors in students' ability to cope with adversity and academic pressures. This finding aligns with Cecilia and Suryadi (2024), who emphasised the pivotal role of parental involvement, encompassing financial support, in fostering children's resilience in diverse educational contexts, notably within boarding school environments. In this regard, the smart card system not only fosters daily financial discipline but also exemplifies a structural mechanism for nurturing resilience.

Food Security: Balanced Nutrition Menu, Mini Market and School Canteen

In this context, food security is defined as the capacity to attain physical, social and economic access to sufficient, safe and nutritious food to meet dietary needs and preferences for an active and healthy life. The four pillars of food security are availability, access, utilisation and stability. Nutritional dimensions have been identified as an integral component of the overarching concept of food security and work (FAO, 2009; FAO et al., 2020). At SMPIT Baitussalam, thematic analysis of interview and observational data revealed three main components of food security implementation: (1) a structured nutritional menu system, (2) ease of food access through school-managed outlets and (3) student engagement in sustainable food practices. The availability of these meals to all students without exception constitutes another fundamental element of the definition (Pujiati et al., 2020).

The food security principles applied entail a daily meal schedule for breakfast, lunch and dinner. The menu, provided by the school's catering service, is designed to meet students' nutritional standards. To guarantee adequate nutrition, the catering manager is a certified nutritionist. A proportion of the ingredients—such as vegetables, fruits and catfish—are cultivated through the school's eco-farming programme. Observations and interviews with kitchen staff confirmed the regular review of food quality, portion sizes and nutritional balance.

In addition, the school ensures availability and accessibility by operating a mini-market and school canteen that provide students with daily essentials. The presence of a central canteen and an OSIS-run night canteen enhances flexibility and access. These outlets allow students to purchase snacks and supplements while remaining within a regulated environment. Interview data indicated that students appreciated the availability of familiar and affordable food options, which they could access using their smart cards.

'In the evening, if students are hungry, they can still buy food. We take turns managing the OSIS canteen' (S.A., OSIS member, Personal communication, 6 April 2025)

The inclusion of student management in the OSIS canteen serves dual functions: promoting access to food and nurturing student responsibility. The involvement of students in stock planning, budgeting and cleanliness routines fosters entrepreneurial and practical life skills, which intersect with human development goals.

The provision of nutritionally balanced meals and the accessibility of food within the school environment has been demonstrated to enhance students' physical and emotional

stability. A pivotal element of food security is the straightforward access to food resources and the assurance of food quality, thereby ensuring that fundamental human needs are adequately met. The satisfaction of fundamental requirements and the provision of a nurturing environment are of pivotal importance in the cultivation of long-term individual resilience (Werner & Smith, 1993). Moreover, student participation in the management of the OSIS canteen has been demonstrated to engender indirect benefits, including the cultivation of empowerment and a sense of affiliation with their social milieu. This aspect constitutes a pivotal component within the broader framework of social resilience (Bima Sakti et al., 2024).

Taken together, the structured menu system, availability of on-campus food outlets and student involvement in food management underscore the school's comprehensive strategy in supporting food security. These practices are integrated into broader pedagogical goals to foster resilience and holistic student development in alignment with sustainable development objectives.

Health Security: School Health Unit, Health Facility Cooperation and Physical and Mental Health

In the context of human security, health protection can be defined as a series of necessary preventive and curative actions aimed at reducing vulnerability to serious public health incidents that could threaten the well-being of the population (Organisation, 2007). The concept of health security encompasses various factors, including mitigating infectious diseases, assuring food quality, preventing malnutrition and facilitating access to fundamental health infrastructure (UNTFHS, 2021). Thematic analysis of field data identified three primary components of health security implementation at SMPIT Baitussalam: (1) health service infrastructure, (2) external collaboration with healthcare facilities and (3) integrated mental and physical health promotion.

The availability of the School Health Unit (UKS) was found to be a central feature of the school's first response system. Observational data confirmed that the UKS is staffed with nurses on a rotating schedule, and a general physician visits weekly to provide medical checkups and consultation. The UKS is also equipped with an ambulance for emergency cases. Interviews with dormitory supervisors and students highlighted the ease of access and swift treatment in minor health incidents such as fever, injuries and fatigue.

SMPIT Baitussalam also collaborates with health institutions, such as BSMI Klaten, the Prambanan Health Centre (Puskesmas) and RSIY PDHI Kalasan. These collaborations extend beyond emergency care to encompass health screenings, immunisation programmes, nutrition and vitamin supplementation and clean-living education. Thematic coding indicated that these external engagements enhanced the school's preventive healthcare capacity, especially in mitigating the risks of infectious diseases.

'We feel safer knowing there are doctors who visit and check our health regularly'. (M., Grade 9 student, Personal communication, 5 April 2025)

This statement reflects student awareness of health services and trust in institutional care structures, which contributes to emotional security.

The school also promotes physical health through its accessible sports facilities. Observation reports documented high student utilisation of futsal fields, badminton courts, gymnasiums and basketball courts, particularly during the evenings. These sports activities foster routine exercise habits and social bonding. Physical activity is essential for enhancing resilience and well-being amongst adolescents (UNTFHS, 2021).

In addition, dormitory supervisors undergo specialised training to support students in creating a conducive dormitory environment. This training includes stress management techniques to facilitate students' learning processes. This study posits that good mental health contributes to students' happiness, particularly in circumstances involving mental stress, academic pressures or peer-related issues (Darmayanti & Daulay, 2020).

'Dormitory supervisors have been trained to help students who need emotional support, so we feel safer'. (Ustadz I., Dormitory supervisor, Personal communication, 4 April 2025)

The findings align with Ungar (2011), who emphasised that resilience is fostered through environments that provide access to health services and nurturing relationships. The availability of institutional care and trusted personnel enhances students' coping mechanisms for managing physical and emotional challenges.

Routine access to health screenings and awareness programmes has also contributed to the early identification of health vulnerabilities. This aligns with the perspective of Brown et al. (2022), who asserted that proactive, structured health systems are critical to long-term health security. In this context, SMPIT Baitussalam's integrated model, where physical and emotional well-being are managed collectively, illustrates a resilient approach to student health.

Additionally, the provision of sports facilities and stress-reduction programmes creates opportunities for developing positive coping skills. As noted by Zou and Liu (2025), access to such resources strengthens social adaptability, self-confidence and student engagement in learning. These factors are essential for building academic resilience and emotional maturity. In sum, the institutionalisation of health services, strategic partnerships and active mental health promotion represent key strategies in the school's health security framework. These practices contribute to building a secure, resilient and responsive educational environment in line with human security values.

Environmental Security: Eco-boarding School and Waste Management Programmes

Efforts to create environmental security can be seen in several policies implemented by SMPIT Baitussalam Prambanan, which are also steps towards creating an environmentally friendly school. Several indicators can achieve the concept of an eco-boarding school, including: (1) providing supporting facilities for the eco-boarding school, (2) developing student-centred environmental activities, (3) developing a curriculum based on environmental preservation and (4) implementing environmental care programmes (Pujianto et al., 2021).

To realise environmental security principles and eco-boarding school policies, several measures have been taken. Firstly, in terms of infrastructure, PPM Baitussalam has provided waste bins classified for organic and inorganic waste, which can be found in almost every corner of the school. This waste sorting is followed up by each school unit, including the Student Strengthening Programme from the SMPIT Baitussalam unit, which handles integrated waste management. Waste is processed into reusable products such as fertiliser, fish feed and handicrafts.

Secondly, the OSIS (a student organisation) has a policy to keep the pesantren environment free from waste, especially plastic. The 'One Day Without Plastic' programme prohibits students from using plastic packaging (e.g. plates, cups and food containers) for purchasing or consuming food and drinks at least once a week. As a result, students are required to bring their own containers if they want to buy food at the canteen or mini-market. This policy aims to educate students to minimise plastic waste and reduce overall waste production.

'We don't just teach theory, but the students also participate directly in sorting and processing waste into compost'. (Ustadz A., Dormitory waste management coordinator, Personal communication, 3 April 2025)

Thirdly, the school's cleaning activities are another policy used to maintain a clean and comfortable environment. These activities include the 'Clean Friday' initiative, the 'Waste Collection Movement' (Gerpusa) and class cleanliness competitions. These activities serve as educational tools to instil a sense of responsibility for the cleanliness of the school environment. The class that wins the cleanliness competition receives a prize of cleaning equipment and is recognised as an exemplary class.

The environmental security measures implemented through the eco-boarding school policy, waste management programmes, the 'One Day Without Plastic' programme and the 'Clean Friday' activities help build resilience in the form of social responsibility and collective care. From a human security perspective, the implementation of environmental education and waste management at SMPIT Baitussalam represents a grassroots approach to building resilience. The integration of practical skills (e.g. composting), behavioural discipline (plastic reduction) and ecological consciousness into daily routines supports the formation of sustainable habits. This aligns with Norris et al. (2008), who emphasised that meaningful participation in environmental actions enhances psychological resilience and social cohesion. Moreover, interview data from students and OSIS members indicated that involvement in environmental programmes built a sense of ownership and agency. Many expressed pride in being part of change-making activities within the pesantren environment, which contributes to emotional maturity and community engagement.

The eco-boarding school framework also supports resilience to ecological crises. By involving students in environmental stewardship and integrating values of sustainability, the school nurtures students' capacity to address global issues at a local level. This finding aligns with the assertion of Muhandi et al. (2020), who argued that spiritual–ecological integration

fosters critical awareness and proactive behaviour towards ecological challenges. A supportive environment, strong spiritual values and active participation in environmental preservation activities form a strategic combination in building a generation that is resilient and capable of facing future challenges (Nur Aulia et al., 2019).

In conclusion, environmental security practices at SMPIT Baitussalam exemplify how eco-based policies and programmes can contribute to the holistic development of student resilience—emotionally, socially and ecologically. The school's commitment to creating a clean, sustainable and value-based environment forms a vital part of its human security strategy.

Personal and Community Security: Counselling and Disaster Mitigation Programmes

The notion of personal security signifies individuals' freedom from mental and physical violence, in addition to the liberty to express themselves. The notion of ensuring personal security is expanded to encompass physical and mental health (Ogata, 2004). The issue of mental health thus assumes a strategic importance within the context of personal security, with the objective of fostering a conducive school environment that is free from physical and psychological challenges. To support the creation of good personal security, SMPIT Baitussalam Prambanan collaborates with the Indonesian Child Protection Commission and PusPaga counselling services to provide information on the dangers of bullying and violence. These counselling activities are regularly conducted in each school unit to provide psychological support to students. Services include shared sessions when issues arise during the learning process and talent mapping for students. If problems are detected, then counsellors initiate personal interventions.

Providing counselling services in educational settings is of pivotal significance for fostering optimal mental health and cultivating resilience amongst students, thereby mitigating the effect on academic performance and interpersonal dynamics within the learning environment (Sanusi, 2023). These counselling activities provide students with a secure environment to articulate their emotions, evaluate their mental stress and cultivate efficacious coping mechanisms. The efficacy of counselling interventions in enhancing emotional regulation skills and fortifying students' self-efficacy in managing emotionally disruptive situations has been well-documented. This finding aligns with the research conducted by Richter et al. (2022), which demonstrated that school-based counselling services have a substantial effect on enhancing students' emotional adaptability. Furthermore, research has indicated that school-based counselling programmes can positively influence mental resilience and reduce symptoms of mental distress in young individuals. Furthermore, school counsellors have been shown to play a significant role in developing student resilience through sustained individual or group approaches.

In the context of disaster preparedness, SMPIT Baitussalam Prambanan collaborates with the Sleman District Disaster Management Agency to deliver training programmes focusing on preparedness for earthquakes, windstorms and fires. This disaster training functions as a preventative process, thereby enabling students to make informed decisions during natural disasters (Andung et al., 2024). The disaster mitigation training is an integral component of the

school's comprehensive disaster preparedness initiatives, with the overarching objective of attaining the designation of a 'Disaster-safe School'. The development of disaster management capabilities within educational institutions necessitates a structured and committed process.

Moreover, by embedding disaster preparedness in school culture, SMPIT Baitussalam not only mitigates risk but also builds community resilience. Through collaboration with local disaster agencies, the school has shifted from a reactive to a proactive paradigm, aligning with Septikasari et al. (2022), who advocated for disaster-literate schools. These programmes also reflect Ma'sum's (2023) emphasis on cultivating calmness and collective fortitude, which are key attributes of resilience in disaster-prone environments.

Similar to the narratives of first-year students explored in Transitioning from High School to University Charlotte & Matete (2023), students in this study developed resilience through collective support systems and institutional practices that ensured safety, belonging, and empowerment.

In conclusion, the school's counselling and disaster mitigation programmes play a dual role in enhancing personal and community security. Together, they provide emotional safety, psychological empowerment and preparedness against external threats—core dimensions of human security. The effectiveness of these initiatives demonstrates the importance of a multilayered approach to resilience-building in educational settings.

Political Security: Democracy through OSIS Elections and Student Participation

Thematic analysis of interview transcripts, school policies and observation reports revealed that political security at SMPIT Baitussalam is manifested through democratic student participation, civic education routines and institutional respect for individual expression. In the context of human security, political security refers to the protection of individuals' rights to participate in political and civic processes without coercion and express themselves freely and responsibly (Carpenter et al., 2016). In educational institutions, particularly in schools, this is often realised through democratic mechanisms such as student council (OSIS) elections, student deliberation forums and participation in formulating school regulations. Through these processes, students not only learn about the structure and values of democracy but are also trained to become citizens who are aware of their rights and responsibilities.

Several policies related to this aspect have been implemented. Firstly, SMPIT Baitussalam Prambanan holds regular flag ceremonies every Monday and special ceremonies to commemorate national holidays, such as National Teachers' Day, National Education Day and Pancasila Sanctity Day. Another policy is singing the national anthem, Indonesia Raya, together at the start of classes or at 10:00 a.m. All students and teachers who hear the national anthem are required to sing it with reverence.

Secondly, a democratic tradition at SMPIT Baitussalam Prambanan is the election of the OSIS president and vice president, as well as the Scout Coordinator. These elections are held directly by students and teachers, ensuring that students' political rights as citizens are respected. The election also serves as a form of democratic education, teaching students that

everyone has the right to vote and be elected without coercion. The democratic culture during the OSIS and Scout Coordinator elections fosters tolerance, freedom of expression, openness, mutual respect and togetherness (Azzahra & Sumardjoko, 2023).

‘I feel I have the right to participate in democracy. I am respected when I vote for the OSIS president and the Scout Coordinator. The school also gives students the opportunity to take part in formulating school regulations’. (M.N., Grade 8 student, Personal communication, 6 April 2025)

Student participation in OSIS also fosters leadership, negotiation skills and social awareness. Research by Bima Sakti et al. (2024) supports this, showing that involvement in student organisations correlates with improved social skills, emotional maturity and civic commitment. These qualities align with the broader framework of resilience, as students learn to make decisions, accept outcomes and work collaboratively towards shared goals.

The link between democratic participation and academic resilience was also evident in student narratives. Interviews with OSIS officers revealed that balancing leadership duties and academic responsibilities taught them to manage time, handle pressure and remain motivated—skills essential for navigating future academic and life challenges. This is supported by Cahyani et al. (2023), who found that student involvement in democratic organisations contributes to stronger academic motivation and perseverance.

The school’s efforts to nurture political security through democratic practices, civic rituals and participatory governance provide a robust foundation for civic resilience. The combination of symbolic activities (e.g. flag ceremonies) and substantive participation (e.g. elections and forums) cultivates student confidence, autonomy and awareness of rights and responsibilities. SMPIT Baitussalam Prambanan exemplifies how schools can function as microcosms of a democratic society and as agents of political empowerment for youth.

CONCLUSION

The present study offers a compelling case for the pivotal function of human security principles in the enhancement of resilience amongst students at SMPIT Baitussalam Prambanan. The institution has embedded human security values into its policies and daily practices, thereby creating a comprehensive and protective learning environment that supports students’ holistic development. The implementation of economic security through the smart card system, food security with balanced nutrition, health security through mental and physical health services, environmental security via eco-boarding school initiatives and political security through democratic student participation collectively contributes to an inclusive and resilient school ecosystem.

The findings suggest that human security is not only a theoretical framework but also a practical, actionable model that schools can integrate into their educational policies. These principles underpin the cultivation of students’ resilience, equipping them with the capacity to cope with academic stress, foster healthy social interactions and navigate emotional challenges.

By prioritising the well-being of students across multiple domains—social, psychological and physical—SMPIT Baitussalam Prambanan demonstrates how human security can enhance students' adaptive capacities, equipping them to face future uncertainties with confidence and autonomy.

Furthermore, this study contributes to the expanding corpus of literature that links human security with educational resilience, providing a conceptual framework for how educational institutions can support students in achieving academic success and personal well-being. The approach delineated in this research offers a promising model for educational institutions worldwide, particularly in contexts where students encounter multidimensional challenges such as social inequality, academic pressure and mental health issues. Consequently, the integration of human security principles into educational systems can shape a generation of resilient, well-rounded individuals capable of contributing to a more just and sustainable society.

This study is limited by its single-site design and reliance on qualitative data drawn from one Islamic boarding school, which may not reflect broader educational contexts. The findings are context-specific and cannot be readily generalised. Moreover, the absence of longitudinal or quantitative measures constrains the ability to assess long-term outcomes. Future research should explore multi-school comparisons, incorporate mixed methods and examine the sustained effects of human security integration on student resilience across diverse educational settings.

Future research should focus on investigating the scalability of this model in various educational settings. Additionally, how human security can be adapted to local contexts must be examined to optimise resilience outcomes across a range of cultural and socioeconomic backgrounds. Furthermore, longitudinal studies that monitor the long-term effects of human security values on students' life trajectories could offer valuable insights into the sustained influence of such interventions.

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