Adversity Quotient and the Development of Students' Endurance Dimensions in the New Normal Era: A Study of Islamic Religious Education Online Learning at the State University of Malang

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Abstract

The challenges of implementing Islamic Religious Education (Pendidikan Agama Islam-PAI) online learning in universities in the new normal era today necessitates good endurance based on Adversity Quotient (AQ) in students. This research focuses on the efforts of the State University of Malang (UM) to develop the AQ-based endurance dimension possessed by students through PAI online learning. This study composes a critical analysis through a qualitative approach and the type of case study. This research concludes that the dimension of students' endurance can develop through the three academic activities they undertake during the online learning process of PAI, namely: *Tafaqquh fii Dinil Islam* (TDI); *Bina Baca Al-Qur'an* (BBQ); and *Bina Ibadah* (BI). In the PAI online learning process, these three activities can empirically frame the axiological framework of developing endurance dimensions for students at the State University of Malang.

Keywords: Adversity Quotient, New Normal Era, Online Learning.

Introduction

Today, the challenges and opportunities for implementing online learning amid the COVID-19 pandemic[1] leading to the New normal era have triggered the emergence of various educational psychology perspectives researches. These researches start from studies with students as subjects,[2] teachers,[3] policymakers,[4] and most importantly, the

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[1] Burhanudin Ata Gusman et al., "Efektivitas Platform Wordwall Pada Pembelajaran PAI Di Madrasah Aliyah Negeri (MAN) Pada Masa Pandemi," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 11, no. 3 (2021): 203–21, https://doi.org/10.33367/ji.v11i3.2080.

[2] Ashleigh Schweinsberg et al., "Psychology Education and Work Readiness Integration: A Call for Research in Australia," *Frontiers in Psychology* 12, no. April (2021), https://doi.org/10.3389/fpsyg.2021.623353; Sheida K. Raley, Karrie A. Shogren, and Brian P. Cole, "Positive Psychology and Education of Students with Disabilities: The Way Forward for Assessment and Intervention," *Advances in Neurodevelopmental Disorders* 5, no. 1 (2021): 11–20, https://doi.org/10.1007/s41252-020-00181-8.

[3] Carol Johnson and Noha Altowairiki, "Developing Teaching Presence in Online Learning Through Shared Stakeholder Responsibility," in *Research Anthology on Developing Critical Thinking Skills in Students*, 1st ed. (USA: IGI Global, 2021), 298–324, https://doi.org/10.4018/978-1-7998-3022-1.ch017.

[4] B.V. Murty and K. Narasimha Rao, "Digital Pedagogy–An Opportunity or a Threat?," in *Proceedings of International Conference on Digital Pedagogies (ICDP)* (New Delhi: Nelson Mandala Marg., 2019), 1–5.

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educational institutions themselves.[5] An empirical study of the adversity quotient perspective in more detail has revealed the implications of online learning on interest in learning[6] and increasing the level of student adversity quotient.[7] This empirical study further confirms the critical role of the adversity quotient in dealing with online learning barriers, as the results of research by Dorji,[8] Gayatri,[9] and Gupta.[10] This condition prompted Crespo to study the importance of psychic resilience in students and teachers, and he concluded that students' resilience depends on individual personality and attention from the family. In contrast, the resilience aspect of teachers is influenced by the environment of the educational institution where they teach. In this context, one of the indicators of a person's resilience is survival in the face of obstacles. Therefore, developing endurance in students is urgent, as concluded by Egan's research which describes the urgency of resilience in improving student academic performance.[11]

Higher education institutions also pursue efforts to develop the dimension *of* endurance, such as those carried out by the State University of Malang - from now on written as UM- through the online learning process for Islamic Religious Education (PAI) courses held continuously during the pandemic. Interestingly, the formal juridical basis for implementing of PAI learning at UM places PAI as the nomenclature of the Basic Character Development Course (MDPK) with a weight of 3

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[5] Monica Mollo, "Academic Cultures : Psychology of Education Perspective," *Human Arenas*, 2021, 1–18, https://doi.org/10.1007/s42087-021-00238-7; Edy Irawan, *Pendidikan Tinggi Di Masa Pandemi: Transformasi, Adaptasi, Dan Metamorfosis Menyongsong New Normal* (Jogjakarta: Zahir Publishing, 2020); Shirley Leo et al., "From Offline to Online Learning: A Qualitative Study of Challenges and Opportunities as a Response to the COVID-19 Pandemic in the UAE Higher Education Context," in *The Effect of Coronavirus Disease (COVID-19) on Business Intelligence*, ed. M.T. Alshurideh, Aboul Ella Hassanien, and Ra'ed Masa'deh, 1st ed. (Switzerland: Springer, Cham, 2021), 203–17, https://doi.org/10.1007/978-3-030-67151-8_12.

[6] E. Borokhovski et al., "Achievement and Attitudes in Technology-Supported Postsecondary Education: Complexity of Relationships through the Lens of Meta-Analysis," in *Proceedings of EdMedia: World Conference on Educational Media and Technology*, ed. E. Weippl (USA: Association for the Advancement of Computing in Education, 2018), 1994–2003, https://www.learntechlib.org/p/184439/.

[7] Nidhi Phutela and Sunita Dwivedi, "A Qualitative Study of Students' Perspective on e-Learning Adoption in India," *Journal of Applied Research in Higher Education* 12, no. 4 (2020): 545–59, https://doi.org/https://doi.org/10.1108/JARHE-02-2019-0041.

[8] Rinchen Dorji and Dr. Kundan Singh, "Role of Adversity Quotient in Learning," *International Journal of Education* 11, no. 46229 (2019): 119–25, http://ijoe.vidyapublications.com.

[9] Rika Gayatri and Binti Isrofin, "Hubungan Peer Social Support Dan Adversity Quotient Dengan Resiliensi Akademik Mahasiswa Di Masa Pandemi," *G-COUNS: Jurnal Bimbingan Dan Konseling* 5, no. 2 (2021): 226–36, https://doi.org/https://doi.org/10.31316/g.couns.v5i2.1568.

[10] G Hema and Sanjay M Gupta, "Adversity Quotient for Prospective Higher Education," *The International Journal of Indian Psychology* 2, no. 3 (2015): 49–64, http://oaji.net/articles/2015/1170-1432714388.pdf.

[11] Helen Egan et al., "Mindfulness, Self-Compassion, Resiliency and Wellbeing in Higher Education: A Recipe to Increase Academic Performance," *Journal of Further and Higher Education*, 2021, 1–11, https://doi.org/https://doi.org/10.1080/0309877X.2021.1912306.

credits.[12] It does not follow the regulations as determined by the National Standard for Higher Education (SNDikti), which stipulates the weight of the PAI course at two credits.

It is expected if the researcher then assumes that UM's strategic steps in shaping the positive character of students through PAI learning can also be a source of growing up the dimension of students' endurance. This university develops online learning designs by optimizing learning models' humanist and futuristic educative relationships. This model means that the online learning design implemented influences the religious understanding of the academic community and creates an educational climate based on a humanist and visionary spirit. From these conditions, it is natural that good psychological resilience is needed to be able to overcome obstacles during the learning process, as research has been carried out by Sembiring's research,[13] Yeager,[14] and Fuente.[15] Therefore, this research aims to analyze the developing dimension of students' endurance from the perspective of the adversity quotient in undergoing the process of PAI online learning at UM. This research unraveled the root of the problem through critical analysis and efforts to develop the dimensions of students' endurance at UM. It had implications for improving the quality of UM students' adversity quotient in undergoing PAI online learning.

Method

Based on this description, this research focuses on the design of PAI online learning in State Universities (PTN) in Malang City, East Java, namely the State University of Malang (UM). This PTN implements online learning design through humanist principles that place students as whole people by providing the most comprehensive space for freedom and academic opportunities to develop their competencies. On the other hand, this university also puts forward a visionary-futuristic

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[12] AH. Rofi'uddin, "Peraturan Rektor Universitas Negeri Malang Nomor 24 Tahun 2020 Tentang Pedoman Pendidikan Universitas Negeri Malang," Pub. L. No. Pasal 31 Ayat 2, 24 (2020).

[13] Mimpin Sembiring et al., "Measurement Model Data of Academic Resilience for Students in Senior High School of Middle Seminary," *Data in Brief* 34 (2021): 106669, https://doi.org/10.1016/j.dib.2020.106669.

[14] David Scott Yeager and Carol S. Dweck, "Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed," *Educational Psychologist* 47, no. 4 (2012): 302–14, https://doi.org/10.1080/00461520.2012.722805.

[15] Jesús De Fuente et al., "Resilience as a Buffering Variable Between the Big Five Components and Factors and Symptoms of Academic Stress at University," *Frontiers in Psychiatry* 12, no. 2 (2021): 1–19, https://doi.org/10.3389/fpsyt.2021.600240.

spirit by optimizing information and technology by upgrading its online learning system.

Humanist principles and learning design based on visionary-futuristic spirit intertwined in the university environment are highlighted in this research through case study research. Therefore, this research comprehensively describes developing aspects of students' endurance in the PAI online learning setting, as UM has continuously applied. As one of the State Universities (PTN) in Malang City, UM was chosen as the locus of this research due to PAI online learning, which is based on the humanist-futuristic values that they implement. Moreover, this educational institution has the potential to implement online learning. This potency is evidenced by the achievement of UM, which can occupy the position of the five best universities in the implementation of online learning.[16] Data was collected using virtual interview techniques, observation, and documentation. Primary data sources came from 85 students from the Faculty of Education (FIP), Faculty of Letters (FS), Faculty of Engineering (FT), and Faculty of Economics (FE). Data analysis in this research uses Miles Huberman Saldana's interactive analysis technique. After going through the data collection process, there are three components of the subsequent analysis: data condensation, data display, and verifying.

Results and Discussion

PAI Online Learning at UM: Existence and Interpretation Amid the New Normal Era

The impact of the COVID-19 pandemic, which is entering the New normal era, is still a big challenge for academics at the university level. These challenges have caused higher education to issue various academic policy options to support learning. In this context, universities are faced with the ability of adaptive flexibility and readiness to make a sustainable transformation to achieve the educational targets that have been designed. It is stated that sustainable digital transformation needs to be focused on by higher education institutions, especially on aspects of organizational culture and

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[16] Neneng Uswatun Hasanah, "Universitas Negeri Malang Masuk Dalam Lima Terbaik Penerapan Kuliah Daring Kemenristekdikti," *Suryamalang.Com*, January 2018, https://suryamalang.tribunnews.com/2018/01/12/universitas-negeri-malang-masuk-dalam-lima-terbaik-penerapan-kuliah-daring-kemenristekdikti.

technology they have[17]; if possible, it can be implemented by focusing on a holistic approach to an integral education system.[18]

In reality, the dynamics of changing learning patterns in the New normal era cannot be separated from the critical role of utilizing learning technology[19] that requires science and technology competencies (IPTEK).[20] Sustainable change can be achieved from the lecturers' and students' perspectives. This fact is certainly a challenge that must be faced with the readiness to optimize the endurance of the university academic community. The researcher bases the argument on the urgency of developing adversity quotient, which has become an instrument in each individual, and endurance is one dimension of that intelligence.

It is common when Hafnidar suspects the need for good psychological readiness from every element of education is undergoing online learning.[21] Pino revealed in his research, which states that the psychological readiness of teachers in managing their adversity quotient is the main factor in facing learning in the pandemic era.[22] In another thesis, Rondonuwu also emphasizes the psychological readiness of students as an equally important factor in going beyond the online learning process today.[23] Clearly, empirical conclusions contained in some of the research described that the progression of online learning and other aspects of psychological readiness preparedness -including

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[17] Jessie Bravo et al., "Model of Sustainable Digital Transformation Focused on Organizational and Technological Culture for Academic Management in Public Higher Education," in *Proceedings of the 5th Brazilian Technology Symposium*, ed. Yuzo Iano et al. (Brazil: Springer, Cham, 2021), 483–91, https://doi.org/https://doi.org/10.1007/978-3-030-57566-3_48.

[18] Estibaliz Sáez de Cámara, Idoia Fernández, and Nekane Castillo-Eguskitza, "A Holistic Approach to Integrate and Evaluate Sustainable Development in Higher Education. The Case Study of the University of the Basque Country," *Sustainability (Switzerland)* 13, no. 1 (2021): 1–19, https://doi.org/10.3390/su13010392; Elisha Ondieki Makori, "Sustainable Information Development Practices and Societal Transformation in Kenya," *International Journal of Library and Information Services* 10, no. 2 (2021): 1–19, https://doi.org/10.4018/ijlis.20210701.oa7.

[19] Hilma Dian Wulandari and Badrus Badrus, "Aktualisasi Pembelajaran PAI Di Masa Pandemi Covid-19 Ditinjau Dari Teori Pembelajaran E-Learning Di SMK PGRI," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 11, no. 3 (2021): 187–202, https://doi.org/10.33367/ji.v11i3.2070.

[20] Suti'ah and Dina Mardiana, "Innovation in the Development of Islamic Education Learning Strategies (PAI): Concepts and Challenges in Facing the New Normal Era," *Psychology and Education Journal* 58, no. 2 (2021): 7262–71, https://doi.org/https://doi.org/10.17762/pae.v58i2.3304.

[21] Hafnidar and Ikhyanuddin, "Peningkatan Kesiapan Orangtua Selama Pandemi COVID-19 Melalui Workshop Strategi Pendampingan Belajar Daring Pada Anak," *E- Amal: Jurnal Pengabdian Kepada Masyarakat* 01, no. 02 (2021): 45–50, https://doi.org/https://doi.org/10.35790/jbm.13.1.2021.31764.

[22] Zephora Ann Ngujo Pino and Jewish Araneta Merin, "Educators' Adversity Quotient: Rising Above Challenges in the Time of Pandemic," *Education Journal* 10, no. 4 (2021): 119–25, https://doi.org/10.11648/j.edu.20211004.12.

[23] Vikny W K Rondonuwu, Yanti M Mewo, and Herlina I S Wungouw, "Pendidikan Kedokteran Di Masa Pandemi COVID-19 Dampak Pembelajaran Daring Bagi Mahasiswa Fakultas Kedokteran Angkatan 2017 Unsrat," *Jurnal Biomedik : Jbm* 13, no. 1 (2021): 67–75, https://doi.org/10.35790/jbm.13.1.2021.31764.

endurance- of all aspects of the academic society are two important entities expected to run in a balanced and mutually supportive.

Related to this, UM always makes adaptive efforts to implement PAI learning during the New normal era. UM. Adaptability has been carried out in line with the development of the dynamics of online learning at the tertiary level, which is increasingly massive with the phenomenon of the New normal era. In terms of providing learning facilities, for example, UM already has a learning platform based on the Learning Management System Moodle (LMS), which is a combination of the Academic Information System (Siakad) and the Curriculum Information System (SIK) owned by UM. At the technical-implementation level, the LMS owned by UM is accommodated by a web link belonging to UM with the URL sipejar.um.ac.id.

PAI courses held online at UM are also based on the online platform developed by UM, namely *Sistem Pengelolaan Pembelajaran (Sipejar)*. The *Sipejar* platform provides learning system services in online learning, offline learning, and blended learning. However, the New normal era current period only allows formats of online learning that are fully implemented in an online mode. The researcher analyzed the online learning pattern of PAI held at UM based on considerations of life views, awareness, and legal ideals, which included the philosophy of the Indonesian nation and the accompanying spiritual conditions. The results in academic implications that the researchers put forward into two main factors.

First, PAI online learning at UM is a form of a philosophical spirit through the verbal credo *"The Learning University,"* which characterizes the university. The outlook on life and the institution's ideals that put the spirit of learning in the UM academic community forward is embodied in the PAI online learning model. So that through online learning designs carried out during the New normal era, UM will still be able to facilitate the student teaching and learning process. UM is an institution at the university level that wants to always carry out sustainable transformation even amid the COVID-19 pandemic. *Second,* PAI online learning at UM is clear evidence of the university's interpretive ability in taking adaptive-visionary steps during the pandemic. The adaptive pattern of PAI learning lies in the readiness of programs and academic activities designed during the educational process while still prioritizing the principle of flexibility and adjustment to the dynamics of changing face-to-face learning patterns (offline) toward online learning designs. At the same time, the theoretical aspect is visible from the desire and aspiration of UM to become an educational institution that

always aligns itself with the development of science and technology, including the development of learning technology.

Based on these two analyses, the researcher can confirm that UM's PAI online learning process manifests the institution's capability to face the New normal era's learning era. The potential and ideals can prove its existence and interpretation ability through *Sipejar* online learning design. It is clear that UM's capability in bridging and adapting to the dynamics of learning in the New normal era is tangible and has been in line with the development of science and technology.

The researcher previously described the existence of online learning organized by UM leads to an initial conclusion that online learning is based on a visionary spirit manifested through the *Sipejar* online learning system. As in the previous narrative, PAI courses at UM have two credits learning theoretical and one credit for field practice. In the context of this research, the researcher focuses on the analysis of endurance development of adversity quotient based on field practice activities during the learning process. Students undertake three main academic activities outside of theoretical learning: *Tafaquh fi Diinil Islam* (TDI). TDI is a routine activity that students go through every week. TDI activities are held by utilizing an online platform learning through *Sipejar*. According to the programmed theme, the teachers -read: lecturers-continuously provide Islamic materials to students within one semester. Students in this context need good knowledge competence in order to be able to increase understanding in the field of Islamic religion through these learning videos.

Second, Bina Baca Qur'an (BBQ). This activity requires students to improve their ability to read the Qur'an with the help of a mentor -*Ustadz* or *Ustadzah* - whom they have to look for outside the campus As a form of monitoring and evaluation. UM sets specific standards for students who want to graduate from PAI courses. The standard lies in the student's ability to read the Qur'an, which will be evaluated at the end of the learning semester. The educational background taken by UM students at the previous level of formal education does not entirely come from a *madrasah* or Islamic boarding school-based education. From the researcher's observations, most UM students departed from the public education level, namely Senior High School (SMA) and Vocational High School (SMK). It is common for this condition to be a separate academic challenge for students with that background. Moreover, the BBQ activity also requires students to take the initiative to find an academic mentor who will accompany and monitor the progress of their Qur'an reading ability. The two challenges (the target

of achieving the ability to read the Qur'an at the end of the semester and teaching from mentors) become a stimulus that requires a good adversity quotient response, with one of the indicators located in endurance so that they can pass the learning challenge.

Third, Bina Ibadah (BI). Related to BBQ activities, BI also requires mentoring assistance, which each student must take the initiative to do. This BI activity focuses on fostering obligatory and *sunnah* prayers carried out by students. Like BBQ, BI activities also have evaluation standards through *mutaba'ah* sheets that students must submit at the end of the semester. *Mutaba'ah form* is a recapitulation of skill progress and an increase in knowledge about proper worship procedures according to the guidance of Islamic law.

Development of Endurance Dimensions in PAI Online Learning Process at UM: Assessing Adversity Quotient Theoretical Perspectives

Description of the TDI, BBQ, or BI in the learning process online at UM PAI has implied the importance of the endurance dimensions to the student. In this context, Stoltz stated in his adversity quotient theory that endurance is one of the dimensions that acts as a benchmark for a person to survive in challenging, difficult situations. Endurance is one of the other four dimensions in the theory of adversity quotient, and it naturally functions as an instrument of one's psychic endurance in facing obstacles.[24] So, in his research, Effendi is expected to classify the level of student intelligence based on the diversity of challenges in higher education's academic world.[25] Even within Islamic religious education institutions, the adversity quotient is one perspective that can become an axiological frame of student behavior -read *santri*. The research concludes that the challenges students face in Islamic boarding schools become external stimuli that trigger their adaptive response to facing these challenges.[26]

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[24] Latifah Hanum, "Differences in Student Adversity Intelligence by Gender," *Honai: International Journal for Educational, Social, Political & Cultural Studies* 1, no. 2 (2018): 115–28, https://doi.org/https://doi.org/10.2121/.v1i2.1110.

[25] Mohd Effendi et al., "The Characteristics of Quitters, Campers and Climbers of Adversity Quotient (AQ) on Polytechnic Students from Gender Perspectives," in *Proceedings of Mechanical Engineering Research Day 2020* (Malaysia: Centre for Advanced Research on Energy Universiti Teknikal Malaysia, 2020), 257–58.

[26] Suheri, "Adversity Learning and Student's Performance at Islamic Boarding School in Indonesia," in *Proceedings of 1st Raden Intan International Conference on Muslim Societies and Social Sciences (RIICMuSSS 2019)* (Bandar Lampung: UIN Raden Intan, 2019), 73–78; Pooneh Baniani and Azam Davoodi, "Predicting Academic Resilience Based on Metacognitive Beliefs and Achievement Motivation in High School Students in Shiraz, Iran," *International Journal of Pediatrics* 9, no. 6 (2021): 13765–74, https://doi.org/10.22038/IJP.2020.53686.4257.

Interestingly, the adversity quotient perspective proposed by Stoltz[27] is also empirically able to measure the level of endurance of teachers in the midst of being exposed to two main learning problems during the current COVID-19 pandemic, namely challenges in the online learning field and challenges in the face stakeholders' education.[28] From the student's perspective, this theory can become an analytical perspective that reveals the importance of optimizing the education system run at the university level.[29] This condition has also happened at UM. Through the education system organized by the university, the Moodle-based online learning system in the format of *Sipejar*, which leads to TDI, BBQ, and BI activities, requires good knowledge competence in students.

Furthermore, based on the phenomenon of PAI learning held by UM, the researcher analyzed the factors that support and inhibit endurance in the online PAI learning process.[30] Among the factors that support students' endurance include the quality of human resources leading the State University of Malang. *Second,* lecturers who support PAI courses at UM can guide students in undergoing UM's online PAI learning process. On the other hand, the limiting factor for endurance in the online PAI learning process lies in the online learning situation in the area where students live, which technically does not support the implementation of online learning optimally. This situation can be seen from the existing internet network constraints in the regions, especially in remote areas where internet facilities are inadequate.

With the support of the mentor -as stated in Abshor's research[31]- and supported by the psychological readiness of students, adaptability will be formed in facing the challenges of PAI online learning. This condition, in the end, can develop the dimension of students' endurance. The visualization of PAI's online learning relation in developing the endurance dimension is shown in the following figure:

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[27] Paul G. Stoltz, *Adversity Quotient: Turning Obstacles into Opportunities* (New Jersey: John Wiley & Sons, 1997); Maria Cristina Santos, "Assessing the Effectiveness of the Adapted Adversity Quotient Program in a Special Education School," *Researchers World* 3, no. 4 (2012): 13.

[28] Pino and Merin, "Educators' Adversity Quotient: Rising Above Challenges in the Time of Pandemic."

[29] Asni Asni et al., "Adversity Quotient of Students during Covid-19 Outbreak," *JPPI (Jurnal Penelitian Pendidikan Indonesia)* 7, no. 1 (2021): 72–77, https://doi.org/http://dx.doi.org/10.29210/02021831.

[30] Suti'ah and Mardiana, "Innovation in the Development of Islamic Education Learning Strategies (PAI): Concepts and Challenges in Facing the New Normal Era."

[31] Mohammad Ulil Abshor, "Pendidik Transformatif: Antara Disrupsi Dan Pandemi Covid-19," *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 11, no. 2 (2021): 173–86, https://doi.org/10.33367/ji.v11i2.1846.

Figure 1. The Development of Students' Endurance Dimensions in PAI Online Learning at the State University of Malang (UM)
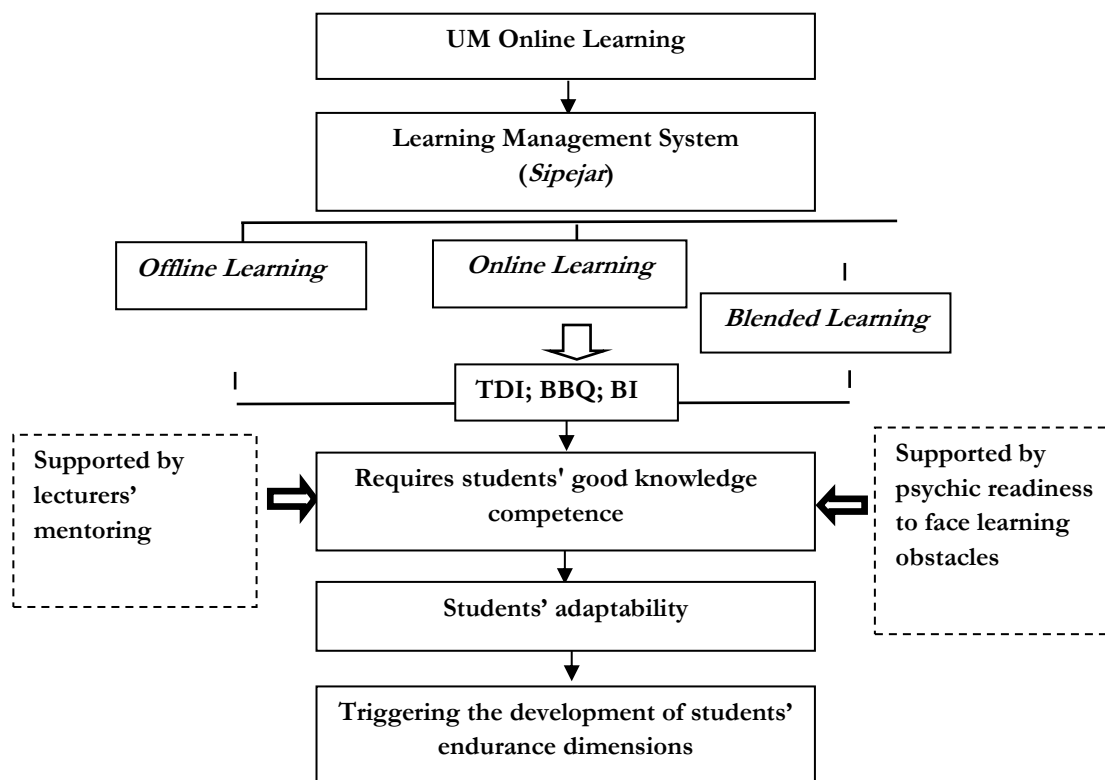
The analysis that the researcher put forward and has been visualized through the figure is a form of confirmation of the research results put forward by Gayatri with the finding of the vital role of adversity quotient in dealing with online learning obstacles.[32] It is common when students experience various obstacles, both internal constraints in feelings of stress and external constraints in the form of communication system challenges.[33] These can trigger the development of natural instruments from each human individual in the form of self-resilience.[34] Although it cannot be denied that the

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[32] Gayatri and Isrofin, "Hubungan Peer Social Support Dan Adversity Quotient Dengan Resiliensi Akademik Mahasiswa Di Masa Pandemi."

[33] Genta Sakti and Neila Sulung, "Analisis Pembelajaran Di Masa Pandemik COVID-19 (Literatur Review)," *Jurnal Endurance: Kajian Ilmiah Problema Kesehatan* 5, no. 3 (2020): 496–513, https://doi.org/https://doi.org/10.22216/jen.v5i3.5553.

[34] Gwendolyn Lawrie, "Chemistry Education Research and Practice in Diverse Online Learning Environments: Resilience, Complexity and Opportunity!," *Chemistry Education Research and Practice* 22, no. 1 (2021): 7–11, https://doi.org/https://doi.org/10.1039/D0RP90013C; Tom Crick, Tom Prickett, and Julie Walters, "A Preliminary Study Exploring the Impact of Learner Resilience under Enforced Online Delivery during the COVID-19 Pandemic," in *Proceedings of the 26th ACM Conference on Innovation and Technology in Computer Science Education* (Germany: ACM Digital Library, 2021), 653, https://doi.org/10.1145/3456565.3460050.

development of the endurance dimension can also be studied from other perspectives, for example, emotional intelligence[35] or multiple intelligences.[36]

Conclusion

Based on the study conducted by the researcher, it can be concluded that the application of PAI online learning at UM in the New normal era cannot be separated from the phenomenon of the development of learning design that occurs in various educational institutions today. These changes lead UM to a visionary-humanist spirit as a philosophical foundation that frames UM's learning design. Therefore, in the aspect of developing students' endurance dimensions, PAI online learning plays an essential role in three academic activities in it, namely *Tafaquh fi Diinil Islam* (TDI), *Bina Baca Qur'an* (BBQ), and *Bina Ibadah* (BI). Third, through these activities, the students formed adaptability responses that led to the development of endurance dimension from within each student.

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[35] Yamini Chandra, "Online Education during COVID-19: Perception of Academic Stress and Emotional Intelligence Coping Strategies among College Students," *Asian Education and Development Studies* 10, no. 2 (2021): 229–38, https://doi.org/10.1108/AEDS-05-2020-0097; Uma Warrier, Monoo John, and Surendranath Warrier, "Leveraging Emotional Intelligence Competencies for Sustainable Development of Higher Education Institutions in the New Normal," *FIIB Business Review* 10, no. 1 (2021): 62–73, https://doi.org/https://doi.org/10.1177%2F2319714521992032.

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