

DEVELOPMENT OF DISASTER PREPARED SCHOOL CULTURE THROUGH IMPLEMENTATION OF DISASTER MITIGATION

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Abstract

This study examines the concept of educating with the heart from the perspective of Ibn Qayyim al-Jawziyyah and its implications for modern education. The research is grounded in the concern that contemporary education often emphasizes cognitive achievement while neglecting moral, emotional, and spiritual dimensions. Therefore, this study aims to explore how heart-based education can provide a more holistic educational framework. This research employs a qualitative library research approach using philosophical and conceptual analysis. Primary sources include major works of Ibn Qayyim, while secondary sources support the interpretation and contextualization of his educational thought within modern educational discourse. Data were analyzed through content analysis to identify key themes related to heart-based education and its practical implications. The findings reveal that educating with the heart emphasizes compassion, sincerity, empathy, understanding of human nature (fitrah), gradual discipline, and reliance on prayer. These principles contribute to the development of balanced individuals by integrating cognitive, affective, and spiritual aspects. In modern education, this concept implies the need for student-centered learning enriched with moral and spiritual values, reflective practices, and character-based evaluation systems. It also redefines the role of teachers as moral guides, not merely knowledge transmitters. The concept of educating with the heart is highly relevant to modern education as it addresses moral and spiritual gaps while supporting holistic human development. However, this study is limited to a conceptual framework and lacks empirical validation. Future research is recommended to apply this concept in educational settings and to conduct comparative and empirical studies for broader applicability.

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INTRODUCTION

Law Number 20 of 2003 article 1 paragraph 1 mention that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Pemerintah Republik Indonesia, 2003). In this case, the state has also regulated education in the 1945 Constitution, Article 31 Paragraph (1) which reads: "Every citizen has the right to education". Furthermore, P 31 Paragraph (3) reads:

"The government seeks and implements a national education system, which increases faith and piety as well as noble morals in order to make the nation's life more intelligent, which is regulated by law" (UUD Republik Indonesia).

Education plays a very important and strategic role in the process of improving the quality of Human Resources (HR). This improvement is a process that cannot be separated from the process of improving the quality of human life in maintaining survival from disasters. From the definition of disaster itself, it is a series of events that can threaten and disrupt human life and cause damage to property and even human life. In line with this statement in Law Number 24 of 2007 concerning Disaster Management, it is explained that "a disaster is defined as an event or series of events that threatens and disrupts the life and livelihood of the community caused, either by natural factors and/or non-natural factors or other factors. human beings, resulting in human casualties, environmental damage, property loss and psychological impacts" (Undang-Undang Republik Indonesia Nomor 24 Tahun 2007 Tentang Penanggulangan Bencana, 2007).

Dedek et al (2019) explained that Aceh Province is one of the regions in Indonesia that is worried about disasters. In the document "Aceh Disaster Risk Study 2016-2020" it is stated that Aceh Province was recorded as having experienced an earthquake which resulted in casualties (deaths and injuries) and other physical and economic losses on December 26 2004. This risk was exacerbated by the emergence of the tsunami disaster. which resulted in 166,541 people died, 1,129 people were injured, 6,220 people were missing, 322,821 houses were heavily damaged, 96,576 houses were slightly damaged, which is known based on the Indonesian Disaster Data and Information (DIBI) records. In the Guide to Implementing DRR in Aceh , Dedek et al (2019) explained that " Aceh Province has 11 known potential disasters based on historical records of disaster events from Indonesian Disaster Data and Information (DIBI)". These disasters include floods, flash floods, extreme waves and abrasion, earthquakes, tsunamis, forest and land fires, droughts, epidemics and disease outbreaks, volcanic eruptions, extreme weather and landslides.

Considering that the condition of Aceh Province is one of the areas vulnerable to disasters, the Government, Business Entities, Academics and the Community support each other and collaborate in disaster management when disasters occur with the aim of minimizing loss of life caused by disasters. This statement is in line with Law of the Republic of Indonesia Number 24 of 2007 concerning Disaster Management Article 6 states that "the Government's responsibility in implementing disaster management includes reducing disaster risk and integrating disaster risk reduction with development programs". After the 2004 tsunami disaster in Aceh, the government established an agency that operates in the field of disaster management, known as the Aceh Disaster Management Agency (BPBA), which was formed in 2010, based on Law of the Republic of Indonesia Number 24 of 2007 concerning Disaster Management. namely article 18, article 19 and article 25, fiber is supported by Aceh Qanun Number 5 of 2020 concerning Disaster Management and Aceh Qanun Number 6 of 2010 concerning the Establishment of the Organizational Structure and Work Procedures of the Aceh Disaster Management Agency , the Aceh Government has established the Aceh Disaster Management Agency (BPBA). BPBA actively provides information and news about natural conditions, including weather, wind, earthquakes and tsunamis via radio, social media and provides direct training to the community and educational institutions in Aceh.

Remembering that mitigation education is very important to be taught to

students as a form of basic understanding for students to save themselves when a disaster strikes. Disaster risk can be reduced if the level of vulnerability can be improved through various preparedness actions, both before a disaster occurs, so remembering the importance of disaster mitigation education in schools needs to be carried out from an early age, in order to provide deeper knowledge and readiness for actions that need to be taken before/at the time it occurs. unexpected natural disasters to minimize any impacts that will occur (Hayudiyas, 2020) . Disaster mitigation is a series of efforts to reduce disaster risks, both through physical development and awareness and increasing capacity to face disaster threats (Article 1 paragraph 6 (Government Regulation of the Republic of Indonesia Number 21 of 2008 concerning Implementation of Disaster Management) . Considering that knowledge of mitigation is very useful for students, through introducing disasters through counseling, it is hoped that students can make disaster preparedness a culture for them wherever they are. Through counseling, children from an early age can apply this disaster preparedness culture so that they can have skills in implementing disaster management, both in situations where a disaster does not occur and in situations where there is a potential for disaster. (Pusdiklat and Construction, 2017) . This is because if this understanding has become a culture in mitigating disasters then the implementation, adjustment and application of mitigation has become a belief that is carried out continuously in a more concrete, cultural form. (Jayadi, 2022) . In this case, Aceh Besar District has an area spread between the mountains and the coast which is very vulnerable to disasters, so education about disaster mitigation is very important to learn to help students understand how to save themselves when a disaster occurs.

The implementation of mitigation in schools so far has been a form of effort to reduce the impact of natural disasters, so it is necessary to evaluate the effectiveness of existing SOPs in schools. Apart from that, it is also to find out the obstacles experienced in schools so far regarding the implementation of mitigation programs in schools in Aceh Besar. Based on these problems, the researcher tries to explain the development of a school culture of disaster preparedness through the implementation of disaster mitigation at Aceh Besar Middle School.

RESEARCHS METHOD

The research approach used in this research is a qualitative approach because the researcher wants to study social and dynamic problems. Qualitative research methods according to Sugiyono, (2022) is a research method based on postpositivism or interpretive philosophy , used to research the conditions of natural objects, where the researcher is the key instrument . Mafrudah & Sa'diyah, (2021) This type of qualitative research is data in the form of words, sentences and images, which is a collection of non-numerical data that is descriptive in nature." Research This done in junior high schools in Aceh Besar Regency. However Considering that the Aceh Besar area is very large, the researchers took several research samples around Baitussalam District and Mesjid Raya District, considering that this area was one of the locations worst affected by the tsunami disaster in 2004. Therefore, the schools used as research locations include Baitussalam 1 Middle School, PKPU Mesjid Raya Middle School, Mesjid Raya 1 Middle School, Mesjid Raya 2 Middle School and Mesjid Raya 3 Middle School. Informant study consists from Head Schools, Teachers and Power Administration School . Data collection techniques were carried out using triangulation (a combination of observation, interviews, documentation). The data analysis technique used in this research is

descriptive qualitative analysis with an interactive model of analysis. It means Qualitative data analysis is carried out interactively and continues continuously until completion, so that the data is saturated. As for activities in the data analysis carried out consists from : data reduction, data display, and conclusion drawing/verification (Sugiyono, 2022) .

RESULT AND DISCUSSION

Result

Disaster mitigation And Disaster Management in Schools

Disaster management mitigation is the main step before a disaster occurs. (Wekke, 2021) explains that disaster mitigation is a step that really needs to be taken as the main starting point of disaster management. In accordance with the main objective, namely reducing or eliminating casualties and losses that may arise, the emphasis needs to be made before a disaster occurs.

Mitigation is an effort to reduce threats or risks from Based on Law No. 24 of 2007, Chapter 1 General Provisions, Article 1 number 9 (PP No. 21 of 2008, Chapter I General Provisions, Article 1 number 6, the meaning of mitigation is a series of efforts to reduce the impact and risk of disasters, this can be through physical development or awareness and increasing capacity to face the threat of disasters. Mitigation in Article 44 letter c is carried out to reduce the risk of disasters for communities in disaster-prone areas. ((Undang-Undang Republik Indonesia Nomor 24 Tahun 2007 Tentang Penanggulangan Bencana, 2007 Article 47 paragraph (1).

Disaster mitigation refers more to actions to reduce the impact of a disaster, where these actions can be taken before the disaster occurs, including preparedness and long-term risk reduction measures. According to Law no. 24 of 2007, mitigation efforts can be in the form of pre-disaster (before the disaster), during the disaster and post-disaster (after the disaster). According to Law no. 24 of 2007, a disaster indicator is a event or series of events that can threaten and disrupt people's lives caused by several factors. Creating disaster management in schools is one form of effort made to minimize casualties, apart from that humans cannot prevent disasters from happening, but humans only make efforts to survive. Disaster Management in Schools is an effort to reduce the impacts caused by disasters by making plans for physical protection, planning capacity development in carrying out emergency response/response, and planning educational continuity, at each school level up to educational authorities at all levels, both district/city, provincial to national (Rohman et al, 2020). According to Law Number 24 of 2007, disaster management is a continuous and integrated dynamic process to improve the quality of steps related to disaster observation and analysis as well as prevention and mitigation, preparedness, early warning, emergency management, disaster rehabilitation and reconstruction.

Furthermore, disaster management in schools is determined through the authorities in the education sector at national, provincial, district/city levels and at the school community level (including students and parents of students), in collaboration with partners in the field of disaster management, to maintain a safe learning environment and planning for the continuity of education both in the absence of a disaster and in the event of a disaster, in accordance with international standards. Disaster management in schools is considered very important, so that schools have disaster SOPs in accordance with the school environment. Preparation phase

management disaster at school:

Forming a Representative School Disaster Management Committee

The school committee is part of the school that can facilitate the community to communicate with the school. As for the decision of the Minister of National Education Number. 044/U/2002 Concerning Education Councils and School Committees, it is written that school committees are independent bodies that accommodate community participation in improving the quality, equity and efficiency of education management in educational units, both in pre-school education and educational management in educational units. , school education pathways, as well as education pathways outside of school (Menteri Pendidikan, 2002). Government Regulation Number 16 of 2021 article 27 paragraph (1), namely Management Standards are the minimum criteria regarding the planning, implementation and supervision of educational activities carried out by educational units so that the implementation of education is efficient and effective. School management according to government regulations involves community participation and relies on the decision ability of the school to include parents and the community through the school committee. Further explained by (Yuspiani, 2023) School committee management is a way to manage an organization, starting from planning work programs, organizing work program implementation, and program evaluation, by utilizing existing resources in order to maximize the function of the school committee so that The aim of forming a school committee can be achieved effectively and efficiently.

The existence of policies, agreements and/or school regulations that support Disaster Risk Reduction (PRB) efforts in schools

The policies and plans regarding disaster risk reduction are based on agreement from the school community. Disaster Management in Schools will be stronger and more meaningful if this is supported by school policies or regulations that support DRR efforts in schools, so that efforts made by schools, parents of students or guardians of students, and also by school students can coordinate with efforts made by neighborhood residents around the school. Parents of students and guardians of students can also make this agreement after receiving an explanation from the school. Another agreement that should be made is an agreement with local residents regarding DRR efforts (Titik et al., 2023).

Conduct an assessment of risks, hazards, vulnerabilities and resources

Assessment and planning are the starting points for mitigation and safety efforts. These two things must coexist, because without assessment, planning will fall apart, and without planning, assessment will be carried out aimlessly. This point is no less important in disaster management. This condition is a form of study that minimizes the impact of disasters by considering existing risks. Therefore, accurate information is needed based on each region. According to (Suharwoto et al 2019) that in making it, research and discussion will be needed namely : assessing dangers and risks , assessing structural safety assessment of capacity and resources for mitigation, response and recovery , using simple school-level risk maps and school and neighborhood resources

Next Preparedness planning aims to ensure quick and effective action when a disaster occurs by integrating and considering regional disaster management systems

and adapting them to local regional conditions. There are several forms of planning that must be included in the SOP that is created, including: a) reducing risks, b) Responding skills (SOP, Contingency Plans, simulations) and Providing Disaster Equipment and c) Education Continuity plans Monitoring Indicators for Disaster Management in Schools: The School Readiness and Resilience in Facing Disasters checklist is used to guide the process of implementing disaster management policies and procedures in schools. This can be used as a “baseline” and repeat checks once a year can measure achievements. Successful disaster management in schools is a challenge because there are many different stakeholders who must be involved. In general, it is the education authority that sets policies and provides guidance for disaster management in schools, with the assistance of local (Regency/City BPBD) and provincial (Provincial BPBD) or national disaster management (BNPB) authorities.

After a contingency plan has been prepared, it is necessary to review the plan together with the school community – students, teachers and other education personnel – regularly to ensure that everyone is prepared for disasters and emergencies. Simulation exercises based on contingency plans or based on SOPs can minimize accidents and panic when a disaster or emergency occurs, ensure fast reaction times (for example in the form of protective measures, evacuation, etc.), and provide opportunities to revise and update plans. . This is also to ensure that people who are given certain responsibilities truly understand their roles and responsibilities when a disaster and emergency occurs. Regular review of contingency plans or SOPs/Standing Procedures for Handling.

The process of recognizing and strengthening disaster risks through the disaster preparedness school program at Aceh Besar Middle School

The results of the research explained by the informant regarding the process of recognizing and strengthening disaster risks through the disaster preparedness school program at Aceh Besar Middle School are that in general it has been carried out by schools in Aceh Besar Regency, especially at the junior high school level, in collaboration with related parties regarding disaster management from an early age. There are institutions that help socialize these activities, such as the Aceh Disaster Management Agency (BPBA), Pertamina, Indonesian Red Cross (PMI), Human Initiative (HI) and Non-Governmental Organizations (NGOs). These institutions generally have Standard Operating Procedures (SOP) regarding structured disaster management , both national and other disasters.

These findings were also strengthened by the results of interviews with the principals of SMP Negeri 1 Baitussalam, SMP PKPU, SMP Negeri 1 Mesjid Raya, SMP Negeri 2 Mesjid Raya and SMP Negeri 3 Mesjid Raya, revealing that, Socialization activities about disaster mitigation are annual activities carried out in schools. , to introduce disaster mitigation from an early age, so that students get used to hearing about the activities that must be carried out when a disaster occurs, these activities are carried out in two ways, namely by inviting the BPBA, PMI, Pertamina or other LMS teams to school to provide material directly but There are also schools that make study tours to visit the BPBA office/warehouse directly. This aims to direct the learning process by interacting with tools and materials in the field .

This socialization activity is carried out at various Aceh Besar Middle Schools, some hold it once a year and some also do it every 2 years as is done by PKPU Middle

School, but in general Aceh Besar Middle School level schools do it once a year. PKPU Middle School is a school that was built after the 2004 Aceh tsunami disaster, so one of the PKPU/HI Foundation programs is educating the public, including students, about the importance of disaster mitigation starting from school. Understanding mitigation and recognizing the signs before a disaster is the first step for us to be able to evaluate ourselves before a disaster occurs. Apart from that, students are also introduced to various types of disasters, both on a small scale and on a large scale.

Understanding mitigation is not only needed by students but is also needed by teachers at schools. If these two elements already understand disaster mitigation, then this makes it easier for school residents to carry out pre-disaster evacuations safely and in an orderly manner, thereby reducing panic and commotion during mitigation. Disasters occur at school. According to the results of interviews and questionnaires with the teacher council and administrative staff, We gain understanding about disasters from training and direct outreach from related parties, so that our understanding of disaster mitigation increases, both on how to carry out the mitigation stages, such as pre-disaster evacuation, when a disaster occurs and after a disaster occurs. Our awareness of disaster mitigation has increased so that concrete steps are taken in schools apart from making evacuation signs, we also teach several lessons about disaster mitigation in the classroom."

Based on these findings, it illustrates that the process of recognizing and strengthening disaster risks through the disaster preparedness school program at Aceh Besar Middle School has been carried out in schools using the methods and policies of each school. This habit will shape the character of being prepared for disasters anytime and anywhere, so that this habit will become a culture for them wherever they are. This condition can help reduce casualties when a disaster strikes. The stage of recognizing disaster risk through a disaster preparedness program is an important step that must be taken by schools, in terms of educating and providing early understanding for students at Aceh Besar Middle School level. There are various forms that schools can take to introduce disaster mitigation in schools, one of which is by collaborating with BNPB, BPBA, PMI, Pertamina, PKPU/HI and LMS. This activity aims to provide an understanding of disaster mitigation by socializing the importance of disaster management at the school level. This statement is in accordance with the opinion of (Wekke, 2021) explaining that: "Disaster mitigation is a step that really needs to be taken as the main starting point of disaster management. In accordance with the main objective, namely reducing or eliminating casualties and losses that may arise, the emphasis needs to be made before a disaster occurs."

This opinion is also in line with Law number 24 of 2007 concerning Disaster Management, which states that: "mitigation is a series of efforts to reduce the risk of disaster, both through physical development and awareness and increasing capacity to face the threat of disaster." Furthermore, the meaning of mitigation is explained by (Daud et al., 2020) that: "Disaster mitigation is a term used to refer to all actions to reduce the impact of a disaster that can be carried out before the disaster occurs, including preparedness and long-term risk reduction measures. Disaster mitigation includes both the planning and implementation of actions to reduce risks associated with known human-made and natural hazards, as well as the planning process for effective responses to disasters that do occur." Disaster mitigation activities are carried out with the aim of building a caring attitude towards disasters, as well as cultivating the

character of being alert to all conditions that occur and later this habit will become a culture of disaster preparedness wherever they are. The purpose or essence of mitigation is as a form of effort carried out by humans or groups of humans to reduce the risks that occur when a disaster occurs. Disaster mitigation's general objective is to overcome or reduce losses due to the possibility of a disaster, whether it be loss of life or loss of property which will affect human life and activities (Wekke, 2021).

From this statement it can be concluded that the objectives of disaster mitigation are, 1) minimizing disaster risk, 2) as a government guide in development planning, 3) increasing public awareness about disaster risk, and 4) increasing public knowledge in dealing with disasters. These objectives show that disaster mitigation programs in schools are very important to reduce the impact of disaster risk and increase awareness and understanding of disasters for students in schools, especially Aceh Besar Middle School level schools. The same thing was found by Angraini, et al (2019) who said that disaster preparedness schools equipped with disaster mitigation modules could have a positive impact on early prevention of disaster hazards. The same results were explained by Apriyanti (2019) that: "Regarding the positive impact on disaster mitigation programs in schools, namely: 1) the implementation of disaster mitigation programs through disaster alert schools has met the four SSB parameters, namely attitude and action parameters, planning and preparedness parameters, school policy parameters, and resource mobilization parameters and 2) "Supporting factors in implementing disaster mitigation programs through disaster preparedness schools are the ability to collaborate with institutions (BPBD, PMI, Community Health Center, TNI and Polri), building structures that are earthquake resistant, having supporting equipment to implement disaster mitigation programs . "

Based on this understanding, educational institutions in schools are one of the means that can be used as the most effective learning effort to reduce disaster risk and build awareness of disaster preparedness by including learning material about disasters as part of mandatory lessons for every student at all levels of education. especially in schools located in disaster risk areas (Labudasari & Rochmah, 2020). The same thing was explained by (Saputra et al., 2022) that educational institutions can be used as public spaces that are able to manage disaster risks in accordance with the threats that exist around where they live, in other words that there is a need for an educational unit (school) to build disaster preparedness. as a guarantee of protection. This statement is in line with Maliki, et al., (2023) explaining that Disaster Risk Reduction (PRB) Education is a long-term activity that can be categorized as sustainable development. Through education, it helps students be aware and care about disaster preparedness, so that this character will become a culture for them in disaster mitigation.

Participatory planning for disaster management through disaster preparedness schools at Aceh Besar Middle School

Good disaster management, if the implementation is carried out in a structured and directed manner, requires Standard Operating Procedures (SOP) that have been designed by the school or related institutions in accordance with each school's area and environment. The results of interviews and filling out questionnaires with respondents showed that: "Only a small percentage have SOPs regarding disaster mitigation, but in general disaster mitigation SOPs were created in the early years after the 2004 tsunami disaster in Aceh. However, after several years, these SOPs were not revised according

to current conditions."

These findings were strengthened by the results of interviews with the principals of SMP Negeri 1 Baitussalam, SMP PKPU, SMP Negeri 1 Mesjid Raya, SMP Negeri 2 Mesjid Raya and SMP Negeri 3 Mesjid Raya, stating that: "SOPs regarding mitigation are currently no longer being designed, however Several years earlier, after the tsunami occurred, there were still SOPs designed in schools. However, only two schools still have SOPs, namely SMPN 1 Mesjid Raya and SMP PKPU. SMP PKPU had SOPs directly designed by the PKPU/HI Foundation which were used as guidelines when a disaster occurred, while SMPN 1 Mesjid Raya SOPs had SOPs designed in 2020/2021, but until now there has been no recent update.

Based on these findings, in general, SOPs for disaster management at the Aceh Besar Middle School level do not have the latest SOP plans, and most of them previously had disaster management SOPs which are no longer used at this time. However, there is still one PKPU Aceh Besar Middle School that still uses the disaster management SOP from the PKPU/HI Foundation. These findings can be analyzed that the majority of schools do not have a core team for preparing school disaster management plans, and do not make disaster mitigation programs the main program in their respective schools.

Judging from the lack of school readiness in disaster management at Aceh Besar Middle School, findings in the field show that the majority of schools do not have permanent standard plans/drawings for disaster emergencies, such as signs indicating evacuation directions, gathering points when a disaster strikes, loudspeakers. and serune which is a communication tool after a disaster occurs. These findings are strengthened by the results of interviews with junior high school principals that: "So far there are only a small number of plans/drawings left for standard disaster emergencies in schools, such as evacuation route signs to high ground, gathering points when a disaster occurs. "In schools that focus on providing UKS tools and materials, including light medicines, wound medicine, hansaplast and other types of tools and materials."

Based on this statement, it shows that only a small number of schools are ready for disaster mitigation, both in terms of the tools and materials needed in disaster mitigation standards that must be provided in schools. The mitigation signs that had been installed previously no longer exist, including evacuation road signs and pre- and post-disaster gathering points. This is because schools focus more on providing tools and materials in UKS. Good disaster mitigation requires good management and planning, namely having applicable regulatory planning standards. As for consideration in making disaster mitigation SOPs, they can be taken from BNPB/BPBD which are adapted to the conditions of each region. (Sari et al., 2020) in their research results stated that: "Disaster management socialization based on local wisdom is more effective in forming disaster awareness, because local wisdom comes from community culture. For this reason, the role of higher education in providing disaster literacy to communities in disaster-prone areas is a necessity so that people are literate and have knowledge of disasters."

Disaster management and disaster management is an important part of every school in organizing and designing mitigation in accordance with local wisdom and culture of a particular region, so that disaster preparedness is based on the conditions of the community itself. Most educational institutions at the Middle School level in Aceh Besar already have SOPs for disaster management according to their respective conditions and regions. These SOPs are used as a reference in disaster risk reduction

(PRB) in their respective educational units. Law Number 24 of 2007 states that: "Disaster management is a continuous and integrated dynamic process to improve the quality of steps related to disaster observation and analysis as well as prevention and mitigation, preparedness, early warning, emergency management, disaster rehabilitation and reconstruction."

The same thing was explained by (Rohman et al 2020) that: "Disaster management in schools is an effort to reduce the impacts caused by disasters by making plans for physical protection, planning capacity development in carrying out emergency response/response, and planning educational continuity, at the respective school level up to the educational authorities at all levels, both district/city, provincial and national". The statement above shows that disaster management in schools aims to organize every plan starting from forming a core disaster management committee/team, preparing actions in each phase of a disaster and disaster management procedures in schools. Aceh Besar Middle School in the disaster mitigation SOP that has been prepared includes: a) reducing disaster risks, b) response skills (SOP, Contingency Plans, simulations) and Provision of Disaster Equipment and c) Education continuity plans. This SOP will be socialized to all school members, including parents/guardians and the community, so that they also have full responsibility for its implementation. Parents of students and guardians of students can also make this agreement after receiving an explanation from the school. Another agreement that should be made is an agreement with local residents regarding DRR efforts (Titik et al., 2023).

Developing a culture of disaster awareness and disaster mitigation through disaster preparedness schools at Aceh Besar Middle School

One way to develop a culture of disaster awareness and disaster mitigation is by providing information through posters about mitigation and gas that are installed in the school environment. Another way schools can develop a culture of mitigation in schools is by providing information about mitigation through the learning process, either by means of an integrated learning process with all subjects or as an extracurricular program that educates students about disaster management. The results of research findings regarding the development of a disaster awareness culture at the Aceh Besar Middle School level show that: "Most schools have not yet prepared a disaster mitigation program that students are required to follow, so disaster mitigation material is obtained only through outreach from related parties and through study tour activities by visiting offices that have information about disasters. "However, other efforts that have been made by the school to foster a culture of disaster awareness among the school community are by providing loudspeakers, seurune (sound producing devices), posters about disasters and other attributes related to disasters."

The results of the research above are in accordance with the results of interviews with the principals of SMP Negeri 1 Baitussalam, SMP PKPU, SMP Negeri 1 Mesjid Raya, SMP Negeri 2 Mesjid Raya and SMP Negeri 3 Mesjid Raya, stating that: "Schools have provided basic equipment to support disaster mitigation in schools, such as loudspeakers, seurune (sound producing equipment), posters and other attributes. "However, in terms of the disaster awareness culture development program, this has not been made into an extracurricular activity that all students or school members are required to participate in. So far, they have gained an understanding of disaster awareness from outreach to related institutions and also study tour activities that

directly visit the task force."

Based on these findings, it is clear that the lessons that have been carried out by the majority of middle school level schools in Aceh Besar have not been optimal, because they have not been included in the special programs that are required to be studied at school. This condition is also influenced by the condition of the province of Aceh in recent years that there have been no disasters, so it is considered that this activity has not been prioritized to be taught in schools. Behind this, we can see the school's efforts to provide tools, attributes and posters that remind or provide stimulus to students that it is very important to learn about disaster mitigation from an early age.

The results of this research show that some of the Aceh Besar Middle Schools have tools to assist in disaster management at school such as loudspeakers and horns installed in the school. Another effort that has been made by schools is to provide evacuation plans or signs when a disaster occurs. The provision of disaster management equipment is part of the planning that has been prepared in the disaster mitigation SOP. Schools, in their efforts to develop a culture of disaster awareness, include an understanding of disaster mitigation in every subject, although at the Aceh Besar Middle School level, they have not yet made disaster preparedness education a mandatory program, but the school has provided education through collaboration with BPBD, PMI, Pertamina, PKPU/HI and other LMS that help provide an understanding of the importance of disaster management.

This understanding is a form of real action taken to raise awareness of disaster preparedness in the school environment, in addition to raising awareness of the risks/impacts caused by disasters. If these conditions are carried out in a structured and continuous manner, this will be a factor in the formation of a disaster preparedness culture in schools. (Jayadi, 2022) explains that culture is a person's awareness or ability to do something that is commonly done in an environment, so that this behavior can be accepted or not by society.

Based on the presentation of the results and discussion of this research, it can be concluded that the development of a disaster preparedness school culture at Aceh Besar Middle School shows that through educational institutions disaster mitigation is a very effective platform for implementation, this is because the school is a community that is used for learning activities that can be integrated with the concept of disaster management and as a forum for getting used to disaster preparedness which will grow into a habit/culture for those wherever they are.

Discussion

This study reveals that the development of a disaster-prepared school culture in junior high schools in Aceh Besar has been initiated through the implementation of disaster mitigation programs involving routine socialization, collaboration with external institutions (such as BPBA, PMI, and NGOs), and partial integration into the learning process. The findings indicate that both students and teachers have developed an increased understanding of disaster mitigation through training and experiential learning, which contributes to collective awareness of disaster preparedness. However, the study also identifies inconsistencies in mitigation management, particularly the lack of updated Standard Operating Procedures (SOPs), limited supporting facilities, and the absence of disaster mitigation as a compulsory school program. Furthermore, disaster preparedness culture has not yet been fully institutionalized, as it still relies heavily on

incidental activities such as annual outreach programs. These findings suggest that while initial efforts are evident, more systematic and sustainable strategies are required to transform disaster mitigation into an embedded and structured school culture.

The findings of this study are consistent with Wekke (2021), who emphasizes that mitigation is a fundamental step in disaster management, particularly in reducing risks before disasters occur. The implementation of socialization programs and cross-institutional collaboration also supports previous studies highlighting the importance of multi-stakeholder involvement in strengthening disaster education (Sari et al., 2020). However, this study identifies a critical gap in the sustainability of mitigation policies, particularly the absence of updated SOPs, which has received limited attention in prior research. From a *sensemaking* perspective, this indicates that school actors have not fully internalized disaster mitigation as a long-term institutional necessity but rather as a situational response. In contrast to Labudasari and Rochmah (2020), who advocate systematic curriculum integration, this study finds that integration remains partial and fragmented. Therefore, this research contributes to the literature by highlighting a discrepancy between increased individual awareness and weak institutional governance in disaster mitigation practices.

This study provides significant contributions to the field of Islamic educational management, particularly in strengthening disaster preparedness culture through value-based and community-oriented approaches. Theoretically, it expands existing perspectives by demonstrating that disaster mitigation is not merely a technical endeavor but also a cultural and pedagogical process. This aligns with Islamic educational principles that emphasize the integration of cognitive, affective, and spiritual dimensions in developing resilient individuals. Practically, the study underscores the importance of embedding mitigation into school policies, curricula, and organizational culture to ensure sustainability. Moreover, this research contributes to the application of *activity theory*, illustrating how interactions among individuals, tools (such as SOPs and facilities), and the school community shape effective disaster preparedness systems. By doing so, it offers a comprehensive framework for integrating disaster risk reduction into educational management, particularly within Islamic education contexts that prioritize holistic human development.

In conclusion, the development of a disaster-prepared school culture is a complex and multidimensional process involving policy, educational practices, and organizational culture. Although this study demonstrates increased awareness and understanding of disaster mitigation among school communities, long-term effectiveness depends on consistent policy implementation, regular updating of SOPs, and integration into formal education systems. The findings imply the need for policy reform that incorporates disaster mitigation as a core component of school management and curriculum design. Additionally, strengthening collaboration between schools, government agencies, and communities is essential to create a resilient educational ecosystem. Future research should focus on empirical evaluations of integrated mitigation models within classroom settings and comparative studies across regions to enhance generalizability. Ultimately, this study provides a critical foundation for developing adaptive, resilient, and sustainable educational practices in disaster-prone areas.

CONCLUSION

Based on the results of this study, it can be concluded that the development of a disaster-prepared school culture at junior high schools in Aceh Besar has been supported by the formulation of disaster mitigation Standard Operating Procedures (SOPs) that are adapted to the specific conditions of each region. The implementation of disaster mitigation has been carried out in accordance with these established SOPs, contributing to an increased understanding among school communities, particularly in disaster-prone areas. Furthermore, the implementation of mitigation through disaster-prepared school programs has enhanced awareness among school members regarding the importance of disaster management from an early stage. Over time, this awareness is expected to evolve into a sustained culture of disaster preparedness within the school environment.

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