



Implementation of School Disaster-Safe Education Management Program at Senior High School in Batang Hari Regency

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Abstract

This qualitative study employing a *case study* methodology aims to investigate and elucidate the execution of the Disaster Safe Education Unit Program management at SMA Zuhijjah in Batang Hari Regency. The participants in the research were twelve people. Interview data was analyzed using "*within case and cross-case analysis*" between participants. The results showed that there are four main aspects, namely (1) Implementation of *Planning (Planning)* Disaster Safe Education Unit: The planning of this program begins with the establishment of specific goals and objectives related to safety and disaster mitigation in schools, this has indeed been designed by the management of SAM.S Zuhijjah in Batang Hari Regency to increase awareness, readiness, and rapid response to disasters among students and school staff at SAM.S Zuhijjah; (2) Implementation of *Organizing Disaster Safe Education Unit*: The organizing process begins with the determination of a clear organizational structure for the implementation of the Disaster Safe Education Unit program. This includes the formation of a special team or committee responsible for the planning, implementation and evaluation of the program at SMA.S Zuhijjah which is poured into the Principal's Decree with a 1-year term of office; (3) Implementation of *Implementing (Actuating) Disaster Safe Education Unit*: During the Implementation, SMA.S Zuhijjah school established good cooperation with the surrounding community and other related parties, such as local government, disaster management agencies, and volunteer organizations, to support students and educators actively involved in the implementation of this program. They engage in diverse activities such as safety training, disaster awareness campaigns, and evacuation drills to ensure readiness for emergencies. Additionally, (4) Implementation of *Supervision of the Disaster Safe Education Unit*: The SPAB Team cluster at SMA S. Zuhijjah conducts regular supervision to oversee the execution of the Disaster Safe Education Unit program. This oversight encompasses monitoring evacuation drills, disaster education initiatives, and other mitigation measures. Evaluation outcomes are subsequently compiled into a formal school report. Suggestions that SMA S Zuhijjah school should consider regarding the implementation of the Disaster Safe Education Unit Program include: **First**, routine training and simulation; **Second**, provision of emergency equipment; **Third**, cooperation with the community; and **Fourth**, integration in the curriculum.

Keywords: Disaster Safe Education Unit, Management Implementation

INTRODUCTION

Education entails a deliberate and systematic endeavor aimed at fostering an environment and process wherein learners actively cultivate their capacities for moral fortitude, self-discipline, individuality, intellect, virtuous demeanor, and requisite competencies essential for personal, societal, national, and state requirements (Law of the Republic of Indonesia Number 20 of 2003, article 1, paragraph 1). Education involves a conscious and planned initiative to offer direction and support in nurturing both the physical and spiritual potentials bestowed by adults to students, facilitating their maturity and equipping them to independently fulfill their life responsibilities (Hidayat & Abdillah, 2019).

Education forms the fundamental bedrock for any community, enabling transformation in attitudes and behaviors through practice and learning. Its scope extends beyond the confines of formal schooling, ensuring ongoing learning even after formal education concludes. Emphasizing this aspect is crucial to prevent the emergence of an educated society lacking foundational principles, which ultimately impedes achieving life's full potential. Failure to attain life's fulfillment signifies a shortfall in educational outcomes (Yahya, 2020).

Education management involves the effective and efficient administration of all institutional requirements within the educational realm. It encompasses activities aimed at attaining specific objectives, entailing the structured orchestration of efforts to utilize all resources—both human and material—in a collaborative manner. This systematic approach ensures the optimal support towards achieving educational goals (Hidayah & Widodo, 2020). Since 2008, the Indonesian government has rigorously implemented the Disaster-Safe Education Unit (SPAB) program in collaboration with diverse stakeholders, including non-governmental organizations, the private sector, and

academia. Key initiatives include the formulation of the Safe School Roadmap 2015-2019, the establishment of the National Secretariat for Disaster-Safe Education Units (Seknas SPAB), the enactment of Education and Culture Republic of Indonesia Number 33 of 2019 concerning the SPAB Program implementation and technical guidelines, and the introduction of various capacity-building programs for educators and students.

Law No. 24/2007, titled "Disaster Management," enacted by the government, outlines the comprehensive phases of disaster management, encompassing pre-disaster preparedness, emergency response during disasters, and post-disaster recovery. This legislation serves as the basis for the establishment of BNPB (National Disaster Management Agency) and BPBD (Regional Disaster Management Agency) across all Indonesian districts. Furthermore, the Indonesian government has formulated a National Action Plan for Disaster Risk Reduction (NAP DRR), periodically reviewed and adapted, to incorporate and implement global agreements within local frameworks.

In Indonesia, education is broadly categorized into three main forms: formal, non-formal, and informal, all aimed at fostering national development. The integration of disaster preparedness into school curricula plays a crucial role in early disaster mitigation efforts. General guidelines for disaster preparedness are outlined in Minister of Home Affairs Regulation (Permendagri) Number 33 of 2006. Within formal education, disaster preparedness in schools has been prioritized by the National Disaster Management Agency (BNPB) through initiatives like the safe school campaign. Additionally, the Ministry of National Education has issued Circular Letter No. 70a/SE/MPN/2010 dated March 31, 2010, focusing on integrating disaster risk management into school activities. In this circular letter, the Minister

of National Education calls on Governors, Mayors and Regents throughout Indonesia to organize disaster management in schools through 3 things: 1) Empowerment of institutional roles and capabilities of school community; 2) Integrating disaster mitigation into the curriculum of formal education units, both intra and extra-curricular; 3) Building partnerships and networks between parties to support the implementation of disaster mitigation in schools.

Educational facilities and infrastructure are one of the important and main resources in supporting teaching and learning activities at school, for this reason it is necessary to improve their utilization and management, so that the expected goals can be achieved. Today, it is still often found that many educational facilities and infrastructure owned by schools received as assistance, both from the government and the community, are not optimally used and can no longer be used in accordance with their functions. This is caused, among others, by the lack of concern for the facilities and infrastructure owned and the absence of adequate management (Iswan 2018).

Based on its geographical location, Batang Hari Regency lies between 1023' South latitude and 2023' South latitude, and between 102029' East longitude and 103028' East longitude. This area has a tropical climate, with an elevation level consisting mostly of lowlands with an altitude of 11-100 meters above sea level (92.67 percent). The other 7.33 percent are at an altitude of 101-500 meters above sea level. The district is also traversed by two major rivers, namely the Batang Hari River and the Tembesi River. The area of Batang Hari Regency is 5,804.83 thousand square kilometers (km²). In 2024 Batang Hari Regency consists of 8 sub-districts and 124 villages (BPS Batang Hari Regency, 2024).

As of mid-2023, the population of this district totaled 308,753 individuals, yielding a population density of 52 people per square

kilometer (Dukcapil Kabupaten Batang Hari, 2023). According to information from the Batang Hari District BPBD (2021), collaborative efforts involving various stakeholders in disaster prevention and preparedness are outlined in document Number 736/416/BPBD/2021.

- 1) Improve Coordination, Integration and synchronization interactively for Disaster Prevention and Preparedness activity programs between Local Government, Business Actors, Academics, Community, Society and Medical.
- 2) Establish a Community/Group/Disaster Preparedness Unit in each village, school, company and community.
- 3) Implement and prioritize Disaster Prevention activities that are integrated across sectors between local governments / villages, companies and schools and communities in a consistent and sustainable manner.
- 4) Plan Disaster Prevention and Preparedness activity programs into planning documents for village governments, companies and school education.
- 5) Implement the Action Plan in Vegetation-based Disaster Mitigation and Community-based Preparedness efforts.

There are 39 schools affected by hydrometeorological disasters by the end of 2023 for educational facilities for PAUD, TK, SD, MIN, Madrasah, SLTP, MTS, Pesantren, SLTA (Dinas PDK Kabupaten Batang Hari, 2023).

In the past, the region surrounding the school has been known for its susceptibility to natural disasters. Following recent events and considering this historical context, SMAS Zulhijjah Muara Bulian established a Disaster Preparedness Education Unit (SPAB) Team to oversee disaster response within the school, emphasizing proactive measures. Muara Bulian one of the disaster safe schools in Batang Hari Regency. So the Disaster Safe Education Unit (SPAB) Team was formed at SMAS Zulhijjah Muara Bulian in early 2022.

OVERVIEW

Ontologically, school management and education management have the same meaning. Each has similarities that are difficult to distinguish. In particular, the scope of education management is also the scope of the field of school management. Similarly, the process works through the same function as well (Nurdiyansyah & Widodo 2017).

Teachers' duties as a profession include educating, teaching and training. Educating means passing on and developing the values of life that students have. Teaching means developing students' knowledge and technology. Training means developing skills in students. The duties of teachers as a profession have consequences so that teachers have certain roles in relation to school management (Amka, 2021).

According to (Rifa'i, 2018) as one element of school management, all learner management activities must accentuate the highlighting of the four pillars of school management, namely quality, independence, participation and community.

It can be concluded that school management is a strategy to improve the quality of teaching and actually increase the direct involvement of school members (principals, teachers, students, parents and communities) in individual school teaching units. School administration can also act as an intermediary between schools and students. Good school leadership creates quality education and a good school community. Following the planning, implementation, and supervision of organizational resources to achieve goals successfully, school administration is the process by which the principal, in his capacity As an administrator, collaborates with staff, parents, and teachers to efficiently accomplish the school's institutional objectives. This unit integrates school constituents and stakeholders to

enhance educational quality in accordance with governmental benchmarks.

Planning is an activity to determine the goals to be achieved and the ways to achieve these goals. Planning involves identifying institutional objectives and selecting strategies, policies, projects, programs, procedures, methods, systems, budgets, and standards necessary to achieve those goals. This management function heavily involves decision-making and policy formulation (Utomo, 2018). Goal-oriented management ensures that organizational program planning aligns with the structure of work units. It emphasizes continuity in operations, ensuring that activities are implemented sustainably according to predefined targets, considering both time and cost constraints (Zaini, 2021).

Organizing The strength and capacity of an organization to execute its programs and acquire resources and support from its environment hinge significantly on the clarity and effectiveness of its objectives. Well-defined goals not only enhance internal coherence but also attract external support, as stakeholders perceive potential benefits, whether financial or non-financial. The interest of external parties, such as other organizations, governments, or companies, in providing assistance underscores how the organization is perceived as competent, dynamic, and resilient (Muflihin, 2017). Educational plans or programs implemented within schools are inherently intricate, involving multiple interconnected aspects. This complexity underscores the critical need for coordinated efforts to effectively address educational challenges (Mustari, 2022).

Implementation aspect in Management, Implementation represents the tangible execution of the learning system being developed. During this phase, all components are installed or configured to fulfill their intended roles effectively. Designers play a crucial role in continually analyzing, redesigning, and enhancing quality to ensure the product's effective

delivery (Peterson as cited in Mudrikah, 2021).

According to Kurniawan et al. (2022), education management aims primarily to establish a conceptual foundation by integrating management principles into educational practices. This conceptual framework facilitates the acquisition of knowledge and skills essential for enhancing effectiveness and efficiency in educational policymaking roles, such as teachers or school leaders. Understanding the educational needs dictated by governmental requirements and school program organizers is crucial in achieving predetermined quality benchmarks. Moreover, the research of educational management aims to identify optimal ways, techniques, and methods to achieve educational goals efficiently and productively, leveraging limited resources such as energy, funds, facilities, personnel, materials, and morale.

Evaluation Aspects of Management

Evaluation is essential for assessing the actual conditions, achievements, or progress levels of activities. The insights gained through evaluation play a crucial role in the ongoing development and sustainability of activities aimed at achieving their objectives. Therefore, within the realm of education, evaluation stands as a vital component that must be systematically and consistently implemented (Apriyanti, 2023). Evaluation is often synonymous with "assessment," involving decision-making processes to appraise objects, situations, events, or specific activities under observation. It serves as a method or procedure to ascertain the worth or value of something (Penggabean et al., 2022).

RESEARCH METHODOLOGY

This research aims to comprehensively examine the school management policies of the Disaster Safe Education Unit program at Batang Hari Regency Senior High School. It seeks to identify both supporting and inhibiting factors involved. Given the nature

of the inquiry, qualitative methods, specifically a case research approach within a historical context, are deemed appropriate. This approach will allow for an exploration, explanation, and detailed description of the phenomena surrounding the implementation of the school management policies within the Disaster Safe Education Unit program at Batang Hari Regency Senior High School.

Then, in this research, which according to Creswell (2011) there are five types of approaches in qualitative research, namely *case research*, *ethnography*, *phenomenology*, *narrative / biography / history*, and *grounded theory*, this research uses a case research methodology or design. According to Merriam (1998), a defining characteristic of a case research is its inherent limitations on the number and selection of subjects available for research, the individuals who can be interviewed, the subjects that can be observed, and the research sites that can be utilized.

According to (Merriam & Tisdell, 2015 in Pahleviannur, 2022), namely case research as a description and in-depth analysis of a *bounded system*, a system that cannot be separated from one case to another because the case research raises the existence of parts of the system that work in an integrated and patterned manner with others. In this research, the "case" is the Implementation of the School Management of the Disaster Safe Education Unit Program in Realizing Disaster Risk Reduction.

This research will take place at a Senior High School within Batang Hari Regency. Access is crucial in qualitative research as it determines how data will be obtained and from whom. Researchers will leverage established networks and relationships to gain entry to the research site.

The research focuses on investigating the implementation of the Disaster Safe Education Unit program in managing disaster risk reduction at SMAS Zulhijjah Muara Bulian. SMAS Zulhijjah Muara Bulian was chosen as the research site due to

its inclusion in the Disaster Safe Education Unit (SPAB) within Batang Hari Regency.

In research methodology, the emphasis lies on the methods employed for data collection, which can be broadly categorized into primary and secondary data. The choice of data collection method is closely intertwined with the research methodology itself. Researchers must carefully assess the type of data required to address their research questions. The nature of the data dictates the suitable research methods within a given field. Primary data originates from primary sources, whereas secondary data is derived from secondary sources. The following section outlines various methods of data collection.

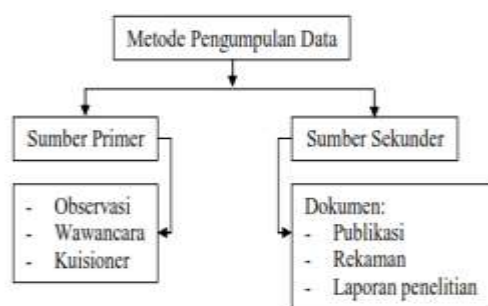


Figure 3: Data collection method

This research is centered at SMAS Zulhijjah in Muara Bulian, Batang Hari Regency, focusing primarily on interview data. According to available records, there are six senior high schools in Batang Hari Regency that have established a Disaster Safe Education Unit (SPAB) Team, encompassing both public and private institutions. Among these, only one senior high school is being studied due to constraints that have prevented interviews at the others. The analysis of interview data, guided by an interview protocol, is aimed at examining the implementation of the School Management Disaster Safe Education Unit (SPAB) Program. To obtain primary data, in this research activity the researcher used an in-depth interview technique "in-depht interview" with semi-structured interview guidelines and policy stages according to (Fowler, 2000; Anderson, 2006) the results showed that there were 4 (four) aspects

regarding the analysis of the School Management Implementation of the Disaster Safe Education Unit Program (SPAB).

1. Implementation of Disaster Safe Education Unit (SPAB) Planning

The implementation of SPAB planning is an ongoing effort that requires commitment from all relevant parties to ensure the safety and preparedness of schools in the face of disasters. With these steps, it is expected that schools will be better prepared for disasters and protect the safety and well-being of all members of the education community. Based on the interview results, the *planning* process at SMA S Zulhijjah has indeed been planned to form a Disaster Safe Education Unit (SPAB) Team. As stated (Utomo, 2018) Planning is an activity to determine the goals to be achieved and the ways to achieve these goals. Planning is the selection or determination of institutional or institutional goals and the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve predetermined goals. Decision and policy making are heavily involved in this management function.

2. Implementation of Organizing the Disaster Safe Education Unit (SPAB)

Implementing the Disaster Safe Education Unit (SPAB) involves several key steps to ensure a school or education unit is prepared for disasters. The following are general steps in implementing SPAB.

- Establishment of the SPAB Team: Schools are advised to establish a dedicated team responsible for implementing the SPAB program. This team typically includes educators, administrative personnel, and other professionals engaged in both educational and disaster management roles.
- Disaster Risk Assessment: The initial phase of SPAB implementation involves conducting a comprehensive assessment of disaster risks within the school's vicinity.

This includes identifying potential disaster types such as earthquakes, floods, and fires, and evaluating the school's susceptibility to these hazards.

- Emergency Preparedness: Based on the risk assessment, the school must formulate a detailed emergency preparedness plan. This plan should encompass evacuation protocols, communication strategies during emergencies, provision of emergency supplies, and measures aimed at mitigating the impact of disasters.
- Training and Simulation: All SPAB team members as well as the entire school community should be trained in implementing the emergency plan. This training may include simulation sessions on evacuation, use of fire-fighting equipment, and practices to act quickly and appropriately in the event of a disaster.
- Strengthening Infrastructure: Where possible, schools should consider strengthening physical infrastructure such as buildings and facilities to make them more resilient to disasters. For example, installing early warning systems or repairing unsafe building structures. *Sixth*
- Evaluation and Refinement: After initial implementation, it is important to periodically evaluate and refine the SPAB program.

3. Implementation of Actuating the Disaster Safe Education Unit (SPAB)

The execution of the Disaster Safe Education Unit (SPAB) involves specific actions to enact prepared plans and strategies aimed at managing disasters. Based on interviews conducted by researchers with various participants, there exists a SPAB cluster at SMA.S Zuhijjah Muara Bulian school, which actively engages students in its operations. During SPAB implementation, emergency planners ensure the thorough execution of all components of the emergency plan. This includes conducting regular evacuation drills

and verifying the availability of essential emergency supplies such as medical equipment, firefighting gear, and communication devices, as noted by Peterson (cited in Mudrikah, 2021). Implementation marks the crucial phase where the developed systems are put into place to fulfill their intended roles effectively. Designers play an active role during this phase, continuously analyzing, redesigning, and enhancing quality to ensure the successful delivery of the product.

4. Implementation of Evaluation in Disaster Safe Education Unit (SPAB) Management

Implementation of the Disaster Safe Education Unit (SPAB) Evaluation is an important process in ensuring that the plans and preparations that have been developed are actually implemented and effective. SPAB evaluation is an ongoing process that should be conducted regularly and systematically to ensure the school's preparedness for disasters. By involving all relevant parties and prioritizing safety aspects, schools can be more effective in protecting the educational community from potential disaster risks. From the interview, researchers also asked whether there is any form of monitoring or evaluation regarding preparedness in schools. At SMA.S Zuhijjah Muara Bulian, monitoring and evaluation are carried out regularly and continuously by their respective officers. As explained (Apriyanti, 2023). Every activity requires evaluation in order to know the actual conditions and the achievement or level of progress of the activity. The information obtained from an evaluation is an important part of the development and sustainability of an activity in order to achieve its goals. Therefore, in the world of education, evaluation is one of the important components that must be carried out in a sustainable, systematic and planned manner. Another opinion from (Penggabean, et al 2022) states, evaluation is often interpreted as a view of the term "assessment", which is

an act of making decisions to assess an object, situation, event, or certain activities that are being observed. Evaluation is an action or process to determine the value of something.

CONCLUSIONS

This qualitative research, employing a case research approach, aims to investigate and illustrate the implementation of the Disaster Safe Education Unit Program at SMA Zuhijjah Batang Hari Regency. The research outcomes reveal several key practices. Firstly, regular training sessions are conducted for both students and educators to prepare them for emergency situations and evacuations in the face of potential disasters within the region. Additionally, periodic drills are carried out to ensure everyone comprehends the necessary procedures during emergencies. The school is equipped with essential emergency supplies, including first aid kits, fire extinguishers, backup generators, and communication devices. Regular checks are performed to maintain the readiness and functionality of all equipment for prompt use when required.

Secondly Strengthen collaboration with local authorities, disaster management agencies, and community volunteer groups to bolster initiatives for disaster prevention and response. Involve local communities actively in the Disaster Safe Education Unit program to enhance awareness and involvement in disaster-related initiatives. Incorporate disaster mitigation and preparedness materials into the school curriculum to ensure comprehensive education. Educate students not only on disaster response techniques but also on the significance of adopting sustainable and environmentally responsible behaviors to minimize disaster risks.

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