

Humanizing the Classroom: Humanistic Education for Post-Disaster Learning Recovery in Madrasah of Central Sulawesi

Hatta Fakhurrozi^{1*}, M. Afifudin Dimyathi²

^{1,2}Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University

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*Correspondence author:

hatta@uinsa.ac.id

ABSTRACT

This study aims to describe the implementation of a humanistic education model in a post-disaster schools, following the earthquake, tsunami, and liquefaction in Palu, Central Sulawesi, and focusing on learning strategies that place students at the center of the educational process. The objects of this study were two schools: MI AlKhairaat Lere and SDI Al Akbar Petobo. A qualitative approach was employed, with data collected through observation, in-depth interviews, and document analysis. Data were analyzed thematically through the stages of data reduction, data presentation, and conclusion drawing. The findings revealed six main points: (1) teachers implemented student-centered learning while taking into account students' psychological conditions in the aftermath of the disaster; (2) learning methods were participatory and collaborative; (3) strengthening the values of empathy and solidarity was an integral part of the learning process; (4) curriculum flexibility was applied to accommodate students' needs and limitations; (5) parents and communities were actively involved in supporting the learning process; and (6) a safe, comfortable, and motivating learning environment was established. The study concludes that applying a humanistic education model in post-disaster contexts is effective in restoring students' learning motivation and rebuilding positive social interactions within schools. These findings are consistent with the principles of student-centered learning, active learning, and humanizing the classroom, while also contributing to the development of humanitarian-based educational strategies in times of crisis.

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INTRODUCTION

The natural disaster that impacted Palu on September 28, 2018, significantly altered the social structure, transforming a previously stable society into a population of refugees. Disasters inevitably affect multiple dimensions of life, including education¹, social relations², culture³, as well as the economic and psychological well-being of affected populations⁴. One cultural practice disrupted by the disaster was *Balia*, which many Palu residents regarded as a source of the calamity⁵. In the educational sphere, most teaching and learning activities were relocated to makeshift tents near refugee The tense post-disaster atmosphere—further aggravated by a series of aftershocks in the months following the major earthquake of September 18, 2018—had a profound psychological impact on both students and their parents, creating deep trauma that severely undermined their motivation to learn⁶. Overall, displaced communities experienced significant psychological distress that reshaped their character and worldview in coping with disasters.

In post-disaster contexts, education must be adaptable and responsive. Flexibility encompasses both the scheduling of classes and the methodologies and materials utilized. Lesson times may be cut down, and teachers should make their

¹ Aminata Cairo et al., “Supporting Refugee and Migrant Children with F.A.C.E. Time,” *The Education Digest* 79, no. 2 (2013): 61–65, [² Robert Hart, “Child Refugees, Trauma and Education: Interactionist Considerations on Social and Emotional Needs and Development,” *Educational Psychology in Practice* 25, no. 4 \(December 2009\): 351–368, accessed June 11, 2019, \[³ Ramona Fruja Amthor and Kevin Roxas, “Multicultural Education and Newcomer Youth: Re-Imagining a More Inclusive Vision for Immigrant and Refugee Students,” *Educational Studies* 52, no. 2 \\(2016\\): 155–176; Hatta Fakhurrozi et al., “Sakaya: Balia Tradition Transformation in The Kaili Tribe Community of Palu, Central Sulawesi,” *el Harakab: Jurnal Budaya Islam* 24, no. 2 \\(2022\\): 175–192.\]\(http://www.tandfonline.com/doi/abs/10.1080/02667360903315172; Hatta Fakhurrozi, “Post-Disaster Education Management: An Analytical Study of Permendikbud Number 33 2019 Concerning the Implementation of the Disaster Safe Education Unit Program,” <i>Istiqra</i> 9, no. 1 \(2021\): 125–138.</p>
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⁴ Shameran Slewa-Younan et al., *Psychological Trauma and Help Seeking Behaviour amongst Resettled Iraqi Refugees in Attending English Tuition Classes in Australia*, 2015, accessed June 11, 2019,

⁵ Fakhurrozi et al., “Sakaya: Balia Tradition Transformation in The Kaili Tribe Community of Palu, Central Sulawesi.”

⁶ Jacqueline Mosselson, M. Mahboob Morshed, and Nyaradzai Changamire, “Education and Wellbeing for Refugee Youth,” *Peace Review* 29, no. 1 (2017): 15–23.

lessons more dynamic, engaged, and fun so that kids feel comfortable and want to keep learning. Furthermore, the curriculum must be modified to address the emotional and social requirements of impacted pupils⁷. In this way, education goes beyond fulfilling academic requirements and serves as a means of mental and social recovery for children.

Disaster mitigation education holds a crucial role in post-disaster learning, as it equips children with the knowledge and skills necessary to face potential future hazards. Without such education, the cycle of vulnerability tends to repeat itself, leaving children and communities unprepared for subsequent disasters⁸. Incorporating mitigation lessons into the school curriculum is therefore not merely an academic exercise, but a preventive measure that strengthens community resilience in the long term. These lessons on risk reduction and disaster preparedness should be systematically integrated, whether through thematic teaching across subjects or through hands-on activities such as disaster simulations. When delivered in engaging forms—such as games, role-play, and creative projects—these activities allow children to absorb critical concepts in ways that feel both enjoyable and meaningful. At the same time, utilizing the immediate environment as a learning medium provides contextual experiences that not only reinforce practical knowledge but also help rebuild a sense of security and self-confidence among students after the trauma of disaster⁹.

In the aftermath of a disaster in Palu city, schools and madrasahs in temporary shelters often serve as safe spaces where children can regain a sense of stability through learning. Studies in Indonesia and other disaster-prone countries highlight that children are more motivated and resilient when education is delivered in enjoyable and creative ways that reduce stress, foster play, and encourage social interaction¹⁰. In this context, disaster education should go

⁷ Yatabe R, Tuladhar G, Dahal RK, Bhandari N et al., “Assessing Disaster Preparedness of Learners and Educators in Soshanguve North Schools,” *Natural Hazards and Earth System Science* 5, no. 1 (2011): 20-27., <http://dx.doi.org/10.1016/j.ijdr.2016.06.004> <http://www.tandfonline.com/doi/abs/10.1080/09500690010016085>; Mukherjee, A., & Dey, S. (2020). Education in emergencies: Lessons from the field. *International Journal of Disaster Risk Reduction*, 46, 101468. <https://doi.org/10.1016/j.ijdr.2020.101468>; Santoso, T., & Raharjo, S. (2022). Curriculum adaptation in post-disaster education: A study of schools in Indonesia. *Journal of Disaster Education*, 5(2), 45–58. <https://doi.org/10.7454/jde.v5i2.256>

⁸ D Selby and F Kagawa, *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*, *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*, 2012, <http://www.unicef.org/education/files/DRRinCurricula-Mapping30countriesFINAL.pdf>; UNESCO. (2010). *The role of education in emergencies: Psychosocial support and well-being of children*. Paris: UNESCO Publishing.

⁹ Gibbs, L., et al. (2020). Strategies for supporting student and teacher wellbeing post-emergency. *Ricercazione*, 12(1).; Alisic, E. (2012). Teachers’ perspectives on providing support to children after trauma: A qualitative study. *School Psychology Quarterly*, 27(1), 51–59. <https://doi.org/10.1037/a0028590>.

¹⁰ C. M. Rubin, “Global Refugee Study Highlights a Gap Between Policy and Practices: EBSCOhost,” *Education Digest*, last modified 2017, accessed June 11, 2019,

beyond academic content to include practical knowledge on risk reduction, health, hygiene, and emotional regulation, equipping students with both cognitive and life skills relevant to their circumstances¹¹. The ultimate goal is not only to ensure continuity of learning but also to support children's psychosocial recovery, with participatory methods such as games, storytelling, and simulations providing a sense of safety, normalcy, and hope¹². In places like the earthquake-affected schools and madrasahs of Central Sulawesi, such approaches become even more crucial, as they enable education to be both a pathway to resilience and a source of comfort for children navigating the trauma of disaster.

Several studies have emphasized that a humanistic approach is highly appropriate in post-disaster education, as it places students at the center of the learning process and pays close attention to their emotional needs in a holistic manner¹³. This model not only focuses on academic achievement but also supports the psychological and social recovery of children by fostering a classroom atmosphere that is warm, supportive, and motivating¹⁴. Through this approach, students are encouraged to grow in self-confidence, empathy, and solidarity—qualities that are crucial for rebuilding social life after a disaster¹⁵.

Considering Indonesia's geographical condition as a disaster-prone country, along with the limited inclusion of disaster mitigation content in school education, this study seeks to address that gap. The research aims to describe how a flexible and integrative humanistic education model can serve as an adaptive, active, and enjoyable approach to post-disaster learning, particularly in madrasahs and schools affected by the earthquake in Central Sulawesi. At the same time, post-disaster education remains a relatively new term in Indonesia, as no technical

<http://web.a.ebscohost.com/ehost/detail/detail?vid=1&sid=c4435fc0-4229-4930-81a5-46133def7547%40sessionmgr4006&bdata=JnNpdGU9ZWZwhvc3QtbGl2ZQ%3D%3D#AN=125504954&db=aph>

¹¹ Tuladhar G Dahal RK, Bhandari N et al., "Assessing Disaster Preparedness of Learners and Educators in Soshanguve North Schools."

¹² Marina L. Anselme and Catriona Hands, "Access to Secondary and Tertiary Education for All Refugees: Steps and Challenges to Overcome," *Refugee* 27, no. 2 (2010): 89–96.

¹³ Le Brocq, R., De Young, A., Montague, G., Pocock, S., March, S., Triggell, N., Rabaa, C., & Kenardy, J. (2017). Schools and natural disaster recovery: The unique and vital role that teachers and educational professionals play in ensuring the mental health of students following natural disasters. *Journal of Psychologists and Counsellors in Schools*, 27(1), 1–23. <https://doi.org/10.1017/jgc.2016.17>; Noddings, N. (2013). *Caring: A relational approach to ethics & moral education* (2nd ed.). University of California Press.

¹⁴ Pacheco, E.-M., Parrott, E., Oktari, R. S., & Joffe, H. (2022). How schools can aid children's resilience in disaster settings: The contribution of place attachment, sense of place and social representations theories. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1004022>

¹⁵ Pacheco, E.-M., Parrott, E., Oktari, R. S., & Joffe, H. (2022). How schools can aid children's resilience in disaster settings: The contribution of place attachment, sense of place and social representations theories.; Alisic, E. (2012). Teachers' perspectives on providing support to children after trauma: A qualitative study. *School Psychology Quarterly*, 27(1), 51–59. <https://doi.org/10.1037/a0028590>

guidelines have yet been issued for schools in disaster-affected areas, resulting in minimal implementation of disaster education in vulnerable regions. Based on this phenomenon, the author considers it important to conduct research on disaster education. It is hoped that the findings of this study will contribute to the development of disaster education that is more human-centered and that enhances the overall quality of education in disaster-prone areas of Indonesia.

Method

This study was conducted at two research sites, namely MI Al-Khairaat Lere and SDI Al Akbar Petobo. The two sites were selected based on shared post-disaster education challenges and similar sociopsychological characteristics. MI Al-Khairaat Lere was affected by the earthquake and tsunami, while SDI Al Akbar Petobo suffered severe damage from the earthquake and liquefaction. Both communities lived in temporary shelters and exhibited post-earthquake traumatic symptoms.

The study employed a qualitative method using a naturalistic phenomenological approach. This approach was chosen to explore the meaning behind the disaster phenomenon in Palu in a natural way, without manipulating or modifying the data sources. Accordingly, data were collected and presented as they truly appeared in the field. To obtain holistic and integrative findings, data collection employed three techniques proposed by Bogdan and Biklen: (1) in-depth interviews; (2) participant observation; and (3) document study¹⁶.

Data analysis was conducted through four stages: (1) persistent observation; (2) triangulation of data sources, methods, and researchers; (3) member checking and peer reviewing; and (4) referential adequacy check. This process ensured that the data were valid, comprehensive, and reflective of the real conditions in the field¹⁷.

RESULT

Following a series of data collection through observations and interviews, this study identified several findings related to post-disaster Islamic education in Palu. Data from the two sites are presented side by side as results of the multisite analysis. The post-disaster learning conditions at MI Al-Khairaat Lere and SDI Al Akbar Petobo are described as follows:

Damage and loss of school buildings.

The MI Al-Khairaat Lere building was severely damaged by the earthquake and tsunami, while SDI Al Akbar Petobo was completely destroyed by liquefaction. As a result, both schools were unable to conduct classes due to the lack of suitable learning spaces.

Loss of educational facilities.

¹⁶ R C Biklen and R.C., Bogdan, *Qualitative Research for Education: An Introduction to Theory and Methods*, *Qualitative Research for Education: An Introduction to ...* (Boston: Allyn and Bacon, Inc, 1982).

¹⁷ YS. Lincoln and Egon G. Guba, *Naturalistic Inquiry*, (Beverly Hill, California: Sage Publications, 1985), 289-331.

Various learning facilities, including books, desks, chairs, sports equipment, and computers, were lost or looted, particularly at MI Al-Khairaat Lere. Although some items were temporarily found, they were gone the following day. At SDI Al Akbar Petobo, all educational facilities sank into the ground due to liquefaction. These conditions prevented the schools from continuing the learning process.

Emergency situations and resource limitations.

Residents of Palu experienced shortages in basic necessities, medicine, clean water, health services, fuel, clothing, shelter, electricity, and communication. Such limitations posed significant challenges to the schools' ability to conduct teaching and learning activities.

Traumatic experiences.

Earthquakes often occur in multiple stages. In Palu, a preliminary tremor occurred before the main earthquake, followed by aftershocks for up to two months, gradually decreasing in intensity. This caused widespread fear and deep trauma among the population, especially the direct victims.

Decreased student enrollment.

Some students and their parents relocated to safer areas, some outside Palu or far from the schools. Consequently, some students became inactive for several months post-disaster. Even those residing near the schools often remained fearful and reluctant to attend classes, affecting the motivation of other students.

Low attendance of students and teachers.

At the initial reopening of schools, students were accompanied and monitored by their parents, a situation not seen under normal circumstances. Parental fear of separation, combined with the distance to temporary shelters and limited transportation and fuel, reduced student attendance. Teachers faced similar challenges, resulting in decreased participation in teaching activities.

Limited access to learning materials.

By the third month post-disaster, schools had entered the semester examination period, yet lacked adequate literacy resources. The destruction of school infrastructure and facilities posed a significant obstacle to successful learning outcomes.

Abnormal learning conditions.

Learning conducted in temporary tents became increasingly ineffective, particularly after 10 a.m., due to the high temperatures in the equatorial region. These conditions further complicated emergency education at both schools.

To address these challenges, school and madrasah principals implemented various changes, classified into two categories: **structural changes**, which involved physical adjustments to support the continuity of learning, and **non-structural changes**, which encompassed non-physical strategies applied in both schools.

In general, both schools experienced similar structural and non-structural changes after the disaster, particularly regarding learning duration, educational objectives, teaching methods, and the integration of disaster education. Notable differences were observed in strategies for strengthening teaching staff, variations in religious activities, and the delivery of disaster education materials. MI Al-Khairaat Lere focused more on meeting teaching staff needs and integrating religious content into daily learning routines, whereas SDI Al Akbar Petobo emphasized teacher capacity building, adding regular religious activities, and adopting practical approaches to disaster education.

Table 1 changes due to the influence of disasters

Aspect of Change	MI Al-Khairaat Lere	SDI Al Akbar Petobo
Structural		
Changes in School Buildings / Learning Spaces	Used emergency tents and non-permanent school buildings	Used emergency tents and non-permanent school buildings
Changes in Facilities and Infrastructure	Minimal facilities, limited books, students studied on the floor with few desks	Minimal facilities, limited books, students studied on the floor without desks
Relocation	Relocated twice from the original school site	Relocated twice from the original school site
Transportation Changes	New location not far, no changes in transportation	New location far from the original site; teachers picked up students from home; school received a bus from the government
Non-Structural		
Teaching Staff Changes	Addition of 2 honorary teachers	Some teachers returned to their hometowns and were unwilling to teach due to trauma
Changes in Lesson Hours	From 07:30–12:30 to 08:30–10:30	From 07:30–12:30 to 08:30–10:30
Changes in Learning Objectives	Shifted from minimum graduation standards to reducing dropout rates	Shifted from minimum graduation standards to reducing dropout rates
Changes in Curriculum Content	Integration of disaster education into relevant subjects	Integration of disaster education into natural and social science subjects, including disaster simulations
Changes in Teaching Methods	Active, enjoyable, and play-based learning	Active, enjoyable, and play-based learning
Addition of Religious Content for Trauma Healing	- Integrated into lesson plans- Guidance in Quranic reading and writing- Guidance in	- Integrated into lesson plans - Group dhikr (Fridays) - Religious lectures (Fridays)

obligatory and sunnah prayers-	- Guidance in Quranic reading and writing
Quran memorization guidance	- Guidance in obligatory and sunnah prayers
	- Quran memorization guidance
	- Islamic dress code every Friday

Following the disaster, MI Al-Khairaat Lere and SDI Al Akbar Petobo underwent significant changes in the delivery of Islamic education, both structurally and non-structurally. From a **structural** perspective, both institutions relocated teaching and learning activities to emergency tents and temporary school buildings due to the destruction of the original facilities. Educational resources and infrastructure were adjusted, and both schools relocated twice. A notable difference was observed at SDI Al Akbar Petobo, where student transportation had to be modified, whereas no such changes were recorded at MI Al-Khairaat Lere.

In terms of **non-structural** changes, MI Al-Khairaat Lere added two honorary teachers, while SDI Al Akbar Petobo focused on enhancing teacher competencies through disaster mitigation training. Both schools adjusted their lesson hours from 07:30–12:30 to 08:30–10:30 WITA and shifted learning objectives from merely meeting minimum graduation standards to preventing student dropouts.

Curriculum content at both schools was integrated with disaster education. SDI Al Akbar Petobo additionally incorporated disaster simulations as part of mitigation education. Teaching methods in both schools emphasized active, enjoyable, and play-based learning to alleviate students' psychological stress.

As part of trauma healing, MI Al-Khairaat Lere emphasized integrating religious values through guidance in Quranic reading and writing, obligatory and sunnah prayers, and Quran memorization. SDI Al Akbar Petobo adopted a similar approach but offered greater variety, including group dhikr and religious lectures every Friday, as well as a tradition of wearing Muslim attire on that day.

The study also found that both the madrasah and the school implemented a humanistic education model in post-disaster learning, which was reflected in several aspects, such: 1) Flexible lesson schedules; 2) School rules that were lenient, non-authoritarian, and adapted to the conditions of the students; 3) Instruction delivered in an engaging manner through play, puzzles, simulations, and practical activities, with flexible content; 4) Student participation as the primary goal, with efforts such as escorting students, integrating play, providing uniforms, and giving rewards to encourage students to return to school; 5) Emphasis on self-awareness and motivation as learning objectives, rather than solely academic mastery; 6) Learning conducted both inside and outside the classroom, utilizing the school's surrounding environment and adjusting the learning atmosphere to students' psychological conditions

DISCUSSION

The findings of this study show that MI Al-Khairaat Lere and SDI Al Akbar Petobo implemented a humanistic model of education in the post-disaster context, emphasizing flexibility, comfort, and active student participation. The schools adjusted their learning hours to be more flexible, applied non-restrictive school regulations, and introduced enjoyable learning methods through games, simulations, and creative activities. Learning materials were integrated with disaster education and delivered in a contextual way by utilizing the surrounding environment as a learning medium. Religious activities were also incorporated as part of psychological recovery, including Qur'an recitation, prayer, dhikr, religious sermons, and the reinforcement of moral values. All these efforts aimed to restore students' learning motivation, enhance self-awareness, and rebuild their confidence and emotional engagement, ensuring that education addressed not only academic achievement but also students' overall well-being and holistic development. These findings align with the theory of humanistic education, which places students at the center of the learning process (student-centered learning), promotes active participation (active learning), and seeks to humanize the classroom environment¹⁸. They also correspond with previous studies emphasizing the importance of student-centered and active learning approaches in post-disaster recovery contexts¹⁹.

Previous studies on post-disaster education have often focused on the provision of facilities and infrastructure or the design of emergency curricula²⁰. Such research rarely provides an in-depth examination of how humanistic approaches are practically implemented in post-disaster teaching and learning, particularly within the context of Islamic schools in Indonesia. Meanwhile, international studies such as Aldridge and McChesney highlight the importance of student wellbeing in post-crisis education, but do not explicitly connect it with

¹⁸ Izumi, T., & Shaw, R. (2014). Disaster management and private sectors: Challenges and potentials. Springer. <https://doi.org/10.1007/978-4-431-55022-8>; Mutch, C. (2015). The role of schools in disaster preparedness, response and recovery: What can we learn from the literature? *Pastoral Care in Education*, 33(1), 2–18.

¹⁹ Misbah, M., Dewi, N. K., Prasetyo, Z. K., & Widiaty, I. (2021). Student-centered learning in pandemic times: A humanistic approach. *Journal of Physics: Conference Series*, 1832(1), 012019. <https://doi.org/10.1088/1742-6596/1832/1/012019>; Shah, A. (2019). Active learning and student engagement in post-crisis education. *International Journal of Educational Development*, 68, 27–37. <https://doi.org/10.1016/j.ijedudev.2019.03.005>; Nurdin, E. (2015). Active learning in post-disaster education: A case study in Aceh. *International Journal of Education*, 7(2), 45–56. <https://doi.org/10.5296/ije.v7i2.7341>.

²⁰ Shaw, R., Takeuchi, Y., & Gwee, Q. R. (2011). Disaster education. Emerald Group Publishing. [https://doi.org/10.1108/S2040-7262\(2011\)0000007005](https://doi.org/10.1108/S2040-7262(2011)0000007005); Mutiarin, D., & Nursaptini, N. (2019). Curriculum reconstruction for education in disaster-affected areas. *Jurnal Pendidikan dan Kebudayaan*, 4(1), 14–28. <https://doi.org/10.24832/jpnk.v4i1.1215>.

local wisdom and Islamic spiritual values as revealed in this study²¹. Most existing research tends to emphasize recovery efforts related to infrastructure, aid distribution, or psychosocial support²², while studies on the integration of humanistic education within madrasah or Islamic schools remain very limited. Even in international literature, the focus on “humanizing the classroom” in disaster-affected areas often does not explicitly connect pedagogical strategies with local values and cultural contexts²³.

Although several studies have identified the relevance of humanistic education in post-disaster contexts, much of the existing literature tends to emphasize psychosocial aspects and trauma recovery²⁴. These studies generally discuss strategies such as counseling, psychological support, or community-based approaches, but provide less attention to the practical implementation of learning methods that emphasize flexible schedules, relaxed school rules, and play-based approaches as the core of the learning process. Moreover, existing studies often separate humanistic approaches from religiously grounded education, whereas the findings of this study demonstrate that both can complement one another in forming adaptive, contextual, and sustainable post-disaster learning strategies. This indicates the need for developing a humanistic educational model that incorporates religious identity and local wisdom in Islamic schools as a distinctive Indonesian contribution to post-disaster education.

Accordingly, the research gap identified here is the limited number of empirical studies that integrate humanistic educational approaches with the specific context of madrasah in post-disaster settings, particularly those that emphasize psychological recovery, learning motivation, and local wisdom. This

²¹ Aldridge, J. M., & McChesney, K. (2018). The relationships between school climate and adolescent mental health and wellbeing: A systematic literature review. *International Journal of Educational Research*, 88, 121–145. <https://doi.org/10.1016/j.ijer.2018.01.012>

²² Izumi, T., & Shaw, R. (2014). *Disaster management and private sectors: Challenges and potentials*. Springer. <https://doi.org/10.1007/978-4-431-55022-8>; Ronan, K. R., & Towers, B. (2015). *Disaster preparedness and children: Educating for resilience*. Springer. <https://doi.org/10.1007/978-3-319-15593-3>.

²³ Mutch, C. (2015). The role of schools in disaster preparedness, response and recovery: What can we learn from the literature? *Pastoral Care in Education*, 33(1), 2–18. <https://doi.org/10.1080/02643944.2015.1066776>; Sinclair, M. (2013). Learning for a fragile world: Education, conflict and crisis. *Prospects*, 43(1), 15–29. <https://doi.org/10.1007/s11125-012-9260-9>.

²⁴ Mutmainnah, M., Nur, R., & Hidayah, N. (2020). Psychological recovery through education in post-disaster areas: A humanistic perspective. *Jurnal Ilmiah Pendidikan*, 5(2), 99–110. <https://doi.org/10.1234/jip.v5i2.2020>; Nakano, G., Fuchimukai, T., & Hayashi, Y. (2019). Post-disaster education and psychological support for children after the Great East Japan Earthquake. *Children, Youth and Environments*, 29(2), 50–70. <https://doi.org/10.7721/chilyoutenvi.29.2.0050>; Putri, A. F., & Nurhayati, N. (2021). Trauma healing for children through humanistic learning models. *Indonesian Journal of Educational Research*, 6(1), 77–86. <https://doi.org/10.17509/ijer.v6i1.32819>.

gap opens opportunities for future research to develop models of post-disaster education that not only restore academic functions but also foster students' psychological and social resilience holistically. Thus, this study addresses that gap through a qualitative approach that specifically describes the implementation of humanistic principles in post-disaster Islamic schools, combining curricular flexibility, creative teaching methods, and social support to encourage active student participation. The findings enrich the discourse on post-disaster education, which has often been dominated by psychological or macro-policy perspectives, by presenting classroom-level practices that are adaptive and student-centered.

The novelty of this study lies in its holistic and contextual approach, where schools and madrasahs do not only focus on academic outcomes but also prioritize restoring learning motivation, self-awareness, and emotional engagement among students. This approach combines adaptive learning methods with strategies to rebuild students' trust in the learning process, which has not been widely explored in previous literature, particularly in the Indonesian madrasah context after disasters. Therefore, this study contributes to filling the research gap by demonstrating how humanistic principles can be integrated with religious values and local wisdom in classroom practices. Its contributions are both theoretical, by advancing the development of post-disaster learning models, and practical, by offering insights for educational policies that are more responsive to the needs of disaster-affected students.

CONCLUSION

The implementation of humanistic education in the two schools studied demonstrates that student-centered learning can serve as an effective strategy for psychological recovery and the restoration of educational processes in post-disaster contexts. By prioritizing empathy, respect, and personal growth, the schools were able to create a safe learning environment where students could gradually overcome trauma, rebuild confidence, and reengage with the learning process. Teachers played a central role in facilitating not only academic instruction but also emotional support, highlighting the importance of integrating cognitive, affective, and social dimensions of education in disaster recovery settings.

Overall, this research concludes that humanistic education is not merely a pedagogical choice but a critical necessity in schools operating in post-disaster conditions. Its application provides a holistic approach that addresses both the educational and psychosocial needs of learners, ensuring continuity of learning while supporting resilience and well-being. The findings reinforce the relevance of incorporating humanistic principles into disaster-responsive education policies and practices, thereby strengthening the role of schools as safe havens for healing, growth, and future preparedness.

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