

Analysis of the Implementation of the Disaster-Safe School Unit Program in SLBN 1 Tanjung, North Lombok Regency, Indonesia

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Abstract. North Lombok is a central earthquake-prone zone, making inclusive school safety and preparedness in special needs schools a crucial issue. This study aims to analyse the implementation of the Safe School Program (SPAB, Satuan Pendidikan Aman Bencana) at State Special Needs School (SLBN) 1, North Lombok, focusing on the evaluation of the Three Pillars of SPAB within the context of multiple risks and inclusive requirements. This qualitative research employs a case study method, utilising structured observation and in-depth interviews with the management team, teachers, and parent representatives to collect data. The researchers conducted the data analysis using a qualitative descriptive approach based on the Comprehensive School Safety Framework (CSSF). The findings reveal a significant imbalance between physical readiness (hardware) and managerial/capacity readiness (software). Pillar I (Safe Facilities) is at an adequate level—marked by structural resilience following the 2018 earthquake and a commitment to inclusive design—but is hampered by administrative weaknesses (lack of technical audit documents) and a failure in inclusive non-structural mitigation. Conversely, Pillar II (School Disaster Management) is assessed as weak and unsustainable due to financial governance failures (no routine SPAB budget allocation in the School Expenditure Plan/RKAS) and the absence of emergency response SOPs specific to Children with Special Needs (CSN).

Furthermore, schools do not fully implement Pillar III (Risk Reduction Education), as evidenced by infrequent evacuation drills. The failures in Pillars II and III collectively exacerbate the double vulnerability of students with special needs. This study concludes that SLBN 1 North Lombok has only reached the initial awareness stage and has not yet achieved an adequate level of institutional resilience due to fundamental weaknesses in institutional sustainability and inclusive operational aspects. A holistic intervention focusing on routine budget integration, the legalisation of inclusive SOPs, and strengthening school–family partnerships is recommended.

Keywords: Safe School Program (SPAB); Special Needs School; Inclusive Preparedness; Double Vulnerability; North Lombok; Special Needs School (SLB); Lombok.

INTRODUCTION

Indonesia is a country highly vulnerable to various types of natural disasters due to its location at the confluence of three major tectonic plates: Eurasia, Indo-Australia, and the Pacific. This complex geological interaction not only forms active volcanic arcs – totalling approximately 128 active volcanoes in the country by source [1] –

but also creates active earthquake zones across the archipelago [2]. One region that exemplifies this high disaster risk is North Lombok Regency. Situated within the Flores Back-Arc Thrust zone, the area is highly susceptible to geological and hydrometeorological threats, with the Disaster Risk Assessment identifying 11 of 13 potential disaster types [3–5]. The magnitude 7.0 Lombok earthquake in 2018 tragically demonstrated this

intrinsic vulnerability by causing massive damage, including to thousands of educational facilities, and necessitating significant recovery efforts [6].

In response to this high level of risk, the Government of Indonesia, through the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 33 of 2019, officially mandates the implementation of the Disaster-Safe School Unit Program (SPAB) [7]. This program embodies a crucial global commitment, aligning directly with the Sendai Framework for DRR 2015–2030, which advocates for a fundamental shift from a purely reactive response to a preventive approach [8]. In this national context, disaster education is considered a vital strategy for cultivating a risk-aware and resilient generation [9], where its educational material must be systematically integrated into the standard school curriculum [10]. Conceptually, the SPAB framework is firmly supported by three main pillars: Safe School Facilities, School Disaster Management, and Disaster Risk Reduction Education and Prevention [11]. Meanwhile, the overarching goal of Disaster Risk Reduction (DRR) is to reduce hazards and vulnerabilities while simultaneously increasing community capacity. Despite this comprehensive framework, practical implementation on the ground frequently shows that SPAB remains significantly weak in the key management and procedural pillars authors [12], often failing to translate institutional commitment into concrete, sustainable action.

This challenge is further compounded within the State Special Needs School (SLBN) 1 Tanjung environment, where researchers unequivocally categorise students with special needs (ABK, Anak Berkebutuhan Khusus) as a doubly vulnerable group because their pre-existing functional limitations and medical conditions significantly increase their disaster risk, particularly during the critical evacuation phase [13]. Given that individuals with disabilities are frequently marginalised due to the inherent lack of accessibility to tailored information and adapted procedures, a truly inclusive approach demands that SPAB prioritise adapting operational procedures (procedural inclusivity), rather than merely focusing on the provision of standardised physical facilities (physical inclusivity). This research addresses the identified gap by providing an in-depth focus on SPAB implementation at SLBN 1 Tanjung. The study establishes the following research objectives:

- 1) To analyse the implementation of SPAB based on its prescribed three core aspects,
- 2) To identify the specific institutional constraints, including financial and human resource challenges, currently faced by the school,
- 3) To explore the existing and potential efforts by the school to enhance disaster preparedness specifically for ABK, and
- 4) To critically evaluate the current status of applied operational inclusivity principles.

The findings of this study are expected to make a tangible and evidence-based contribution to the subsequent development of disaster mitigation policies that are both more responsive and fully inclusive within the special education environment.

METHODS

This study employed a Qualitative Descriptive approach, focusing on providing an in-depth understanding of the implementation of the Disaster-Safe School Unit Program (SPAB) at State Special Needs School (SLBN) 1 Tanjung. The researchers chose the descriptive approach because it aims to accurately and systematically present both verbal and written data on the school's specific preparedness measures against earthquake threats [14]. The researchers purposively selected SLBN 1 Tanjung in North Lombok Regency as the research location because it is a special needs education institution serving vulnerable groups (students with special needs) in a high disaster-risk area. Research subjects were also determined using purposive sampling, including the Principal, Teachers and School Staff involved in the Disaster Preparedness Team, Student Guardian representatives, and surrounding Community figures who play a role in community-based disaster risk management. To ensure the validity and credibility of the data, the research utilised triangulation of sources and methods, encompassing three main activities: Structured Field Observation (conducted to assess SPAB aspects and inclusive design principles), In-depth Interviews (using an open, structured guide focused on internal policy, SPAB budget allocation, constraints, and efforts to adapt specific evacuation procedures for students with special needs), and Documentation Study (reviewing formal documents such as the RKAS, Contingency Plans (Rencok), and supporting SPAB policy literature). The collected data

were subsequently analysed using the Interactive Data Analysis Model developed by the authors [15], through the processes of data condensation, data display, and conclusion drawing/verification. The overall flow of this research is presented in Figure 1.

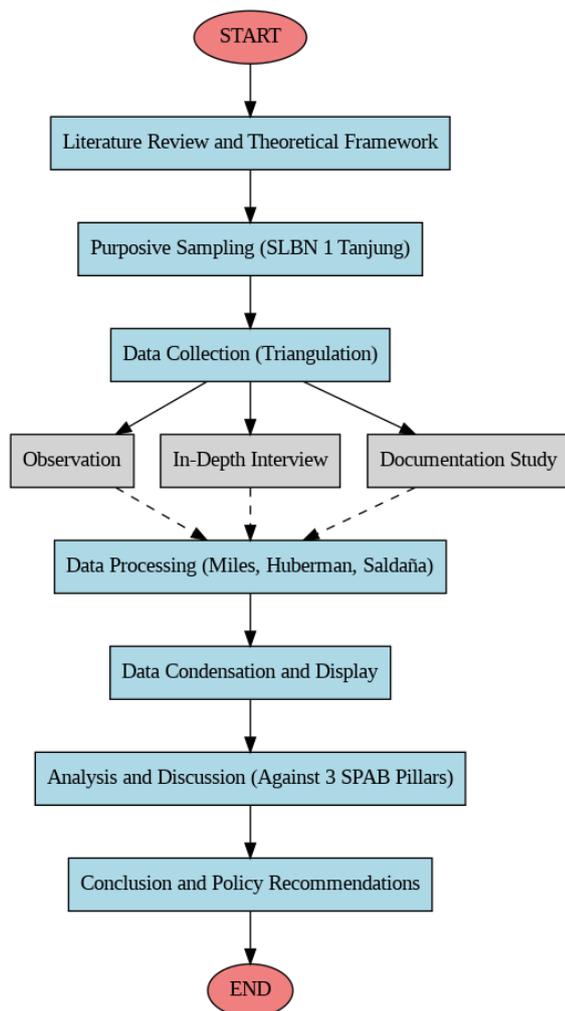


Figure – Research Flow Diagram

RESULTS AND DISCUSSION

Profile of the Research Location and Disaster Risk Context. The research was conducted at SLBN (State School for Special Needs Education) 1, North Lombok, strategically located in Sokong Village, Tanjung District, the capital of North Lombok Regency, West Nusa Tenggara. The school was established on January 22, 2018 (NPSN: 69975437) under the Ministry of Education and Culture and currently holds a "B" accreditation. Geographically, the Tanjung area is situated on low-lying plains (10–50 meters above sea level) and lies along the Flores Back Arc Thrust fault line, making it a region with high seismic activity and significant earthquake potential, especially following the major quakes of

2018. Socially, the school operates in a conducive environment, surrounded by residential areas characterised by high religious values, friendliness, and a strong spirit of cooperation (gotong royong), providing valuable social capital for mitigation programs. SLBN 1 North Lombok is a special needs institution serving 118 students with diverse special needs, including hearing impairment, visual impairment, intellectual disability, and autism, supported by 20 professional educators. While parts of the school buildings have been renovated and structurally reinforced post-2018, the complex still requires adjustments to be fully disability-friendly (visual/tactile evacuation signs and wheelchair-friendly evacuation paths). Beyond its educational function, the school actively develops vocational programs – such as horticulture (hydroponic bok choy and mushroom cultivation), culinary arts (crispy mushroom products), and batik making (Batik Tau Daya) – aimed at equipping students with special needs with practical skills, underscoring the importance of program continuity despite disaster threats.

Pillar I: Safe Learning Facilities

1) Structural Resilience and Technical Documentation Gaps. Generally, the discussion of Pillar I indicates that SLBN 1 Tanjung has successfully established an adequate foundation of passive preparedness. Observational results suggest that the main structural elements of the building, such as the foundation, beams, and columns, are in a stable and robust condition, proving their ability to withstand the major 2018 earthquake. This structural integrity represents fundamental mitigation, crucial for providing sufficient evacuation time for students with special needs (ABK). Initial non-structural mitigation components were also appropriately applied, using lightweight materials for walls and roofs. Nevertheless, the effectiveness of Pillar I is hindered by a crucial administrative weakness: the lack of official technical documentation, including structural feasibility certificates. This documentation gap significantly impedes the fulfilment of the Comprehensive School Safety Framework (CSSF) criteria by source [16] regarding documented building audit systems, which are essential for planning structural reinforcement (retrofitting) in seismically active areas.

2) Commitment to Inclusive Design and Interior Non-Structural Mitigation. In the context of inclusivity, the school demonstrates a strong com-

mitment through adequate accessibility design that aligns with the principles of Universal Design and inclusive disaster risk reduction (IDDR). The school realises this through outward-opening classroom doors, sufficient door and gate widths, a main ramp, and the installation of guiding blocks for students with visual impairments. The school has also implemented interior non-structural mitigation measures, including securing furniture to the walls and using robust overhead fixtures, in line with non-structural safety management principles to reduce the risk of falling hazards. These collective actions affirm the school's efforts to minimise physical risks for its vulnerable population, creating an inherently safer environment.

3) Critical Operational Findings and the Urgency of Adaptive Facilities. Despite the fulfilment of the physical foundation and accessibility design, critical findings highlight a severe operational inclusivity weakness. The lack of permanent and adaptable evacuation route and assembly point markers (such as high-contrast colours or tactile signs) poses a significant operational barrier for ABK students, who rely heavily on clear and consistent visual and tactile cues during emergencies. Furthermore, not all windows are equipped with shatterproof film, which is a primary source of injury risk in earthquake-prone areas. Thus, although the school benefits from a wide-open field as a safe assembly point, the overall effectiveness of Pillar I still requires substantial improvement. This enhancement must focus on strengthening formal technical documentation and providing fully adaptive and inclusive visual-operational facilities.

Pillar II: School Disaster Management. The discussion of Pillar II focuses on governance, policy, planning, and funding dimensions. The research findings indicate significant institutional and systemic weaknesses that hinder the effectiveness and sustainability of SPAB implementation at SLBN 1 North Lombok, despite the administrative establishment of the SPAB Team.

1) Failure in Financial Governance and Policy. The implementation of SPAB at SLBN 1 Tanjung faces fundamental obstacles at the managerial and financial levels, collectively reflecting institutional and systemic weaknesses that undermine the program's effectiveness and sustainability. The most significant weakness lies in Critical Financial Governance. All respondents confirmed (4.5.1) that no dedicated, routine budget allocation

is provided for SPAB activities in the School Activity and Budget Plan (RKAS); this clearly constitutes a governance failure, as the life-saving program relies entirely on incidental or external funds rather than integrated budget planning.

This condition carries profound policy implications, as it directly violates Permendikbud Number 33 of 2019, which explicitly requires the integration of Disaster Risk Reduction (DRR) into school planning and funding documents. The direct consequence of this policy violation is that the SPAB program at SLBN 1 Tanjung is rendered unsustainable and highly vulnerable to abrupt shifts in funding priorities. Without routinely allocated budgets, training, simulations, and maintenance of emergency equipment cannot be conducted consistently and on schedule.

Furthermore, policy weaknesses are evident in the documentation and procedural aspects. Observations indicate the lack of an integrated written SPAB policy, a functional Contingency Plan, and internalised emergency response SOPs (4.4.5). This gap between the claim of existing documents and the lack of practical implementation suggests that the school remains at the initial awareness stage, failing to achieve the systematic and structured implementation recommended by international frameworks [17].

2) Procedural Gaps and Failure of Operational Inclusivity. Although the school's physical foundation (Pillar I) is relatively adequate, Pillar II exhibits significant vulnerabilities in procedural aspects and human resource capacity (software). This Procedural Weakness is indicated by uneven understanding of disaster SOPs among teachers and staff, and by the infrequent conduct of practical drills and simulations. This lack of repeated practice hinders the formation of rapid, automatic emergency behaviour authors [18], thereby drastically increasing safety risks for students and staff during panic situations.

The most critical point of this weakness is the Failure of Operational Inclusivity. The school lacks ABK-specific emergency SOPs, which must be tailored for various disabilities (such as the visually impaired, hearing impaired, and autistic). This absence of clear procedures is exacerbated by the lack of a rapid and structured communication channel between the school and parents during an emergency (4.5.4). Specific SOPs are urgently required because each type of disa-

bility needs different assistance, communication, and evacuation methods.

This combination of weak procedures and failure of inclusivity collectively creates a double risk for students with special needs. Their safety during a disaster relies heavily on the teachers' spontaneous improvisation and immediate initiative. Yet, such improvisation is inherently unreliable, especially under conditions of panic and seismic shaking. This situation suggests that the disaster management system has not fully internalised the principle of no one left behind.

3) Weakness in Community and External Sector Partnership. The final weakness in the school's disaster management system lies in the area of Community and External Sector Partnership. Potentially, SLBN 1 Tanjung possesses substantial social capital, with the surrounding community showing a high willingness to be actively involved in SPAB activities and provide emergency assistance. However, this crucial strategic potential remains institutionally unutilised.

Collaboration Weakness arises because SPAB's socialisation with the surrounding community is suboptimal, and there is no formal communication forum involving the school, residents, and the Regional Disaster Management Agency (BPBD). This failure indicates that the school remains internally oriented in its mitigation planning [4].

This internal-oriented approach ultimately fails to implement the Whole Community Approach source [19] or the principles of Community-Based Disaster Risk Reduction (CBDRR) [8]. As a direct result, the strategic potential for building community resilience – which is vital for providing specialised support and timely evacuation for students with special needs – is not institutionally facilitated.

Pillar III: Disaster Risk Reduction and Resilience Education

1) Lack of DRRE Integration in the Curriculum. The implementation of Pillar III, which focuses on the dimensions of knowledge and curriculum integration, indicates that SLBN 1 North Lombok is in a state of Non-Full Implementation, consequently resulting in a profound Disaster Literacy Gap. The fundamental issue lies in the absence of structured Disaster Risk Reduction Education (DRRE) within the formal curriculum, including extracurricular activities. This omission violates the national policy mandate, Permendikbud No

33 of 2019, which explicitly requires the integration of DRR into educational programs. This failure to mainstream the curriculum directly leads to low disaster literacy and limited risk awareness across the entire school community, severely hindering the establishment of a sustainable safety culture, as recommended by [20]. In the specific context of an SLBN, this failure is critical, as effective disaster education requires tailored, highly visual, and concrete methods that students with special needs easily absorb.

The aspects of action and attitude reveal significant weaknesses that impede the development of automatic and reflective behaviour during emergencies; this is most evident in the infrequent execution of practical drills and simulations. This lack of repeated experiential learning [21] actively prevents the development of rapid, accurate emergency behaviour [18], which is essential for minimising risk. Furthermore, there is an undesirable imbalance between the hardware and software (personnel capacity). While the school may have mitigation facilities such as fire extinguishers (APAR), staff do not consistently master the practical skills for using them. This discrepancy between the availability of safety tools and the capacity of the personnel renders operational preparedness fragile, as effective response relies on trained human action, not just static equipment.

Pillar III's failure extends beyond the classroom, specifically in failing to engage students' home environments, which are a crucial element of comprehensive safety. Research findings indicate a significant gap in the school-home partnership [22], as parents report that ABK students have not been taught safe disaster procedures at home, and there is a lack of systematic communication from the school regarding family preparedness. In the context of an SLB, consistent collaboration between school and family is paramount, as students with special needs require reinforced and consistent support across all environments to successfully master mitigation skills. Without this structured communication, the vital transfer of preparedness skills from school to home fails to occur, leaving family resilience dangerously low.

Overall, the comprehensive non-implementation of Pillar III significantly exacerbates the double vulnerability of students with special needs. The combined effects of inadequate curriculum, infrequent practice, and procedural gaps mean that

ABK students' safety during a crisis depends entirely on teachers' spontaneous, often unreliable, improvisation. This dangerous reliance on unplanned individual initiative, rather than institutionalised protocols, is highly unsustainable in an earthquake-prone region. This scenario aligns with the Pressure and Release Model [23], which posits that social vulnerabilities – such as a lack of knowledge and preparedness capacity – significantly increase disaster risk for already vulnerable populations. Therefore, immediate and targeted intervention across all educational dimensions is necessary to mitigate this amplified risk.

2) Weakness in Emergency Behaviour Formation and Capacity Gaps. This dimension of action exhibits severe weaknesses that directly impede the automatic and reflective behaviour necessary during emergencies. The infrequent conduct of evacuation drills and practical simulations (4.5.2) clearly indicates this. This lack of repeated practice critically undermines experiential learning [21], which serves as the primary and most effective mechanism for establishing fast and accurate emergency behaviour [18]. The scarcity of routine practical exercises has a significant impact, drastically increasing safety risks for all school members, especially students with special needs who require more time to respond and clear instructions.

An imbalance between hardware (physical facilities) and software (human resource capacity) further compounds this weakness. Although non-structural mitigation facilities, such as fire extinguishers (APARs), are available in strategic locations, the practical skills and confidence to use them are not widespread among staff and teachers (4.4.4.5). This capacity gap shows that the school has only reached the stage of facility provision but has not yet achieved operational mastery.

The resulting gap between hardware and software indicates that the school's operational preparedness is fragile. Safety in a real disaster scenario relies on initiatives that lack adequate training. This condition prevents the school from achieving full institutional resilience, as effective responses during a crisis depend on trained, standardised human action rather than merely the presence of static equipment. This failure extends to SOPs that do not address the specific needs of ABK students.

3) School–Home Partnership Gaps and Consequences. This failure of Pillar III extends beyond

the school boundaries, specifically failing to reach students' home environments, despite this being a crucial element in the chain of comprehensive safety. Interviews with parents clearly revealed that students with special needs (ABK) have not been taught safe disaster procedures at home. Furthermore, there is no systematic communication or guidance from the school regarding family preparedness. This gap demonstrates that the school operates in isolation, failing to view the home as an extension of the mitigation and preparedness efforts.

The failure to reinforce this partnership indicates a serious flaw in the school–home partnership model [22]. In the context of an SLBN, consistent collaboration between the school and family is fundamental, as ABK students require repeated, consistent support across different environments – both at school and at home – to master and internalise mitigation skills. Without systematic communication and structured guidance from the school, the vital transfer of preparedness knowledge from the educational setting to the home environment is unlikely to occur.

The consequence of this partnership failure is that family resilience to disasters remains dangerously low. Although students may receive basic information at school, the lack of practice and reinforcement at home means the skills are easily lost or inapplicable during panic. Therefore, the safety of ABK students depends not only on school SOPs but also on the family's readiness and capacity to respond. The institution's failure to facilitate this partnership means that responsibility for safety remains unevenly distributed, significantly increasing the risk to ABK students outside school hours.

4) Implications of Double Vulnerability and Spontaneous Dependence. Overall, the comprehensive non-implementation of Pillar III – which encompasses both education and training aspects – directly exacerbates the double vulnerability faced by students with special needs (ABK). This double vulnerability refers to the combination of high natural-hazard risk (geographical) and the individual's inherent social/physical vulnerability (disability). When the curriculum fails to provide ABK-specific knowledge, procedures are not adapted, and emergency behaviour is not practised, the school system inherently fails to meet the basic protection obligations for this most vulnerable population.

The combination of lacking ABK-specific knowledge in the curriculum, unadapted procedures, and the failure to foster automatic emergency behaviour places student safety in a highly perilous position. The safety of ABK students during a real seismic event depends critically on teachers' spontaneous initiative and improvisation amid the panic. This improvisation, while driven by good intentions, cannot replace planned, collectively practised protocols. Relying on unplanned improvisation is an unreliable and unsafe practice, particularly considering the school's location in North Lombok, an earthquake-prone area. In the precious seconds following a disaster, the time it takes teachers to determine the best way to evacuate each type of ABK student can mean the difference between safety and serious injury. The absence of repeatedly drilled, ABK-specific SOPs, combined with a severely limited timeframe, dramatically magnifies the risk of rescue failure.

This condition holds strong theoretical relevance to the Pressure and Release Model [23]. This model asserts that a disaster occurs when a threat (a physical hazard such as an earthquake) meets vulnerability (weak social, economic, and institutional conditions). In the case of SLBN 1 North Lombok, social vulnerabilities (marked by lack of knowledge, capacity, and poor governance) significantly amplify the disaster risk for the already vulnerable population (ABK students). The failure of Pillar III directly creates and sustains this vulnerability.

Therefore, the strengthening of Pillar III through holistic, integrated interventions is no longer merely a recommendation but an urgent necessity. This intervention must encompass three key areas: curriculum integration, continuous practical training, and strengthening family partnerships. Failure to act promptly means the school acknowledges and accepts an unacceptable level of risk to its student population.

Strengthening Pillar III must be the primary institutional responsibility for mitigating risk for the entire SLBN 1 North Lombok community. By internalising risk education, the school can move from awareness to operational capacity. This step is essential to transform ABK students, who are currently passive recipients of rescue efforts, into active agents with basic knowledge and reflexive behaviour, thereby increasing their own and others' chances of survival.

CONCLUSIONS

Based on observations, interviews, and a critical analysis of the implementation of the Safe School Program (SPAB) at SLBN 1 North Lombok, it can be concluded that the school's preparedness efforts are significantly imbalanced between physical strength (hardware) and managerial capacity (software). In the context of Safe Learning Facilities (Pillar I), the school has established an adequate foundation; the building structure proved stable after the 2018 earthquake and demonstrates a commitment to inclusive design, including ramps and guiding blocks. However, the operational effectiveness of Pillar I is hampered by crucial administrative weaknesses—namely, the absence of official technical audit documents—and critical non-structural mitigation gaps, such as the lack of adaptive and inclusive evacuation signage.

The most fundamental weakness lies in School Disaster Management (Pillar II), which is assessed as fragile and unsustainable. This failure is rooted in critical financial governance issues, where the absence of routine SPAB budget allocation in the RKAS forces the program to rely on incidental funds, thereby violating Permendikbud No. 33/2019. Profound procedural weaknesses further compound this financial inability, particularly the absence of emergency SOPs specifically designed and adapted for students with special needs (ABK).

This systemic weakness is exacerbated by the partial implementation of Disaster Risk Reduction Education (Pillar III), as reflected in the lack of DRR material integration into the curriculum and the infrequency of practical evacuation drills. The failure of Pillar III directly exacerbates the double vulnerability faced by ABK students and creates a serious gap in the school-home partnership. Therefore, the study concludes that while SLBN 1 North Lombok has achieved initial awareness of the risks, the school has not yet reached the level of effective institutional resilience due to fundamental weaknesses in institutional sustainability and inclusive operational aspects, which is a key finding that answers the primary research objective.

To achieve the inclusive and sustainable implementation of the Safe School Program (SPAB), integrated strategic steps must be executed by the relevant parties as follows:

1) For School Management and Governance (School Principal & SPAB Team). These recommendations focus on strengthening Pillar II (Management) and the administrative aspects of Pillar I (Facilities).

Program Financial Sustainability: Immediately integrate routine and specific SPAB budget allocations into the annual RKAS (School Activity and Budget Plan) to ensure the continuity of operations, training, and maintenance.

Inclusive SOP Legalisation: Draft, officially validate, and internalise Inclusive Emergency Response SOPs that cover distinct and specific evacuation protocols for each type of disability (Visually Impaired, Hearing Impaired, Autism, etc.).

Structural Building Audit: Initiate formal collaboration with the BPBD (Regional Disaster Management Agency) and Public Works Department to conduct regular Technical Building Audits and complete all necessary structural feasibility certificate documentation.

Infrastructure Correction: Ensure the installation of inclusive evacuation route and assembly point markers (using high-contrast colours, simple symbols, and tactile guides) and the equipping of windows with shatterproof protective film.

2) For Teachers and Staff (Pillar III Capacity Building). These recommendations focus on strengthening Pillar III (Education) by enhancing human resource (software) capacity.

Mandatory Skill-Based Training: Implement compulsory training for all staff and teachers on the use of APAR (Lightweight Fire Extinguisher) and ABK-specific disaster pedagogy (e.g., non-visual evacuation assistance techniques).

Repetitive Drills (Experiential Learning): Conduct Routine Evacuation Drills (at least biannually) that are designed as Experiential Learning and specifically adapted to the rapid response needs of ABK students.

DRRE Curriculum Integration: Integrate DRR Education (DRRE) concepts into relevant subjects, using concrete, visual, and repetitive approaches to maximise comprehension for ABK students.

3) For External Partnership and the Community. These recommendations focus on strengthening the network and outreach aspects of Pillar III (Partnership).

Establishment of Formal Communication Forum: Form and activate a formal SPAB School-Community Communication Forum involving the BPBD and local community representatives.

Community Volunteer Training: Facilitate training for Inclusive Evacuation Volunteers from the surrounding community, training them in the specialised evacuation techniques required by ABK students.

Family Preparedness Guides: Develop and regularly disseminate ABK-specific family disaster preparedness guides to parents, bridging the mitigation skill gap between school and home.

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