

## Social Rehabilitation After Natural Disasters: Access and Adaptation of Education for Children Affected by Floods in Sumatra

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### Abstract

*Severe floods in the Sumatra region have had profound social and educational impacts, especially for school-age children who have lost access to the learning process due to infrastructure damage, family relocation, and psychological trauma. Education as a fundamental right of children needs to be guaranteed to continue even in emergency conditions. This study aims to analyze the conditions of access to education for children affected by floods, the form of adaptation of the learning system implemented in the affected areas, and the role of social rehabilitation in supporting the recovery of education and the welfare of children after the disaster. This study employs a descriptive, qualitative approach using a phenomenological method, focusing on the social and educational experiences of flood victims in Agam Regency, West Sumatra. Data were obtained through semi-structured interviews, participatory observations, and documentation studies of teachers, parents, social volunteers, and children of disaster victims. Data analysis was conducted using a thematic analysis approach, focusing on central themes such as access to education, learning adaptation, and social rehabilitation support. The results show that children's access to education remains limited due to damage to school facilities and the relocation of residents; however, local initiatives, such as emergency schools and child-friendly spaces, have emerged to protect the right to learn. Adaptation of empathy-based learning and social activities helps students recover emotionally. Social rehabilitation plays a vital role in rebuilding learning motivation, strengthening community collaboration, and creating a humanistic and inclusive emergency education system. This study emphasizes that integrating education, psychosocial, and social rehabilitation is key to sustainable post-disaster recovery and the development of resilience education in Indonesia.*

**Keywords:** *adaptive learning; flood victims; post-disaster education; social rehabilitation; West Sumatra*

### INTRODUCTION

Floods, among the hydrometeorological disasters, pose a serious threat to the sustainability of children's education worldwide. Disasters not only damage schools' physical infrastructure but also disrupt children's social and psychological stability, potentially lowering their motivation to learn and long-term well-being. Global studies show that natural disasters such as floods, earthquakes, and landslides disrupt access to education by up to 60% in affected areas, especially

in developing countries with vulnerable education systems (Atkinson & Fowler, 2023). In Indonesia itself, the post-disaster education recovery process is often slow due to limited infrastructure, human resources, and psychosocial support for children (Ahmad et al., 2024; Giarratano et al., 2019; Hassan et al., 2020; Hendriati et al., 2024).

The massive floods in Sumatra have had significant social and educational impacts, especially for school-age children who have lost access to education due to school damage, family relocation, and psychological trauma. Education, as a basic right of children, must be guaranteed to be sustainable even in emergency conditions (Taqiuddin et al., 2021). However, the reality on the ground shows a gap between government policies and local-level implementation in guaranteeing children's learning rights after disasters. This research is important for providing an empirical picture of how the education system adapts amid disrupted social conditions, as well as the role of the social rehabilitation approach in restoring children's welfare in affected areas.

Previous research has shown that post-disaster education recovery depends not only on infrastructure development, but also on the success of social and psychosocial approaches in supporting affected children (Aydos et al., 2025; Kurniasari et al., 2021; Muhamad et al., 2025). However, most research still focuses on urban contexts or major disasters such as earthquakes, while studies on the restoration of education in rural areas after floods are rare (Teze & Ayhan, 2025; Topçu, 2023), especially in Sumatra, is still very limited. This research aims to fill this gap through a phenomenological approach that focuses on children's social and educational experiences in flood-affected areas.

The novelty of this research lies in integrating the concepts of education recovery, social rehabilitation, and psychosocial well-being in the context of hydrometeorological disasters. This research not only analyzes access to education and the adaptation of learning systems, but also highlights the synergy between education and social rehabilitation as efforts to build community resilience. This study provides theoretical value by connecting the Human Capital Theory framework with UNESCO's Education for Resilience Framework. These results align with research on cultural and participatory approaches to social recovery (Keskin et al., 2025; Soyobi et al., 2024; Wilopo et al., 2023).

This research is expected to serve as a reference in formulating a resilient emergency education policy oriented towards the welfare of disaster victims. By strengthening collaboration among schools, local governments, and local communities, the education system can become a space for sustainable social recovery. The results of previous research confirm that humanistic and community-based educational interventions can accelerate social recovery, reduce trauma, and build environmental awareness in disaster-affected areas (Hasamoh, 2017; Hendriati et al., 2024; Yuma et al., 2019). Therefore, this research is expected not only to make a scientific contribution but also to be practical for post-disaster education and social rehabilitation policies in Indonesia.

### **Post-Disaster Education and Learning System Adaptation**

Natural disasters such as floods have been proven to have a serious impact on children's access and sustainability of education, especially in developing regions. Damage to school infrastructure, family relocation, and limited learning facilities cause the educational process to be stopped or disrupted in a short time. Studies by Atkinson and Fowler (2023) show that disruptions in educational access in disaster-affected areas can reach significant levels, especially when the education system lacks adequate preparedness. In this context, education is no longer understood only as an academic process, but also as part of social stabilization for children affected by disasters.

To overcome these conditions, the concept of emergency education is an important approach in maintaining the sustainability of learning. Taqiuddin et al. (2021) explained that emergency education prioritizes flexibility through the use of temporary schools, tent classes, and curriculum adapted to crisis conditions. In addition, a more contextual and humanistic approach to learning is being implemented, with students' emotional needs as a top priority. The research by Giarratano et al. (2019) also emphasizes that the success of post-disaster education depends heavily on collaboration among governments, educational institutions, and social organizations to create adaptive and inclusive learning systems.

### **Social Rehabilitation and Psychosocial Recovery in Education**

In addition to the academic aspect, the literature indicates that children's social and psychological conditions strongly influence post-disaster educational recovery. Trauma from disasters can hinder learning, reduce motivation, and disrupt students' social interactions in the educational environment. Sheikhbardsiri et al. (2017) emphasized that without adequate psychosocial support, the process of education recovery will not run optimally. Therefore, various interventions such as trauma healing, counseling, and art-based activities and games are an important part in supporting children's mental recovery (Usami et al., 2018). This approach suggests that post-disaster education must integrate emotional aspects into the learning process.

Furthermore, the concept of social rehabilitation strengthens the role of education as a means of comprehensive community recovery. Aydos et al. (2025) and Kurniasari et al. (2021) explain that social rehabilitation does not focus solely on individuals but also on strengthening social interactions, family support, and community participation in the recovery process. In this context, schools serve as centers of social resilience capable of rebuilding confidence and community cohesion. UNESCO (2019) emphasizes, through its Education for Resilience framework, that integrating education, social support, and lifelong learning is key to building post-disaster community resilience. Thus, education not only restores existing conditions but also prepares people to face the risk of future disasters.

### **METHOD**

This study uses a descriptive, qualitative approach with a phenomenological method to deeply understand the social, emotional, and educational experiences of flood-affected children in the affected areas. This approach was chosen because it allowed researchers to explore the subjective meanings of respondents' experiences—both children, teachers, and the community—in the context of post-disaster social rehabilitation. Through the phenomenological method, this study seeks to explore how flood events affect access to education, the learning adaptation process, and the role of the community in maintaining the sustainability of education amid limited facilities and disrupted social conditions. Data were collected in a natural setting through observation, in-depth interviews, and documentation, and then analyzed thematically to find patterns of educational experiences and adaptation strategies that emerged in the post-disaster context.

This research was carried out in several flood-affected areas in Agam Regency, West Sumatra Province, which are characterized by high disaster vulnerability. The research focuses on several severely affected sub-districts and nagari, namely Malalak Ulya Satar District, North Malalak Nagari, Nagari Sini Aia, Salimpaung Area, and South Malalak Nagari. These regions were chosen because they represent a variety of different social, geographical, and degrading conditions of educational infrastructure. In addition, the area has the character of a rural community with a high level of social solidarity, which is an important factor in the community-based social rehabilitation process. Observations were conducted in emergency schools, refugee posts, and temporary educational facilities to obtain a clear picture of the dynamics of access to and adaptation in education for children affected by floods.

The subjects in this study included flood victims aged from elementary school (SD) to junior high school (SMP), teachers at emergency schools, parents of affected children, and social volunteers involved in post-disaster education and social rehabilitation activities. Subjects were selected through purposive sampling, based on their direct involvement in education and social rehabilitation activities in flood-affected areas of Agam Regency, West Sumatra. Children were chosen as the main subjects because they are the most vulnerable group to the impact of loss of access to education and psychological trauma due to disasters. Teachers and social volunteers act as supporting informants to describe the dynamics of the learning process and educational adaptation in the field. At the same time, parents provide perspectives on family support and post-disaster socio-economic conditions.

Table 1. Research Subject Profile

| No.          | Category Respondent                  | Number (People) | Age Range   | Role in Research                                                                                             | Location/Activity Description                                                                               |
|--------------|--------------------------------------|-----------------|-------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1            | Children of flood victims            | 8               | 8–14 years  | The main subjects who experience disruptions in access to education and adaptation to post-disaster learning | Elementary–Junior High School Students in Nagari Malalak Utara, Nagari Sini Aia, and Nagari Malalak Selatan |
| 2            | Emergency school teacher             | 5               | 27–45 years | Informants who provide data on emergency learning systems and educational adaptation strategies              | Affected residents in the Salimpaung and South Malalak areas                                                |
| 3            | Parents of students                  | 4               | 30–50 years | Provide perspectives on family support, socio-economic conditions, and the child's rehabilitation process.   | Affected residents in the Salimpaung and South Malalak areas                                                |
| 4            | Social Volunteer/Community Companion | 3               | 22–35 years | Supporting informants who assist in educational activities and trauma healing of flood victims               | Volunteers from local social institutions and community education organizations                             |
| <b>Total</b> |                                      | 20              | 8–50 years  | Diverse social and educational backgrounds                                                                   | Agam Regency, West Sumatra (Malalak area and its surroundings)                                              |

Data collection in this study was conducted through semi-structured interviews, participatory observation, and documentation. Semi-structured interviews were conducted with flood victims, emergency school teachers, parents, and social volunteers to explore their experiences, perceptions, and views on access to and adaptation of post-disaster education. Participatory observations were carried out directly at emergency schools, evacuation posts, and alternative learning locations to understand the teaching-learning situation and social interaction that occurred in the field. Meanwhile, the documentation study examined secondary sources such as government reports, emergency education policies, data on social institutions, and school archives related to social rehabilitation programs and post-disaster education. The combination of these three techniques aims to obtain a comprehensive and in-depth picture of the educational conditions of flood victims in Agam Regency, West Sumatra.

To ensure the validity and reliability of the research results, a process of source and method triangulation is carried out. Source triangulation involves comparing information from various sources — namely, teachers, parents, children, and local government representatives — to ensure data consistency and accuracy. Meanwhile, the triangulation method combines interview results, field observations, and documentation to obtain a more objective and comprehensive

understanding. This triangulation approach is important to minimize researcher bias and strengthen the validity of the findings, ensuring that the research results authentically and in depth represent the social and educational conditions of flood victims in the field.

The collected data is analyzed using a thematic analysis approach, which is the process of analyzing qualitative data by identifying, grouping, and interpreting the main themes that emerge from interviews, observations, and documentation. The analysis is carried out through several stages: data reduction (selecting data relevant to the research focus), grouping information into thematic categories, and interpreting the meaning of each theme. The main themes found include access to education for children affected by floods, adaptation of learning in emergency schools, social and psychological support for the community, and public policies in post-disaster education recovery. This analysis helps researchers understand the social dynamics and educational strategies applied in the context of social rehabilitation in disaster-affected areas.

## **RESULTS AND DISCUSSION**

The results of this study comprehensively describe the dynamics of education of flood victims in the Sumatra region in the context of post-disaster social rehabilitation. Based on field findings, three main aspects are the focus of the analysis, namely: (1) the condition of access to education for children affected by post-disaster floods which show various structural and social constraints, (2) the form of adaptation of the learning system implemented by teachers, volunteers, and educational institutions in the affected areas, and (3) the strategic role of social rehabilitation in supporting the recovery of education and children's welfare. These three aspects are interrelated and provide a comprehensive overview of how the education process can function as an integral part of social recovery and humanitarian development efforts in disaster-affected areas.

### **Conditions of access to education for children affected by post-disaster floods**

The flash floods that hit the Sumatra region, especially in Agam Regency, left severe damage to educational infrastructure. Several schools were destroyed, as seen in the first picture, where school buildings were buried under wood, mud, and debris from flooding. This condition makes teaching and learning activities stop for weeks or even months. Children lose a safe and conducive learning space, while teachers struggle to continue the learning process because basic facilities such as books, tables, and whiteboards are damaged. In addition to physical damage, the relocation of residents to evacuation areas also cut off children's access to schools, leaving many unable to participate in regular learning activities. This situation shows that access to education in disaster-affected areas is highly dependent on geographical conditions and the readiness of local governments to respond to emergencies.

In the midst of these limitations, various local initiatives and community solidarity have emerged to protect children's rights to continue to receive education. As depicted in the second photo, communities, social institutions, and volunteers set up emergency schools and temporary learning rooms in the evacuation area. The psychosocial support car program run by humanitarian organizations such as Save the Children and *Komdigi Peduli* is a tangible form of community-based education recovery efforts. Children are invited to participate in light learning activities such as drawing, reading, and storytelling — not only to maintain the learning process but also to support recovery from psychological trauma. This activity shows that access to post-disaster education is not only measured by the availability of school buildings, but also by the community's ability to create an alternative learning space that is humanistic and oriented towards children's emotional recovery.

In addition, in some areas, government support has begun to be directed toward directly reviewing the condition of affected schools and preparing long-term rehabilitation measures. As seen in the third picture, several regional officials and volunteers conducted field visits to schools submerged in mud, such as SMAN 1 Batang Anai. This effort shows that the government is concerned about the sustainability of education, even though the recovery process is slow due to budget constraints and difficult terrain. In rural and remote areas, challenges are compounded by broken road access, which hampers the distribution of educational aid and creates inequality between schools in urban and remote areas.



Post-disaster logging debris in SMA N 1 Batang Anai



Post-disaster monitoring by the government, the sub-district head, the urban village head, and the Agam Regency disaster expert team.



Emergency learning center for child disaster victims

Figure 1. Conditions of access to post-disaster education

Overall, this confirms that access to education for children affected by floods in post-disaster Sumatra is still very limited and uneven. The recovery of education in the affected areas relies more on community initiatives, volunteers, and social organizations than on structural support from national policies. This dependence on local power reflects a high level of social solidarity, but it also shows the weakness of the emergency education system, which has not been integrated nationally. Therefore, more adaptive, sustainable, and community-based policies are needed to ensure children's educational rights in future crises.

### Forms of adaptation of learning systems implemented in flood-affected areas



Smart House for Children Post-Disaster

Figure 2. Children's learning atmosphere in disaster areas

The massive flood disaster that hit the Sumatra region not only damaged educational infrastructure but also forced teachers, students, and the community to adapt the learning system to emergency conditions. One prominent form of adaptation is the creation of a "child-friendly space," as seen in the first image. Humanitarian agencies manage this space in collaboration with the local community and serve as both a place of learning and a space for psychological recovery. Children learn while playing, engaging in drawing, reading, and storytelling activities as part of the learning-through-play approach.

*"We cannot force them to learn directly like in school. The main thing first is to make them feel safe and happy here."*

This empathic approach shows how post-disaster education prioritizes emotional recovery before pursuing academic achievement. On the other hand, teachers affected by the disaster took the initiative to create an emergency tent classroom, as depicted in the next two photos. Support from the Ministry of Education and donor agencies enabled the construction of temporary learning tents equipped with folding tables and basic stationery. The teaching and learning process is carried out at a flexible time, depending on weather conditions and location security.

*"We teach in two sessions because not all children can attend at the same time. Some still have to help their parents in the refugee camp."*

This time adaptation shows that teachers play a role not only as educators but also as social facilitators who understand the context of children's lives after disasters. In addition to the flexibility in time and location, curriculum adaptation is also achieved by simplifying learning materials. The main focus is directed at character building, the value of cooperation, and environmental awareness. Learning activities often begin with a brief discussion of the flood experience, followed by planting, cleaning the environment, or making crafts from recycled materials. This is in accordance with the spirit of contextual education that combines social and ecological aspects.

*"My son became more aware of the importance of protecting rivers and forests."*

*" ..... They learned firsthand from the experience of this flood."*

Thus, the post-disaster learning process also becomes a medium for social reflection and human value education. In terms of technology, the limitations of the internet and electricity networks make teachers and volunteers rely on simple learning aids, such as local radio to deliver educational announcements, print modules prepared independently, and offline educational videos played on battery-powered projectors. This strategy shows that even in a crisis, the learning process can still take place with high creativity and adaptation. This adaptation reflects the resilience of the education community in upholding children's learning rights despite limitations.

*"We do not have an ideal classroom, but the enthusiasm of teachers and children is much stronger than the disaster itself."*

The adaptation of the post-disaster learning system in West Sumatra shows how emergency education can be transformed into a space for social and psychological recovery. The emergence of child-friendly spaces, tent classes, and community-based activities shows the strength of cooperation and the flexibility of Indonesian education in the face of extreme situations. Learning that focuses on empathy, togetherness, and environmental awareness is a tangible form of humanistic education that builds post-disaster social resilience.

### **The role of social rehabilitation in supporting the recovery of education and welfare of children affected by disasters**

Social rehabilitation plays a central role in restoring education for flood victims in the Sumatra region. Social rehabilitation programs focus not only on improving infrastructure and aid distribution, but also on integrating social, psychological, and educational dimensions. Activities such as trauma healing, family counseling, and community-based learning assistance have been proven to restore children's motivation to learn.

*"I am happy that there are drawing activities and learning with friends. Now I am not afraid of the big rain anymore."*

This expression reflects the success of the social-emotional approach in reducing trauma-related feelings while fostering a spirit of learning. In the field, teachers and volunteers spearhead the implementation of education-based social rehabilitation. They not only teach, but also act as psychosocial companions. The learning process is interspersed with reflective activities, collaborative games, and religious activities that calm the children.

*"Every morning before studying, we invite the children to sing, pray, and tell stories. It helps them to be calmer and more courageous to speak."*

This approach makes education a space of inner recovery — not only for children, but also for teachers and parents who also feel the emotional impact of disasters. In addition, social rehabilitation has strengthened synergy among educational institutions, communities, and local governments. Many recovery activities are carried out through disaster-resilient village programs, training of education volunteers, and the formation of community study groups. The local government, together with the Education Office, provides logistics, learning tents, and psychosocial modules for teachers.

*"We are not only focused on repairing the building, but also making sure the children continue to learn, even in temporary tents. That is part of our social responsibility."*

Synergy between the government and local communities is the key to the sustainability of education rehabilitation in the affected areas. Community participation is also an indicator of the success of social rehabilitation programs. Parents and community leaders involved in planning

emergency education activities show a higher sense of ownership of the recovery process. They help organize children's study schedules, clean the school tent area, and motivate children to stay enthusiastic about learning.

*"We cannot help much with money, but we help guard the tents and accompany the children to study."*

*"..... The involvement of residents makes the learning atmosphere warmer, children are happier and do not feel alone."*

This collaboration shows that social rehabilitation not only rebuilds educational facilities, but also revitalizes human values and togetherness in affected communities. Overall, the results of this study confirm that social rehabilitation plays a dual role: restoring the community's social function while strengthening a humanistic and inclusive educational ecosystem. Rehabilitation programs that emphasize psychosocial aspects, multi-sector collaboration, and community participation have proven capable of creating a more adaptive and empowered learning space. This process shows that the success of post-disaster education recovery is not solely determined by material assistance, but by social solidarity, empathy, and collaboration between various parties oriented towards the well-being of children.

## **Discussion**

The study's results show that education plays a central role in post-disaster social rehabilitation, especially for children affected by floods in Sumatra. Access to education in the affected areas is still highly dependent on community initiatives, volunteers, and social institutions. Emergency schools, learning tents, and temporary public spaces symbolize the community's social resilience in guaranteeing children's right to continue learning. In terms of learning adaptation, teachers and volunteers use strategies such as outdoor learning, flexible classes, and play-based activities that emphasize children's emotional recovery. The provisional curriculum that was prepared focused on human values, togetherness, and environmental awareness. These findings show that post-disaster education not only aims to transfer knowledge but also rebuilds the sense of security and social stability of affected children. Social rehabilitation programs have also been proven to strengthen the synergy between psychological and educational aspects. Trauma-healing activities, family support, and local community involvement help restore the spirit of learning and rebuild children's confidence. Thus, this study confirms that education, when combined with social rehabilitation, can restore the social, psychological, and moral structure of a post-disaster society.

The results of this study align with a number of international studies that emphasize the strategic role of emergency education in accelerating the social and emotional recovery of post-disaster children. Community-based approaches and humanistic learning have been proven to increase students' sense of security, enthusiasm for learning, and psychological resilience in the midst of crisis conditions (Forbes et al., 2017). In this context, activities such as trauma healing, family counseling, and creative learning are important foundations for restoring the condition of children affected by disasters (Sheikhbardsiri et al., 2017). The findings are reinforced by research in Japan and the Philippines that confirms that post-disaster education involving social and artistic activities has a significant impact on children's mental health (Usami et al., 2018). Similarly, it reveals that art-based interventions, social learning groups, and emotional support outside of the formal curriculum have a major role in restoring children's enthusiasm for learning and confidence after experiencing catastrophic trauma (Mutch & Latai, 2019; Yuma et al., 2019).

However, this study expands the view by emphasizing the integration between education, social rehabilitation, and psychosocial recovery as a single social transformation process. In a global context, the results of UNESCO (2019) and OECD (2020) reports affirm the importance of lifelong learning in strengthening community resilience in disaster-prone areas. Recent

research also shows that community involvement and the provision of child-friendly spaces are tangible forms of humane-based adaptive education that promote long-term recovery (Anwar & Selim, 2025; Ramezankhani & Sabouri, 2023; Sopamena et al., 2025). Thus, this study not only supports the findings of previous studies focused on formal education but also confirms that education grounded in human values, social support, and environmental sustainability is the key to rebuilding a resilient and inclusive education ecosystem after disasters.

Post-disaster education is not only a means of knowledge transfer but also serves as a mechanism for social and humanitarian recovery. Through education, children affected by disasters can restore confidence, overcome trauma, and rebuild their social identities amid a changing environment. The view that post-disaster rebuilding of society demands an approach that emphasizes social, moral, and emotional resilience, not just physical (Sandifer & Walker, 2018; Strongman, 2017; Suryani & Soedarso, 2019). This educationally oriented process, focused on social recovery, strengthens lifelong learning as the basis for resilient human capital development amid extreme change.

Furthermore, this study shows that emergency education and social rehabilitation play an important role in building community resilience and strengthening social cohesion. These findings also highlight the role of schools and educational institutions as centers of social resilience in post-disaster contexts (Mutch & Latai, 2019; Tammar et al., 2020). Schools are not only places of learning but also spaces for people to rebuild social relationships and solidarity. This concept reinforces the theory of Human Capital (Becker, 1993), where investment in education in crisis conditions generates long-term social and economic value. In the digital context, the adaptation of learning in the field also reflects the principles of the Digital Transformation Framework (Purwanto et al., 2024; Purwanto & Rosyidin, 2024), which emphasizes flexibility, innovation, and cross-sector collaboration in the face of uncertainty (Budiyanto et al., 2024; Purwanto & Umar, 2024; Umar & Purwanto, 2025).

Another interpretation holds that education-oriented social rehabilitation can foster a process of "reconnecting with nature and humanity," namely, the reconnection among humans, the environment, and human values. These findings align with the importance of psychoeducation and social learning in the community recovery process (Généreux et al., 2022; Siregar et al., 2024; Wahyunengseh & Pamungkas, 2025). Education that integrates moral values, environmental awareness, and spirituality can strengthen society's resilience while fostering ecological responsibility (Agustina Sari et al., 2024; Fitria Marisya et al., 2025). Thus, the results of this study show that post-disaster education is a space for social transformation that unites empathy, adaptation, and sustainability in support of human and nature welfare.

This research is expected to be an empirical foundation for strengthening post-disaster education policies in Indonesia, which places education at the core of social rehabilitation programs and child welfare recovery. The results of the study emphasized the need for integration among relevant ministries (the Ministry of Education and Culture, the Ministry of Social Affairs, BNPB, and local governments) to build a resilient, adaptive, and psychosocially based emergency education model. Previous studies have shown that the success of post-disaster rehabilitation is largely determined by inter-agency coordination and community participation in emergency education planning (Syuaib, 2023; Wardiono et al., 2021). In a socio-cultural context, education grounded in local wisdom has been shown to strengthen social cohesion and community resilience in the face of disasters (Muhamad et al., 2025; Sasongko et al., 2025). Therefore, a national education policy is needed that includes a disaster education curriculum, disaster response teacher training, and the establishment of child-friendly schools as part of the Sustainable Development Goals.

In addition to practical contributions to policy, this research also strengthens scientific perspectives in the fields of education, social sciences, and humanities, especially in the development of the concept of education for resilience. This study aligns with research confirming that education plays an important role in social recovery, psychosocial reconstruction, and community capacity building through participatory and culture-based approaches (Andreastuti et al., 2023; Solekhah et al., 2025; Sopamena et al., 2025). In the context of global policy, cross-sectoral collaboration and socio-ecological integration are key in building an education system that is not only responsive to disasters but also strengthens humanitarian awareness and environmental sustainability (Lam, 2023; Lucena, 2024). Thus, post-disaster education must be seen not just as an academic instrument, but as a motor for sustainable social and humanitarian transformation.

## **CONCLUSION**

This study concludes that education plays a fundamental role in the process of social rehabilitation and the recovery of children's welfare affected by disasters in the Sumatra region. Education not only functions as a formal learning medium, but also as a space for emotional, social, and moral recovery for affected children. The emergency learning process implemented through tent classes, child-friendly spaces, and community-based activities has been proven to restore learning motivation, reduce trauma, and strengthen a sense of solidarity among residents. The integration of education and social rehabilitation demonstrates that a collaborative approach—among teachers, parents, volunteers, and the government—is a key factor in building community resilience. These results reinforce the theory of Human Capital and the Lifelong Learning Concept, both of which affirm the importance of investing in education to create resilient, adaptive, and sustainable societies. From an academic perspective, this research has the advantage of comprehensively describing the relationships among educational, social, and psychosocial aspects in the post-disaster context, supported by qualitative field data and an in-depth phenomenological approach. This research also successfully integrated the concepts of education for resilience and the social recovery framework in the local context of Indonesia, thereby making a conceptual contribution to the study of humanitarian education. However, the limitations of the research lie in its limited geographical scope (focusing on Agam Regency and its surroundings) and the lack of longitudinal analysis to assess the long-term impact of the post-disaster learning model. In addition, dynamic local government policy factors and limited statistical data pose challenges to generalizing the results of this study. Therefore, follow-up research with broader coverage, a mixed-methods approach, and multisectoral policy analysis is highly recommended to strengthen the scientific basis of post-disaster education in Indonesia.

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