

# The Role of Islamic Religious Education Teachers in Transforming the Culture of Resignation Towards Natural Disasters in Indonesia

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**Abstract.** Indonesia is a country frequently confronted with natural disasters, positioning it as a nation intimately familiar with such challenges. Studies indicate that a notable segment of the Indonesian population approaches the unpredictability of natural phenomena with a 'let's see what happens' attitude, often described as 'Cultural Resignation.' This perspective is characterized by deferring all outcomes to a divine will, while underestimating the importance of human initiative. This research aims to explore the influence of Islamic Religious Education teachers in transforming this culture of resignation that prevails in the context of disasters. To achieve this, interviews will be conducted with a diverse group of 50 IRE teachers across various educational levels, including elementary, junior high, and high schools. The data collected will be analyzed using NVIVO 12 software, with the goal of identifying the critical role that IRE teachers play in promoting a more proactive and adaptive approach to managing disasters. The results of this study are expected to provide significant insights into the positive changes that Islamic Religious Education teachers can bring about in society's views and attitudes towards disaster preparedness and response, highlighting the vital role of disaster mitigation-focused Islamic Religious Education.

## 1 Introduction

Indonesia is inherently prone to natural disasters, grappling with a range of calamities such as earthquakes [1], floods [2], landslides [3], tsunamis [4], and volcanic eruptions [5]. The country's vulnerability was starkly highlighted by a devastating earthquake in Cianjur, West Java, on November 21, 2022, which resulted in at least 321 deaths, damaged 47,000 buildings, and inflicted an economic loss estimated at 7.7 trillion Rupiah (approximately US

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\$546 million) [6]. Additionally, its geographical location within the Pacific Ring of Fire [7] further exacerbates its susceptibility to such events.

According to the World Risk Report 2022 by Bündnis Entwicklung Hilft and the IFHV of Ruhr-University Bochum, Indonesia's World Risk Index (WRI) score of 41.46 in 2021 ranked it as the third-highest globally, following the Philippines and India, with scores of 46.82 and 42.31, respectively. The WRI assessment breaks down into five categories: disaster exposure (39.89 points, very high), vulnerability (43.10 points, high), susceptibility (33.48 points, high), lack of disaster response capacity (50.67 points, very high), and lack of disaster adaptation capacity (47.19 points, moderate) [8].

Enhancing public understanding and awareness about disaster management is crucial for effective mitigation [9-10]. Indonesians face the constant challenge of dealing with natural phenomena's unpredictability, underscoring the need for improved public education and awareness regarding disaster response. Nonetheless, a cultural inclination towards a 'let's see what happens' attitude, or the 'Culture of Resignation,' is prevalent. This mindset, which reflects a passive acceptance of fate and divine will, can hinder preparedness and mitigation efforts, despite the regular occurrence of natural disasters that often lead to significant destruction and loss of life [11-12]. Islamic Religious Education (IRE) plays a unique role in preparing society to face natural disasters by teaching values and teachings of Islam that are relevant. For instance, the concept of 'tawakkal' in Islam not only teaches submission to the will of Allah but also emphasizes the importance of making maximum efforts in facing life's trials, including natural disasters [13]. In IRE lessons, students are taught to see natural signs as warnings from God that require them to prepare and take preventive actions. Additionally, IRE emphasizes the importance of 'amar ma'ruf nahi munkar' (enjoining good and forbidding evil), which can be applied in the context of disaster preparedness by encouraging students to actively participate in mitigation activities and help others during disasters [14]. A concrete example of the application of IRE lessons in facing disasters is the teaching of the importance of cleanliness and environmental care, which can reduce the risk of disasters such as floods. Moreover, IRE lessons often include the history of the Prophet and his companions, which showcases courage and calmness in facing trials, serving as a model for students in emergency situations [15].

While previous studies have explored disaster mitigation education within school curricula [16-18], the specific role of Islamic Religious Education (IRE) Teachers in changing community attitudes and behaviors towards disasters remains under-researched. The Culture of Resignation in Indonesia is deeply intertwined with religious beliefs, especially within the Islamic community. However, the potential for Islamic teachings, as conveyed by IRE Teachers, to shift this passive attitude to a more proactive approach has not been extensively investigated. Most existing research on disaster education focuses on general preparedness and mitigation strategies within secular education frameworks, often overlooking the nuanced influence of religious education. This study addresses a critical gap by examining how IRE Teachers, through the lens of Islamic teachings, can uniquely influence and potentially transform the Culture of Resignation into a more proactive stance towards disaster preparedness and response. The novelty of this research lies in its focus on the intersection of religious education and disaster management, which has not been comprehensively explored before. Furthermore, this study introduces a novel approach by integrating qualitative data from interviews with IRE Teachers across different educational levels to uncover specific strategies and teachings that can effectively alter passive attitudes. By highlighting the practical application of Islamic values in disaster scenarios, this research contributes new insights into the role of religious education in fostering community resilience. This study aims to fill this research gap by examining the influence of IRE Teachers in altering the Culture of Resignation prevalent during disaster scenarios. Given their significant role in educational and societal value shaping, IRE Teachers are positioned

as key figures who can guide students' and community members' perceptions and actions in the face of natural disasters. This research seeks to provide a deeper understanding of how IRE Teachers can serve as agents of change, promoting a culture of preparedness and proactive response within the context of Islamic teachings.

## **2 Method**

This study seeks to explore the impact of Islamic Religious Education (IRE) Teachers in shifting from a culture of resignation to a more proactive and adaptive response towards natural disasters. Utilizing a qualitative research methodology, this investigation will engage with 50 IRE Teachers from a variety of educational settings, including elementary, junior high, and senior high schools. The selection of 50 participants is based on the principle of data saturation in qualitative research, where the aim is to gather rich, detailed data until no new themes emerge. This sample size is deemed sufficient to provide a comprehensive understanding of the diverse strategies and experiences of IRE Teachers across different educational levels. By engaging 50 IRE Teachers, this study ensures a wide range of perspectives that can capture the nuances in how religious teachings are integrated into disaster response education. The decision to include IRE Teachers from elementary, junior high, and senior high schools is intentional to capture the breadth of the educational curriculum and its impact on students' attitudes and behaviors towards natural disasters. Each educational level has distinct curricular goals and pedagogical approaches, which can influence how disaster preparedness and response are taught. By examining teachers across these levels, the study aims to identify specific contributions and challenges unique to each stage of education, providing a holistic view of the role of IRE in disaster education. The primary method of data collection will be in-depth interviews focused on the IRE Teachers' efforts to modify the prevailing culture of resignation linked to natural disasters IRE [19]. These interviews will explore how IRE Teachers adapt their teachings to suit the developmental stages of their students, the specific religious values emphasized at each educational level, and the practical strategies employed to instill a proactive approach towards disaster preparedness and response.

The collected interview data was subsequently recorded, transcribed, and analyzed using NVIVO software, a computer-assisted qualitative data analysis software (CAQDAS) [20]. The analysis facilitated by NVIVO 12 aimed to identify themes, patterns, and the specific contributions of IRE teachers in challenging and transforming the culture of resignation [21-24]. Specific variables in IRE lessons for disaster preparedness include the integration of religious teachings on preparedness, community support, and individual moral responsibility during emergencies. These variables are crucial for understanding how IRE lessons can influence attitudes and behaviors toward disaster preparedness and response. The types of disasters discussed include natural disasters such as earthquakes, floods, volcanic eruptions, and tsunamis, which are common in Indonesia. Each type of disaster presents unique challenges and requires different preparedness and response strategies, which will be discussed through the lens of Islamic teachings in IRE lessons. The initial stage of the analysis involved coding the data to highlight significant themes emerging from the interviews. NVIVO 12 will assist in organizing these themes into categories for thematic analysis [25]. The software uses various statistical tools to analyze qualitative data, such as word frequency queries, coding comparison queries, and matrix coding queries. In this article, the word frequency queries feature is used, presented in a word cloud, to identify the most common terms related to disaster preparedness in the interviews, while coding comparison queries can compare how different teachers discuss the concept of preparedness [26-27].

The outcomes of this research will be synthesized into a detailed report, outlining the major findings, interpretations, and actionable recommendations. Ethical considerations, including the protection of participant privacy, data confidentiality, and securing necessary approvals from appropriate authorities, will be rigorously observed throughout the research process. This study is designed to comprehensively address each phase of data collection, analysis, and reporting, with the objective of systematically uncovering the influence of IRE Teachers in fostering a change in attitudes and behaviors towards natural disasters. It is anticipated that the findings will offer valuable insights for improving community cultural practices and enhancing disaster preparedness and response strategies.

### 3 Results and Discussion

The findings of this study highlight the multifaceted roles of Islamic Religious Education (IRE) Teachers in molding community attitudes towards natural disasters in Indonesia. Initially, IRE Teachers instill a deep understanding of 'Tawakkal'—reliance on divine will—thereby fostering resilience and trust in divine guidance during adversities. They counteract harmful superstitions by endorsing rational and proactive views on disaster management. Furthermore, these educators are instrumental in crafting and delivering curricula that incorporate Islamic values, thereby equipping individuals with the moral fortitude to face disasters with courage and compassion. IRE Teachers also provide spiritual insight by interpreting Quranic verses pertinent to natural disasters, offering comfort and spiritual support. They play a crucial role in rallying community efforts towards disaster preparedness and response, thus building a collective resilience. In addition, they offer guidance on prayers and worship as vital sources of strength and solace in times of crisis and engage in counseling to support the psychological and emotional well-being of affected individuals. By collaborating with various stakeholders, IRE Teachers push for well-rounded disaster management strategies. Serving as exemplars of resilience, empathy, and active involvement, they significantly influence the societal approach to minimizing the effects of natural disasters. Through their dedicated efforts, IRE Teachers not only educate but also embody the principles of proactive disaster response, thereby shaping a community that is better prepared to withstand and recover from natural calamities.

The results of the Word Frequency Query conducted in NVIVO 12 present a compilation of words recurring throughout the data, listing those with the highest frequencies. Notably, the term 'Disaster' emerges as predominant in the interview findings, accounting for 4.07% of all data analyzed. Table 1 displays the top 10 words with the highest frequencies:

**Table 1.** The Word Frequency Query in NVIVO 12 displays a list of the top 10 words that appear most frequently in the data.

No	Word	Length	Count	Weighted Percentage (%)
1	Disaster	8	62	4.07
2	Teachers	8	35	2.30
3	Natural	7	34	2.23
4	PAI/ IRE	3	34	2.23
5	Surrender	9	34	2.23
6	Understanding	13	29	1.91
7	Student	7	22	1.45
8	Providing	9	19	1.25
9	Culture	7	18	1.18
10	Community	9	17	1.12

The Word Frequency Query results from NVIVO 12 are visually represented through a Word Cloud generated from in-depth interviews conducted with 50 Islamic Religious

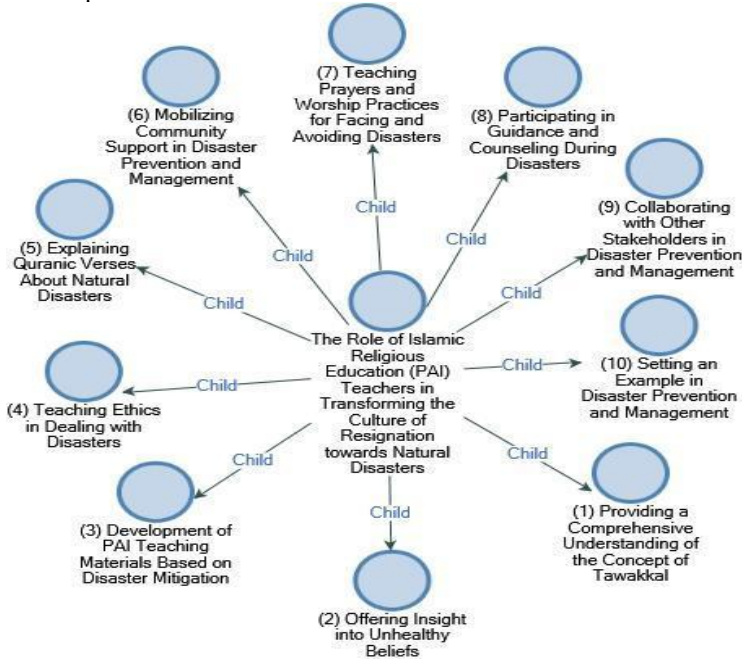


Education (IRE) Teachers, focusing on the role of IRE Teachers in transforming the culture of resignation towards natural disasters in Indonesia. The Word Cloud is depicted below:

**Fig. 1.** The Word Cloud generated from the Word Frequency Query in NVIVO 12, based on in-depth interviews with 50 Islamic Religious Education (IRE) Teachers regarding the Role of IRE Teachers in Transforming the Culture of Resignation towards Natural Disasters in Indonesia.

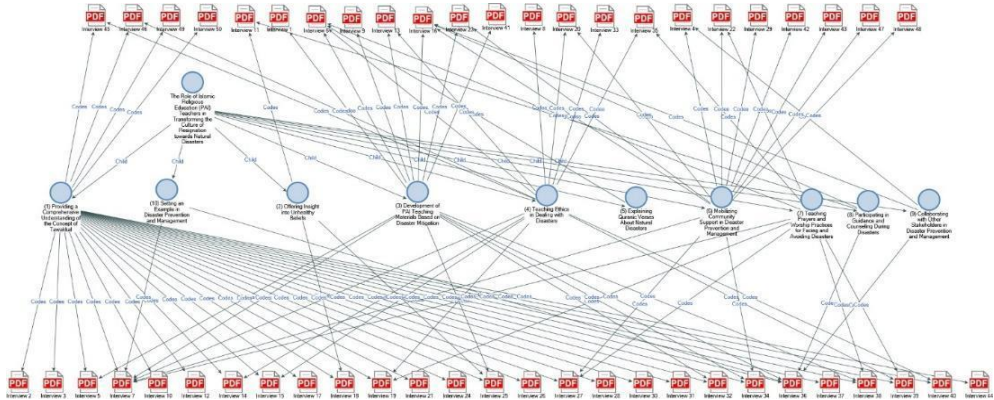
The Word Frequency Query analysis performed in NVIVO 12 on the study titled "The role of Islamic religious education teachers in transforming the culture of resignation towards natural disasters in Indonesia" yields enlightening findings. The term "Disaster" stands out significantly, with 62 mentions, underscoring the extensive focus on disaster-centric dialogues. The word "Teachers" follows with 35 mentions, highlighting the critical influence of educators, especially IRE Teachers, in molding societal views on disasters. Additionally, the terms "Natural" and "PAI/ IRE" each appear 34 times, drawing attention to the natural occurrence of disasters and the specific lens of Islamic Religious Education. The repeated mention of "Surrender" (34 times) points to a theme of resignation or acceptance, possibly shaped by religious doctrines. The terms "Understanding" (29 times), "Student" (22 times), and "Providing" (19 times) indicate an emphasis on the importance of comprehension, the educational impact, and the educators' role in supporting disaster preparedness and response. Furthermore, the words "Culture" (18 times) and "Community" (17 times) highlight the impact of societal and communal contexts on disaster-related attitudes. These findings offer a deep dive into the thematic core and essential concepts of the study, clearly demonstrating the significant role of IRE Teachers in influencing societal attitudes towards natural disasters in Indonesia.

Using the Project Map feature in NVIVO 12, the roles of Islamic Religious Education (IRE) Teachers in transforming the culture of resignation towards natural disasters in Indonesia are depicted as follows:



**Fig. 2.** The visualization of the Project Map feature in NVIVO 12 pertaining to the role of Islamic Religious Education (IRE) Teachers in transforming the culture of resignation towards natural disasters in Indonesia

The data presented above represents the outcomes of interviews conducted with 50 Islamic Religious Education (IRE) Teachers. These interview findings have been visualized and mapped utilizing the Project Map feature in NVIVO 12, as depicted in the following image:



**Fig. SEQ Fig\_ \\* ARABIC 3.** The Project Map in NVIVO 12 represents the coding and analysis results of interviews with 50 Islamic Religious Education (IRE) Teachers.

To acquire a comprehensive understanding of the contributions of Islamic Religious Education (IRE) Teachers in mitigating the culture of resignation concerning natural disasters in Indonesia, the following elucidation is provided:

### **3.1 Providing a Comprehensive Understanding of the Concept of 'Tawakkal'**

Islamic Religious Education (IRE) Teachers bear a critical responsibility in imparting a profound and comprehensive understanding of the concept of 'tawakkal' (reliance on Allah) to students. In this regard, IRE Teachers serve not only as educators but also as spiritual mentors, aiding students in grasping the essence of tawakkal. While etymologically, tawakkal denotes surrendering human affairs to God, as elucidated in the Quranic verse Al-Quran QS. Ali 'Imran:159, it is incumbent upon every Muslim to exert effort in resolving their issues prior to embracing tawakkal [28-29]. IRE Teachers elucidate that tawakkal is not a passive or resigned disposition devoid of effort; rather, it constitutes placing complete trust in Allah while actively engaging in necessary endeavors.

### **3.2 Providing an Understanding of Unhealthy Beliefs**

Islamic Religious Education (IRE) Teachers have a crucial responsibility in assisting students to understand the difference between the true teachings of Islam and unhealthy or superstitious beliefs (takhayyul) that exist in society related to natural disasters. In this context, IRE Teachers serve as guides and sources of knowledge to help students identify and critically assess beliefs that are not in accordance with Islamic teachings [30]. Islamic Religious Education (IRE) Teachers should teach students that Islamic teachings are based on an understanding and actions rooted in authentic Quranic and Hadith teachings, as well as true principles of faith.

### **3.3 Development of Islamic Religious Education (IRE) Teaching Materials Based on Disaster Mitigation**

The contribution of Islamic Religious Education (IRE) Teachers in mitigating the culture of resignation encompasses formulating education content grounded in disaster preparedness within the framework of Islamic studies. This initiative aims to cultivate resilience and a proactive disposition among students. By meticulously crafting a curriculum that marries Islamic principles with disaster readiness and mitigation strategies, IRE educators emphasize the importance of identifying potential hazards, understanding evacuation protocols, and mastering basic first aid—all through the lens of Islamic doctrine. The objective behind integrating disaster preparedness into IRE curriculum is to forge individuals who are not only proactive and risk-aware but also equipped with the capabilities to adeptly navigate disaster scenarios. The fusion of Islamic teachings with preparedness efforts imbues students with a robust ethical and spiritual compass, guiding their actions in crisis situations. In this capacity, IRE educators emerge as pivotal figures in fostering a culture of preparedness, effectively shifting the prevailing culture from one of resignation to one of adaptability and proactive engagement in the face of adversities [31-35].

### **3.4 Teaching Ethics in Facing Disasters**

Islamic Religious Education (IRE) Teachers are instrumental in imparting the profound ethical principles and values of Islam, especially in the context of natural disasters. A key value emphasized is solidarity, referred to as 'Ukhuwah' in Islamic teachings [36]. These

educators undertake the responsibility of instilling in students the importance of unity and mutual support during times of adversity, such as natural disasters. Solidarity underscores the necessity of collective action and cohesion in confronting challenges. IRE Teachers elucidate the principle of equitable treatment for all individuals, irrespective of their socioeconomic background, ethnicity, or faith, especially in the allocation of assistance and resources. Through the inculcation of these values, IRE Teachers guide students to comprehend that responding to natural disasters transcends mere survival; it encompasses the adherence to and promotion of lofty humanitarian ideals. This approach nurtures a more compassionate and equitable atmosphere in disaster scenarios, contributing to the fortification of community resilience and solidarity in navigating obstacles [37-39].

### **3.5 Explaining Quranic Verses About Natural Disasters**

Islamic Religious Education (IRE) Teachers are pivotal in elucidating the teachings of the Quran related to natural disasters, thereby fostering resilience and reliance on divine guidance among students. The Quran, as Islam's foundational text, encompasses a wealth of verses that impart insights and wisdom on confronting natural calamities through a lens of faith and *tawakkal* (trust in Allah) [40-41]. It portrays natural disasters not only as divine tests, as illustrated in QS Al-Baqarah: 155-157, but also reflects on the human contributions to such events (QS Ar-Rum: 41; QS As-Syuara: 151-152), and in certain contexts, describes them as warnings or chastisements (QS Al-Ankabut: 40; QS Fussilat: 16; QS Al-A'raf: 130; QS An-Nahl: 112). By engaging with these verses, students gain profound insights into navigating hardships with wisdom and faith derived from Islamic teachings. IRE Teachers facilitate this understanding by integrating scriptural lessons with contemporary examples, thereby illustrating the practical application of Islamic principles in strengthening resilience, fostering reliance on Allah, and harboring hope amidst adversities. This educational approach not only deepens students' spiritual connection with Allah but also bolsters their capacity to withstand life's trials.

### **3.6 Community Support Mobilization in Disaster Prevention and Response**

Islamic Religious Education (IRE) Teachers occupy a pivotal role in galvanizing community support to shift away from a culture of resignation towards a more proactive response to natural disasters. A key element of their strategy involves forging collaborative relationships with community and religious leaders to enhance disaster prevention and response initiatives. IRE teachers can join forces with these stakeholders to alter prevailing attitudes and practices associated with resignation through a variety of interventions, including lectures, seminars, workshops, and community education programs. These efforts provide a platform for IRE teachers to disseminate authentic Islamic perspectives on natural disasters, leveraging religious teachings to inspire community action in fulfilling humanitarian obligations and environmental stewardship. This collaborative model not only cultivates a robust culture of preparedness but also ensures the sustainability and effectiveness of disaster prevention and response measures within the community [42].

### **3.7 Teaching Prayers and Worship in Facing Disasters**

Throughout history, prayer and worship have been fundamental practices in human responses to natural disasters [43]. The instruction provided by Islamic Religious Education (IRE) Teachers on prayers and worship in the context of natural disasters is vital for equipping students with the spiritual and mental fortitude needed to navigate such challenges. These educators play a critical role in conveying the importance of prayer and worship within Islam



as avenues for seeking divine protection, guidance, and solace from Allah SWT during times of crisis. IRE Teachers offer insights into specific prayers that are pertinent in emergencies and disasters, guiding students on how to spiritually approach these situations. This includes teaching the appropriate prayers for emergency conditions, detailing acts of worship like the Istisqa prayer for rain during prolonged droughts, encouraging the recitation of the Quran to foster peace of mind, and advocating for charitable acts as expressions of compassion towards those impacted by disasters and as a means to avert further misfortune. Through these teachings, students learn to approach adversities with a sense of calm and positivity. The contribution of IRE Teachers in this regard not only strengthens the spiritual and mental resilience of students but also significantly impacts the broader societal attitude towards handling natural disasters.

### **3.8 Participating in Counseling and Support**

Stress and trauma disorders frequently arise both during and in the aftermath of disasters [44]. The involvement of Islamic Religious Education (IRE) teachers as companions and counselors during such crises or in response to the psychological impact of natural disasters is critically important. With their deep knowledge of Islamic spiritual, moral, and ethical teachings, IRE teachers stand as essential pillars of emotional and spiritual support for students navigating the challenges posed by disaster scenarios. They are equipped to offer counsel aligned with Islamic principles, advocating for reliance on Allah, patience, and trust in the divine plan. Beyond spiritual guidance, IRE teachers can also serve as basic psychological counselors. They are capable of aiding students in coping with stress, anxiety, or trauma induced by disasters, providing strategies for mental health maintenance and fostering a positive approach to recovery.

### **3.9 Collaborating with Other Stakeholders**

In Indonesia, Nahdlatul Ulama and Muhammadiyah stand as two of the largest Muslim community organizations [45]. The engagement of Islamic Religious Education (IRE) teachers in partnerships with a diverse range of stakeholders, including these organizations and other community interest groups, is crucial for amplifying disaster response and mitigation education initiatives. Such collaborations are instrumental in bolstering the preparedness and resilience of schools and communities against natural disasters. IRE teachers have the opportunity to collaborate with governmental bodies, notably the National Disaster Management Agency (BNPB), aiming to weave IRE-based disaster mitigation principles into school curricula and educational programs, thereby enhancing the overall effectiveness of disaster management education.

### **3.10 The role of Islamic Religious Education (IRE) teachers as role models**

The embodiment of a teacher as a role model is pivotal in the educational journey [46-49]. Islamic Religious Education (IRE) teachers, as exemplars, hold a significant place in molding the perceptions and behaviors of both students and the wider community when confronted with natural disasters. Beyond their instructional duties, IRE teachers personify the principles and ethics esteemed within their communities, guiding students not only through academic lessons but also in moral and spiritual development. The manner in which IRE teachers incorporate Islamic virtues into disaster management serves as a powerful catalyst for inspiration among their students. By exhibiting qualities such as serenity, trust in Allah, empathy, unity, and fairness during crises, IRE teachers offer practical demonstrations of Islamic teachings in action. This approach helps students to understand that Islam extends

beyond theoretical knowledge, offering a practical framework for compassionate and wise decision-making in challenging times. Furthermore, IRE teachers can drive student participation in humanitarian and disaster relief efforts. Through organizing community service, fundraising initiatives, or volunteer programs, they illustrate how active contribution is a fundamental aspect of Islamic doctrine. Such activities encourage students to adopt a proactive stance in supporting those affected by disasters, reinforcing the lesson that their faith calls for direct action in times of need [50-52].

## 4 Conclusion

In reshaping the culture of resignation towards a proactive and adaptive stance on natural disasters within Indonesia, the contribution of Islamic Religious Education (IRE) teachers is indispensable. These educators bear the essential duty of elucidating the concept of *tawakkal* (reliance on Allah), emphasizing that such trust in divine providence should coexist with active, pragmatic efforts rather than passive resignation. They are instrumental in challenging and rectifying any unhealthy or superstitious beliefs surrounding natural disasters prevalent within communities. By imparting Islamic ethics and values like solidarity, compassion, and justice, IRE teachers enrich emergency response initiatives with moral depth. They facilitate students' engagement with Quranic verses that address natural calamities, providing a profound Islamic interpretation of enduring disasters with patience and steadfast reliance on Allah. Additionally, IRE teachers play a key role in mobilizing community support, instructing on prayers and worship appropriate during such crises, and offering the necessary emotional and spiritual guidance to those impacted. Acting as exemplars, they integrate Islamic principles into disaster response strategies, thereby inspiring positive attitudes and actions amidst adversity. Through these multifaceted roles, IRE teachers make a substantial contribution to cultivating a community that is not only more resilient and well-prepared but also deeply compassionate in its approach to natural disasters, with Islamic values steering every facet of life.

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