

SOCIAL CHANGE IN CHILDREN ISLAMIC EDUCATION AFTER EARTHQUAKE CATASTROPHE PALU CITY

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Abstract.The purpose of this study was to examine Post-Earthquake Social Changes on Children's Islamic Education in Palu, Petobo Village. Based on the title of this research, the authors reveal the problem, such as How the Forms of Post-Earthquake Social Changes on Children's Education in Petobo Village and Anticipation of what is done in dealing with the Social Changes in Post-Earthquake Children's Education in Petobo Village. This study used quaitative method with a case study approach. The case study in this paper is communities in Palu which has experience the tsunami and earthquake chatastrhophee. Data was collected through in-depth interview, field observation, and written document. The results of this study show that the form of social change in children's Islamic education after the earthquake is the occurrence of changes in behavior because of physical or natural environmental factors, social environment, economics, infrastructure factors, and factors that decrease children's motivation due to environmental and infrastructure damage. As an implication, it is necessary to develop Islamic education through a humanistic approach because of social change. It must focus on Islamic education, especially in areas affected by earthquakes and liquefaction. The limitation of this research is that it only focuses on social change in the context of education. In the future, there is a need for other research that also examines social change as a whole.

Keywords: children Islamic education, post-earthquake chatastrhophee, social change.

Abstrak. Tujuan dari penelitian ini adalah untuk mengkaji Perubahan Sosial Pasca Gempa pada Pendidikan Agama Islam Anak di Palu. Dalam penelitian ini, penulis membahas bentuk perubahan sosial pendidikan anak pasca gempa di kota Palu dan caraantisipasi apa yang dilakukan dalam menghadapi perubahan sosial pendidikan anak aasca gempa tersebut. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Studi kasus dalam tulisan ini adalah masyarakat di Palu yang pernah mengalami tsunami dan gempa bumi. Data dikumpulkan melalui wawancara mendalam,

observasi lapangan, dan dokumen tertulis. Hasil penelitian ini menunjukkan bahwa bentuk perubahan social pendidikan Islam anak pasca gempa adalah terjadinya perubahan perilaku karena factor lingkungan fisik atau alam, lingkungan sosial, ekonomi, faktor infrastruktur, dan factor penurunan motivasi anak akibat kerusakan lingkungan dan infrastruktur. Implikasinya, perlu dikembangkan pendidikan Islam melalui pendekatan humanistic karena adanya perubahan sosial. Harus fokus pada pendidikan Islam, terutama di daerah yang terkena gempa dan likuifaksi. Keterbatasan penelitian ini adalah hanya berfokus pada perubahan social dalam konteks pendidikan. Kedepannya, perlu adanya penelitian lain yang juga mengkaji perubahan social secara menyeluruh.

Kata Kunci: Pendidikan Islam Anak, PascaBencanaGempa, PerubahanSosial

Introduction

Indonesian culture has been a source of value in people's lives since ancient times. The diverse cultures have an impact on social change in both urban and rural communities¹. Social changes in rural communities are related to the material foundations of communities whose residents like to move around. The move was due to economic reasons related to the production of agricultural products. As a result, the ethnic groups in Indonesia live in social groupings with the geological line of civilization as expressed in the arts, which are the culture at that time which can form a social change.

Social changes that occur so quickly turn out to impact almost every area of human life because globalization that has hit the world has an impact on human life in the physical, social, economic, and religious fields². The impact can also be positive and, at the same time, can have a negative impact. Some nations are ready to accept the reality of the globalization of knowledge and culture and are ready to play an active role in it.

Humans are in social contact, and life is an attachment to both the cultural and social environment. Life in this cultural and social space is built by

¹ Johnson, K. (2001). Media and social change: the modernizing influences of television in rural India. *Media, Culture & Society*, 23(2), 147-169. doi:10.1177/016344301023002001.

² Hassan, R. (1985). Islamization: An Analysis of Religious, Political and Social Change in Pakistan. *Middle Eastern Studies*, 21(3), 263-284. doi:10.1080/00263208508700629.

humans together with other people, all to produce norms and values as individuals.

Education is necessary to build a society, and this fact has been shown in the Islamic education process. Culture, as discussed above, is an essential part of society education which is a basic need in formulating the form or pattern of a culture that becomes characteristics of a society, and education that plans the pattern of cultural transfer from one generation to the next³. Then try to develop and direct it according to the needs of the community, which are always increasing and changing.

The background of Indonesia has experienced various natural disasters that also have an impact on social change. The impact of these natural disasters also affects social, economic, and educational life. The impact on education occurs at the level of education, starting from primary to higher education. However, primary education for children underwent significant changes after various natural disasters.

The social phenomenon that occurs in society is the result of the reflection of every activity carried out either intentionally or unintentionally⁴. The community sees every development by not accepting randomly but through education given or known to the public, and can be compared through the positive and negative sides. The changes that occur are one of the attitudes where the community has been able to accept various scientific and cultural developments because Islamic education has provided many more educational and transparent pictures of every problem of cultural development, which is seen as something that the society cannot separate. Furthermore, therefore Islamic education in viewing the role of culture in society is not only on the

³ Meşeci Giorgetti, F., Campbell, C., & Arslan, A. (2017). Culture and education: looking back to culture through education. *Paedagogica Historica*, 53(1-2), 1-6. doi:10.1080/00309230.2017.1288752.

⁴ Gross, N. (2018). Pragmatism and the Study of Large-Scale Social Phenomena. *Theory and Society*, 47(1), 87-111. doi:10.1007/s11186-018-9307-9.

negative side, but the most important thing is the boon from the positive side that exists.

Change is usually misinterpreted because humans or the society really want a change⁵. The author believes that every time there are new steps, they must have thought about what to do and believed that what they did would bring about a change obtained through education and religious teachings. Social changes that occur after natural disasters are still not widely studied. In fact, understanding social change as a result of natural disasters is important to study in order to provide understanding and solutions to various social changes that occur. In connection with the above description, natural phenomena and people's lives that are constantly changing become an attraction to examine the impact of post-earthquake social changes on children's education in Palu City as an area that has experienced quite heavy natural disasters.

Literature Review

Basic Concepts of Education

Education or interpreted as actions (things, ways, and so on) to educate⁶. It also means knowledge about educating or maintaining (practices and so on) body, mind, and so on. Education is also understood as a process of providing people with various situations that aim to empower themselves⁷. Various educational theories and concepts give different meanings to the concept. Therefore, education is related to how humans view it. In this case, the scientific view of humans has implications for education. As a life process, many philosophers and thinkers maintain education in a broad sense and reject the reduction of education in a narrow sense, such as the institutionalization of

⁵ Hungerford, H. R., & Volk, T. L. (1990). Changing Learner Behavior Through Environmental Education. *The Journal of Environmental Education*, 21(3), 8-21. doi:10.1080/00958964.1990.10753743.

⁶ Chunoo, V., & Osteen, L. (2016). Purpose, Mission, and Context: The Call for Educating Future Leaders. *New Directions for Higher Education*, 2016(174), 9-20. doi:<https://doi.org/10.1002/he.20185>.

⁷ Solano Lara, C., Fernández Crispín, A., & López Téllez, M. C. (2018). Participatory rural appraisal as an educational tool to empower sustainable community processes. *Journal of Cleaner Production*, 172, 4254-4262. doi:<https://doi.org/10.1016/j.jclepro.2017.08.072>.

education through schools and study groups that place too much emphasis on rigid methods and administration. The concepts that were born, for example, Long-Life Education which means that education is part of life itself.

Understanding from narrow meaning of education, it is often considered as synonymous with the term school. In this regard, education is teaching that is held in schools as a place to educate (teaching). Scholars also said that education is an adult human effort to guide those who have not yet reached maturity⁸. Another scholar formulated education as guidance or conscious leadership by the educator towards the physical and spiritual development of the educated towards the formation of the main personality⁹. Understanding Education in a philosophical, theoretical sense is human thinking on educational problems to solve and develop new theories based on normative, speculative, empirically rational, philosophical rationale, and philosophical historical thinking. At the same time, education in the practical sense is a process of transferring or transforming knowledge or developing the potentials of students to achieve optimal development, as well as civilizing humans through the transformation of primary values.

The term *pendidikan* comes from the word "*didik*" by giving it the prefix "*pe*" and the suffix "*an*" which means "deed" (things, ways, and so on). The term education originally comes from the Greek, namely "*paedagogie*," which means guidance given to children. This term is then translated into Arabic and is often translated as "*tarbiyah*," which means education.

Educational philosophers state that formulating the meaning of education really depends on the view of humans, nature, characteristics, and

⁸ Katz, J. A. (2008). Fully Mature but Not Fully Legitimate: A Different Perspective on the State of Entrepreneurship Education. *Journal of Small Business Management*, 46(4), 550-566. doi:10.1111/j.1540-627X.2008.00256.x.

⁹ Schulte, V., & Hübenthal, S. (2022). Mechanisms of Action of Mindfulness as a Prerequisite for Mindful Leadership. In V. Schulte, C. Steinebach, & K. Veth (Eds.), *Mindful Leadership in Practice: Tradition Leads to the Future* (pp. 13-30). Cham: Springer International Publishing.

the purpose of human life itself. The formulation of education depends on the view of life, whether humans are seen as a body and physical unity; body, soul and spirit, or body and spirit? Are humans essentially considered to have innate abilities that determine their development in their environment, or is it the environment that determines (domains) in human development? Are humans considered to only live once in this world or live again on the next day? These are some of the philosophical questions that are proposed.

A person or group of people who try to study or examine educational problems means entering into problems of process, management, or transformation that binds their life journey and that of others. Therefore, before discussing the meaning of Islamic education, it is necessary to first know the meaning of education in general as a starting point to provide an understanding of Islamic education.

Article 1, number 1 of Law Number 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to develop one's potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by their needs to the society, nation and state.

Changes That Occur in the Educational Process

The education referred to here is an activity that is consciously and intentionally and full of responsibility carried out by adults to children so that interactions arise between the two so that the child reaches the desired maturity and takes place continuously¹⁰. This definition shows that education prepares children to meet their future needs continuously while living in this world.

¹⁰ Koschmann, T., Kuutti, K., & Hickman, L. (1998). The Concept of Breakdown in Heidegger, Leont'ev, and Dewey and Its Implications for Education. *Mind, Culture, and Activity*, 5(1), 25-41. doi:10.1207/s15327884mca0501_

For more details, the education problem can be discussed in two terms of understanding and essential. In the context of research analysts, it will be discussed from an essential point of view, namely:

1. Langeveld: Educating is influencing children in their efforts to guide children so that they become adults.
2. Hoogeveld: Educating is to make a child be able to complete their life's tasks at their own expense.
3. Heyster: Educating is to help a person grow so that they get the most profound inner happiness they can achieve without disturbing others.
4. Brojonegoro: Educating means giving guidance to immature humans in growth and development until they reach maturity in the physical and spiritual sense.

From the four formulations about education above, it can be concluded that education is the influence, assistance, or demand given by the person responsible for the students. In each formulation, it appears that there are two meanings of the task/function of educating and the intention/purpose of educating.

Some of these opinions about education are in line with Law number 2 of 1989 concerning national education, which focuses on improving the quality of Indonesian people, namely humans who have faith and are devoted to God Almighty and have a noble character, knowledge, and skills, physical and spiritual health and have solid and independent personality and a sense of community and national responsibility.

The definition and elaboration of the goals of National Education and the definitions above are essentially in line with the goals of National Education contained in the GBHN (1993). It is stated that National Education aims to "build human qualities who are devoted to God Almighty and can always improve their

relationship with their god”¹¹. As a citizen of Pancasila who has a high spirit and awareness, noble character and strong personality: intelligent, skilled, can develop and foster democratic attitudes, can maintain good relations between fellow human beings and the environment; physically healthy able to develop aesthetic power, the ability to build themselves and society. Limitations regarding the educational objectives above, it can be concluded several things as follows:

- a. Education forms a strong personality, pious, noble character, responsible and disciplined.
- b. Education gives birth to creative, skilled, and independent human beings with a work ethic.
- c. Education provides knowledge and intellectual intelligence.

The educational process has a positive and real influence on behavior, skills, and knowledge. Someone who has received an education in them, there has been a process of change and culture that will improve its quality as a human resource as well as be able to improve the quality of life and welfare. Education in a broader sense will play a role in the development of a community or nation development.

Conceptually, education as a long-term phenomenon is an effort to form a whole person. The long-term goal of education is to transmit values from one generation to the next¹². As a medium-term symptom, education is part of economic development, which is a means to increase the knowledge and skills needed in the world of work. As a short-term symptom, improving the teaching and learning process that takes place inside and outside the classroom.

¹¹Basir, A., Suri, S., Nirwana, A., Sholihin, R., & Hayat. (2022). The Relevance of National Education Goals to the Guidance of the Al-Quran and Al-Hadith. *Linguistics and Culture Review*, 6(5), 122-137.

¹² Mortimer, J. T., Zhang, L., Wu, C.-Y., Hussemann, J., & Johnson, M. K. (2017). Familial Transmission of Educational Plans and the Academic Self-Concept: A Three-Generation Longitudinal Study. *Social Psychology Quarterly*, 80(1), 85-107. doi:10.1177/0190272516670582.

Theoretically, one investment theory states that investment in goods and capital (physical capital) will increase productivity to a high level. However, suppose the investment in capital goods is accompanied by investment in the education sector. In that case, productivity will soar and increase higher, accompanied by the use or application of appropriate science and technology.

Empirically, various studies have been conducted to examine the contribution of education to economic development, for example: to explain the growth of per capita income in developing countries. Their study found that investment in physical capital and investment in education both had a significant effect on per capita income growth.

The factor of women's education, it turns out, really determines the level of fertility of a country which has an impact on economic development in achieving welfare. This educational concept framework is a significant network for improving quality among future generations, especially women, in terms of developing ideas for social action and creativity related to improving the family economy.

Factors Affecting Social Change

Every human society during life must experience changes. Changes in behavior can be about social values, the composition of social institutions, societal layers, power and authority, social interaction, and so on.

Sociologists and anthropologists have questioned the limits of the definition of social change¹³ as follows:

1. Gillin said that social changes are variations and ways of life that have been accepted, either because of changes in geographical conditions, cultural materials, population composition, or ideology because of their existence or new discoveries in that society.

¹³ Spaargaren, G., & Mol, A. P. J. (1992). Sociology, environment, and modernity: Ecological modernization as a theory of social change. *Society & Natural Resources*, 5(4), 323-344. doi:10.1080/08941929209380797

2. Koenig states that social change shows the modifications that occur in the patterns of human life. Modifications occur due to internal or external causes.
3. Davis defines social changes as changes that occur in the structure and function of society.
4. Cohen argued that social change is a change in social structure and changes in social organization. For example, changes in one aspect of social life show changes due to changes in social structure and social organization. What is the main requirement in this change is a social system in social life that involves the social and cultural values of the community.
5. Soemarjan Soelaman argues that social change is all changes in social institutions in a society, which affect the values, attitudes, and patterns of behavior among groups in society.

Based on some of the descriptions above, it is concluded that social changes occur because community members at a certain time feel dissatisfied with the old conditions of life. The old social norms and institutions or means of livelihood are considered no longer adequate to meet the needs of the new life. Soemarjan Soelaman argues that social change is all changes in social institutions in a society, which affect the values, attitudes, and patterns of behavior among groups in society.

Research Methodology

This study uses a qualitative approach^{14,15} investigating the strategies implementation of Islamic education for disabled students in state special needs schools in Palu city Indonesia. Data were collected through direct observation and in-depth interviews with parents and children who experienced the impact of earthquake chatasthophe We also interviewed some Islamic education

¹⁴ Nurdin, N. (2018). Institutional Arrangements in E-Government Implementation and Use: A Case Study From Indonesian Local Government. *International Journal of Electronic Government Research (IJEGR)*, 14(2), 44-63. doi:10.4018/ijegr.2018040104

¹⁵ Yin, R. K. (2011). *Qualitative Research From Start to Finish*. New York: The Guilford Press.

teachers from schools and Islamic boarding schools. The observation was intended to see the case directly, while in-depth interviews were intended to find out the participants' views on the topic being studied^{16, 17, 18}. Written materials from the special needs elementary schools were also used to analyze the cases^{19, 20}. Data analysis consists of several procedures, which included reduction and verification techniques with various data sources²¹. The reduced data is then analyzed, reflecting on the theoretical concepts used in this study. The results were presented based on thematic issues found in the data^{22, 23}, which show the insight of the study relating education character based on religious teaching within the elementary schools.

Result and Discussion

The Form of Social Change in Children's Education After the Earthquake

The effect of social change in education has a positive and real influence on children's behavior, skills, and knowledge. A child who has received an education will naturally experience a process of change and a culture that will improve its quality as a human resource as well as will be able to improve the

¹⁶ Ermawati, E., Musyahidah, S., & Nurdin, N. (2021). Muslim Society Perspective on Islamic Banking Corporate Social Responsibility in Indonesia (Based On Qur'an and Hadits Economic Themes). *International Journal of Business and Management Review*, 9(3), 29-40.

¹⁷ Huberman, A. M., & Miles, M. B. (1983). Drawing Valid Meaning from Qualitative Data: Some Techniques of Data Reduction and Display. *Quality & Quantity*, 17(4), 281.

¹⁸ Musyahidah, S., Ermawati, E., & Nurdin, N. (2021). The Effect of Riba Avoidance and Product Knowledge on the Decision to Become a Customer of Islamic Banks. *International Journal of Multidisciplinary Research and Analysis*, 4(8), 1090-1101.

¹⁹ Minichiello, V., Aroni, R., Timewell, E., & Alexander, L. (1990). *In-Depth Interviewing : Researching People*. Melbourne: Longman Cheshire

²⁰ Nurdin, N. (2019). Knowledge Integration Strategy in Islamic Banks. In A. Helena & S. Bernardete (Eds.), *The Role of Knowledge Transfer in Open Innovation* (pp. 118-138). Hershey, PA, USA: IGI Global.

²¹ Nurdin, N., Pettalongi, S. S., & Yusuf, K. (2018). *Knowledge Management Model in Syariah Banking*. Paper presented at the 2018 5th International Conference on Information Technology, Computer, and Electrical Engineering (ICITACEE).

²² Crittenden, K. S., & Hill, R. J. (1971). Coding Reliability and Validity of Interview Data. *American Sociological Review*, 36(6), 1073-1080.

²³ Rusli, R., & Nurdin, N. (2021). Understanding Indonesia millennia Ulama online knowledge acquisition and use in daily fatwa making habits. *Education and Information Technologies*. doi:10.1007/s10639-021-10779-7.

quality of life and welfare. Education in a broader sense will play a role in the development of a community or nation development.

Factors that influence changes in children or society to arise from the subject and object of the process of the environment, culture, and the clash of foreign cultures themselves. Apart from these factors, such as from outside the surrounding environment and within the individual child, this condition is felt by the children in Petobo Village after the earthquake and liquefaction.

According to community leaders in Petobo, Sakaruddin said that the most prominent factors influencing educational and social change in terms of social culture are as follows: "Factors that come from outside the child, namely: non-social factors and social factors, factors that come from within the child. the child after the earthquake."

Other factors that influence the social change in children's education in the Petobo village after the earthquake, according to religious leaders, are:

Environmental factors, such as the physical or natural environment, the socio-economic environment, instrumental factors, individual factors / meaning that the child's motivation itself is due to environmental influences including the influence of regional conditions that have experienced a lot of social change, both from behavior, way of life style clothing, so that it seems that run true religious education.

These factors seem to have affected the children's education, especially in Petobo Village. So one of the determinants of the success of children's learning, is the involvement of all parties in the community, both religious leaders, community leaders, traditional leaders and parents as the closest people to the child themselves. So that the factor that has the biggest influence is actually in influencing the social change of children's education in the community in addition to the school situation, such as factors from within and factors from outside the child themselves.

The factor from within is the condition of the individual or the child who is learning itself. Individual factors can be divided into two parts: 1) Physical condition and 2) Children psychological condition.

a. Children physical condition

In general, psychological conditions, such as good health, will be very helpful in the process and learning outcomes. Children who are malnourished, for example, have different learning abilities compared to children who are not malnourished. Because those who are malnourished usually tend to get tired quickly, tired, easily drowsy, and ultimately not easy to accept lessons. Conditions like this that often occur in communities or children affected by earthquakes, according to Rika Sakaruddin, who is also a Petobo village community who works as a doctor, are a factor in children's health and nutrition.

Health and nutrition factors are no less important in influencing learning outcomes, and these conditions are the ones most frequently attacked by children. Of course, it is a very influential factor in carrying out learning activities for children affected by the earthquake, especially in Petobo village.

b. Psychological condition

As understood that every human being or student has different psychological conditions (especially in terms of levels, not in terms of type), these differences significantly affect learning outcomes. Such as low interest, and the results will be different when compared to children who study with high interest and so on.

In this section, several psychological factors that are considered important in influencing the process of change in schools, as expressed by Hasna, a Petobo resident who currently lives in the Ngatabaru, revealed that interest in learning has decreased due to environmental conditions. Children's talents where previously children had talents before the earthquake looks good now that talent does not stand out. The same goes for motivation and other cognitive abilities.

1. Interest

The example above has explained that interest significantly affects learning outcomes or the quality of education. If a person is not interested in learning something, they cannot be expected to do well in learning it. Preferably, if someone learns something with interest, then the expected results will be better.

The problem that arises is how to ensure that what's presented as a learning experience can attract students' interest or how to determine that students learn things that interest them.

2. Talent

Talent is a factor that significantly influences a person's learning process and outcomes. Hardly anyone argues that. Definitively, gifted children are those with professional qualifications identified as children who can achieve high achievements because they have high abilities. The child is proposed as a child who needs a defined educational program and services beyond the reach of a regular school program in order to realize his contribution to society as well as to themselves. Studying in a field that matches their talent increases the chances of success in the business.

Children who have high talent are called gifted children. Definitively, gifted children are those who, by professionally qualified people, are identified as children who are able to achieve high achievements because they have high abilities. These children are the ones that are in need of differentiated education programs and services beyond the reach of regular school programs to realize their contribution to society and themselves.

3. Motivation

Motivation is a psychological condition that encourages someone to do something. So the motivation to learn is a psychological condition that encourages a person to learn. Researchers have found that learning outcomes generally increase when the motivation to learn increases. Therefore, increasing

students' learning motivation plays a vital role in preventing optimal learning outcomes.

Motivation is an impulse that exists within the individual, but external stimuli can cause the emergence of strong or weak motivation. Therefore, according to Hasna, there are two kinds of motives in the Petobo community, namely:

First, intrinsic motivation is a motive that is caused by stimuli from within the person concerned, without stimulation or help from others. Secondly, extrinsic motives are motives that arise due to external stimuli in the form of help from others.

4. Cognitive abilities

It is recognized that educational goals, which also mean learning objectives, include three aspects: cognitive, affective, and psychomotor. However, it cannot be denied that, until now, cognitive measurement is still prioritized to determine one's learning success. At the same time, the effective aspects and psychomotor aspects are more complementary in determining the degree of success of children's learning at school.

Understanding this condition, Slameto said that as long as the education system is still in effect as it is today, it is clear that cognitive abilities remain the most critical factor among the three aspects mentioned above. Therefore cognitive abilities will remain an essential factor in student learning, and Cognitive abilities, especially perception, memory, and thinking, are very influential in the learning process.

Based on the researcher's observations that there are several important parts in influencing the learning process, such as:

a. Environmental factors input (environmental)

Environmental conditions also affect learning outcomes. The environment can be in the form of physical/natural environment and social

environment. The physical/natural environment includes conditions such as temperature, humidity, and so on. Because studying in the fresh air, results will be better than studying in the hot and stuffy air.

b. Instrumental factors

Instrumental factors are factors whose existence is designed in accordance with the expected learning outcomes. These factors are expected to function as a means to achieve the learning objectives that have been planned. These instrumental factors can be factors that are hard, in the form of; learning equipment buildings, practicum tools, libraries, and so on.

After knowing the various factors that affect learning outcomes as described above, the important thing for educators, teachers, lecturers, parents, and others is to regulate these factors that influence achieving optimal learning outcomes.

c. Factors that come from the teacher

A teacher who masters methodical didactics is a teacher who can carry out their duties well. Because teachers who master the didactic principle can bring their students to the level of the teaching and learning process that is in accordance with what is expected by the didactic principle, if the teacher considers these principles in carrying out the teaching and learning process, it will result in the effectiveness and efficiency of teaching.

Besides that, the teacher as a subject and leader for the students in a formal environment greatly affects the implementation of the teaching and learning process because if a teacher is not aware of their responsibilities, it can lead to indifference and a careless nature arises in carrying out tasks without regard to obligations imposed on their behalf related to the teaching and learning process.

According to one of the parents of Dian's children, stating: "Teachers should in giving every teaching try to generate activity, both physically and spiritually for students when receiving lessons according to the child's condition.

The influence of teachers in the teaching and learning process in terms of methodology is the teachers' ability to choose methods relevant to the subject matter to be taught in accordance with the psychological condition of the child.

d. Students factor

However, the efforts made by the teacher to create effective and efficient conditions in the teaching and learning process, if students do not have the ability, it is clear that the teaching and learning process will experience obstacles. Therefore, students also play a role in determining the success of a teaching and learning process.

The measure of the success of a teaching and learning process can be seen from the teacher's role as an evaluator. From the evaluator, it can be seen whether a teaching and learning process is successful. Suppose the student can receive, distort, and produce the knowledge they receive. In that case, this can be a part of the students' intellectual interest (psychology) which is a vital factor, as well as an excellent physical factor for students.

Efforts to anticipate changes to children's education

Efforts to anticipate the handling of social change, especially in children, have been carried out by various observers or sympathizers, the government, traditional leaders, religious leaders, and scientists in responding to the earthquake, tsunami, or liquefaction events that occurred on September 28, 2018, in Palu, Sigi, and Donggala. However, another problem that occurred after the earthquake was the psychological impact on children, especially in motivating children to continue to carry out learning activities well even

though their living environment had changed. It was expressed by Mrs. Dewi that stated:

A good approach applied in overcoming changes that can affect social changes in children's education in post-earthquake affected areas is the Anticipation approach in the perspective of social categories and the perspective of social relations.

1. Anticipation in the perspective of social categories

This perspective is based on sociological theory related to the plurality of modern society, which states that people who have certain attitudes in common will form the same attitude in the face of certain stimuli. The equality in orientation and attitude will affect social conditions and psychological conditions in response to receiving communication messages. People who have the same orientation will respond to the content of the communication in the same way. These social categories are usually based on sex, education level, income level, place of residence, age, religion, and others. The social category is the one that interrupts the variable between stimulation and response.

According to the researcher's observations, the anticipatory approach through social categories is very good for people whose lives are in a state of the problem, including the condition of the community or children affected by the earthquake with living conditions in refugee environments or temporary shelters. This is in line with the expression of Dewi's mother, an observer who has solved many problems that occurred in the refugee camps in Petobo Village, revealing that one of the approaches we use in dealing with social changes can have fatal effects in maintaining children's lives in order to continue their education is the social category perspective approach, which is to treat them equally based on social categories.

2. Social relations perspective

This perspective states that in conveying communication messages with people, more messages are obtained through relationships or contacts from other people than receiving directly from the media. Informal social

relationships are one of the variables that determine the influence of the media. Relationships are an important supporting mechanism between the communication message and the audience's response. The perspective of social relations emphasizes the importance of personal relationship variables as sources of information and reinforcers of the influence of communication media.

The two perspectives above show the role of religious, customary, government leaders and others in the communication process. It is a shift from the previous view that places the communicator as the dominant element in the communication process so that it can cause changes in children's attitudes and behavior.

Changes in people's attitudes and behavior, especially towards public perceptions of the quality and development of children's education, make this perspective based on sociological theory related to the plurality of modern society, which states that people who have certain attitudes in common will form the same attitude in the face of certain stimuli. Equality in orientation and attitude will also affect the response to receiving communication messages. People who have the same orientation will respond to the content of the communication in the same way. These social categories are usually based on sex, education level, income level, place of residence, religion, and others. In general, this impact is felt by all elements of society, and more specifically, it will be affected by the world of children's education, especially in Tangebana village, the sub-district of Masama. So one of the determinants of the success of children's learning is the involvement of all parties in the community, both religious leaders, community leaders, traditional leaders, and parents, as the closest people to the child themselves so that the factor that has the biggest influence is actually influencing the quality of children's education in the community in addition to the school situation, namely factors from within and factors from outside the children's self.

Based on the description stated above, it can be concluded that Petobo is one of 2 regencies in the city Of Central Sulawesi that has faced severe trials due to the earthquake at the beginning of late September, Due to the earthquake, local communities, schools and teachers were affected, so teaching and learning were temporarily interrupted. Aftershocks continued for weeks after, felt by students and teachers. All schools in the three earthquake-affected locations were damaged, so classrooms and temporary housing are needed, and strategies to return to learning.

In the spirit of seeking local solutions to local issues in education, INOVASI began working rapidly with local stakeholders to design new strategies to improve the quality of education after the earthquake. That includes psychosocial and educational counseling for affected students and communities and the construction of temporary classrooms. Psychoeducation is the result of INOVASI's partnership with ABKIN (Indonesian Guidance and Counseling Association). ABKIN facilitated INOVASI to package the module "Post-Educational Psycho-Educational Activities After the Pasigala Earthquake," which aims to support children in adapting to the conditions caused by the earthquake.

Hasna, an elementary school teacher in South Palu, Petobo Village, is one of the teachers affected by the earthquake. They are dealing with situations where children become restless while learning is not easy for them and teaching them is very hard. Not to mention the learning process must be carried out in a tent which will feel hot when exposed to the sun. Of course, this situation can make it difficult for students to concentrate and hinder the process of teaching and learning activities.

Conclusion

Based on the description of the results of the study, it can be concluded that the forms of social change in children's education in the Petobo village after the earthquake, according to religious leaders, are behavioral changes that

have resulted from physical or natural environmental factors, socio-economic environment, instrumental factors, individual factors/meaning children's motivation itself due to environmental influences, including the influence of regional conditions that have experienced many social changes, both from behavior and lifestyle.

Efforts to anticipate the handling of social changes that lead to instability in education for children affected by the earthquake and liquefaction in the Petobo sub-district have been carried out by various observers or sympathizers, both from NGOs, community organizations, government, traditional leaders, religious leaders and scientists in the form of religious and educational development, by increasing construction and coaching in emergency schools and mosques with methods and strategies, approaches or methods in accordance with the conditions in the shelter area.

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