

Islamic Educational Leadership: The Principal's Role in Addressing Students' Psychological Impact After Natural Disasters in Indonesia

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ABSTRACT: *This paper aims to describe the role of Islamic educational leadership practised by school principals in addressing the psychological impact experienced by students after natural disasters in Indonesia. This article uses a literature study approach that explores information and processing research material through the recording of events that have been reviewed. The role of the principal in Islamic educational leadership is crucial in addressing the psychological impact of natural disasters on students in Indonesia. Principals, guided by Islamic values such as compassion, trust, and justice, are responsible for creating a supportive and safe environment for students affected by trauma. Their leadership involves structured interventions, including phases of stabilization, emotional sharing, and rebuilding trust. Effective communication, resource management, and collaboration with teachers, families, and the community are key to minimizing the long-term psychological effects of disasters. Islamic educational leadership empowers principals to foster resilience and emotional healing, ensuring students' well-being and recovery while maintaining a focus on their academic and personal growth. Limitations are shown in the study of the principal's role in handling the psychological impact of students as victims of natural disasters within the framework of Islamic educational leadership. This study is grounded in the principles of Islamic educational leadership, emphasizing the importance of compassionate and responsive leadership in managing education during a crisis. It highlights the pivotal role of school principals in guiding and supporting students affected by natural disasters, who require not only academic leadership but also emotional and psychological care rooted in Islamic values.*

Tulisan ini bertujuan untuk mendeskripsikan peran kepemimpinan pendidikan Islam yang dipraktikkan oleh kepala sekolah dalam menangani dampak psikologis yang dialami siswa pascabencana alam di Indonesia.

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Artikel ini menggunakan pendekatan studi pustaka yang mengeksplorasi informasi dan mengolah materi penelitian melalui pencatatan peristiwa yang telah dikaji. Peran kepala sekolah dalam kepemimpinan pendidikan Islam sangat penting dalam menangani dampak psikologis bencana alam terhadap siswa di Indonesia. Kepala sekolah, yang dibimbing oleh nilai-nilai Islam seperti kasih sayang, kepercayaan, dan keadilan, bertanggung jawab untuk menciptakan lingkungan yang mendukung dan aman bagi siswa yang terkena trauma. Kepemimpinan mereka melibatkan intervensi terstruktur, termasuk fase stabilisasi, berbagi emosi, dan membangun kembali kepercayaan. Komunikasi yang efektif, pengelolaan sumber daya, dan kolaborasi dengan guru, keluarga, dan masyarakat adalah kunci untuk meminimalkan dampak psikologis jangka panjang dari bencana. Kepemimpinan pendidikan Islam memberdayakan kepala sekolah untuk menumbuhkan ketahanan dan penyembuhan emosional, memastikan kesejahteraan dan pemulihan siswa sambil tetap fokus pada pertumbuhan akademis dan pribadi mereka. Keterbatasan ditunjukkan dalam studi tentang peran kepala sekolah dalam menangani dampak psikologis siswa sebagai korban bencana alam dalam kerangka kepemimpinan pendidikan Islam. Studi ini didasarkan pada prinsip-prinsip kepemimpinan pendidikan Islam, yang menekankan pentingnya kepemimpinan yang penuh kasih sayang dan responsif dalam mengelola pendidikan selama krisis. Studi ini menyoroti peran penting kepala sekolah dalam membimbing dan mendukung siswa yang terkena dampak bencana alam, yang tidak hanya membutuhkan kepemimpinan akademis tetapi juga perawatan emosional dan psikologis yang berakar pada nilai-nilai Islam.

Keywords: *Islamic Educational Leadership, Principal's Role, Psychological Impact.*

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I. INTRODUCTION

The Indonesian government is very serious about optimizing the role and function of school principals to achieve the target of building a golden generation that is superior and globally competitive in 2045 (Iman et al., 2023; Malihah, 2015). Therefore, principals as top leaders are expected to ensure that students can fulfil their rights and be protected in their lives so that they can develop optimally (Abdurrahman et al., 2022; Marini et al., 2023). In addition, principals as managers are also expected to be able to have special skills in managing their institutions, especially providing motivation (Yalçınkaya et al., 2021), and encouragement to teachers and students so that they are able to achieve the organizational goals that have been set (Alqahtani, 2015).

The results of research by Dacholfany et al. (2024) found that the principal is a functional teacher who is given additional duties as a school leader. The principal is also obliged to be able to organize the learning process properly (Syam et al., 2023; Wiyono et al., 2023), and ensure the interaction between teachers and students in the process (Hanafi et al., 2023). However, events that have occurred in the last decade have demanded another role from school principals, namely ensuring that facilities and infrastructure are suitable for learning activities in schools (Mutiara et al., 2022).

On the other hand, this role is important for school principals to pay attention to. Because Indonesia is located in the Ring of Fire (Pambudi, 2018), it is not uncommon for earthquakes, floods, landslides and even tsunamis to occur, causing many school facilities and infrastructure to collapse (Pratikto & Suntoyo, 2015). In addition, many are also caused by construction failures, as happened in several schools in Indonesia (Wimala et al., 2022), including the roof of an elementary school building that collapsed in early November in Pasuruan Regency, resulting in one death (Arystianto & Aditya, 2023). In another incident, the wall of a school building collapsed in Bekasi City, killing one person (Wibowo et al., 2024). In addition to these disasters, there are many more cases of collapsed facilities and infrastructure in Jombang, Tulungagung, Sukabumi, Sumenep, Sidoarjo, and others.

In addition, a disaster is an event that threatens and disrupts the lives of individuals and even groups that can result in human casualties, environmental damage (Rahman, 2019), property losses and psychological impacts caused by natural, non-natural and even human factors (Irawati & Supriatnaningsih, 2021). This often happens in educational locations in Indonesia. Indonesia is located in the Ring of Fire with many active volcanoes (Hariyono & Liliyasi, 2017). In addition, it has a tropical climate characterized by some areas having high rainfall in the rainy season and high heat in the dry season (Boissière et al., 2013). Therefore, these situations and conditions ultimately cause school facilities and infrastructure to experience collapse, cracks, and destruction often (Lassa et al., 2023).

In addition, other factors cause damage to school buildings, such as construction failures and delays in dealing with damage reports (Hermawan, 2013). This is because the bureaucracy and funding are all centralized in one report door in the SIM Dapodik system (Octaviany et al., 2023). The reports will be selected and adjusted according to the priority level of the damage, and not all damage will be repaired due to limited funding (Slamet et al., 2023). This bureaucratic flow of limited repair funding eventually led to the principal of a junior high school in Trenggalek forcing students to study alternately with elementary school students whose classrooms were destroyed by landslides and hit almost all school buildings including the prayer room, art room, laboratory, and library. In addition, principals are also very concerned about the psychological impact on students due to the learning process that was originally held in the morning to noon.

The problems above show that school principals have an important role in managing school facilities and infrastructure and overcoming the psychological impact of their students which can be studied scientifically. Thus, researchers are interested in deepening their study of the managerial role of school principals in overcoming the psychological impact of students affected by natural disasters. This research can be useful and insightful for policymakers and school managers in disaster-prone areas in order to overcome all school problems in the era of globalization according to the desired expectations.

II. METHOD

This study employs a literature review approach to explore relevant research materials, focusing particularly on the role of Islamic educational leadership practised by school principals in addressing the psychological impact experienced by students after natural disasters in Indonesia. The primary objective of this study is to gather updated

information to address the research problem through an analysis of various scholarly sources, including books, journals, magazines, research articles, newspapers, and online resources (Ikhwan, 2021). These materials are reviewed and analyzed to provide a deeper understanding of the subject matter. The data collected will be processed as research materials by reviewing recorded events in the form of written works, images, and other documented materials (Ulfatin, 2022). The data will then be studied and categorized based on its relevance to the research topic, critiqued for accuracy, and analyzed using the interactive analysis model of Miles et al. (2014). This model facilitates qualitative data analysis through three concurrent activities: data reduction, data presentation, and conclusion drawing. These activities are carried out interactively, with continuous refinement throughout the research process. To ensure the validity of the data, this study employs source triangulation, a technique that compares information from multiple data sources or informants. Triangulation helps verify the consistency of the findings and ensures the reliability of the data (Ikhwan, 2021). This approach strengthens the credibility of the research by cross-checking data from different perspectives.

III. RESULT AND DISCUSSION

The Principal's Role

The school principal plays a central role in coordinating various efforts aimed at improving teaching quality (Ikhwan et al., 2023; Wiyono, 2017). As appointed leaders, principals are responsible for guiding and managing collective efforts to achieve educational goals within the schools they lead (Burhanuddin et al., 2018). However, it is important to note that the headmaster does not bear full responsibility alone. While their leadership is a key factor, many other elements, such as the teachers, who directly engage with students, and the school environment, significantly influence the learning process (Yıldız et al., 2016). Despite these influencing factors, the principal remains the key figure who has the authority and responsibility to manage the educational system effectively. Their leadership ensures that academic goals are met and the school operates smoothly, even under challenging circumstances (Syam, 2017). The principal's role extends beyond administrative duties to actively shaping the learning environment and fostering professional development for teachers, ensuring that the school's mission aligns with broader educational objectives.

According to Ningsih et al. (2021), the school principal is one of the most influential educational figures in improving the quality of education within the institution. The principle holds primary responsibility for the implementation of teaching and learning, school administration (Al Basthomi et al., 2023), supervision of educational staff (Wiyono et al., 2023), maintenance and utilization of facilities and infrastructure, and overseeing the overall functioning of the school (Syam et al., 2023). This multi-faceted role highlights the principal's centrality in the educational process. A good school leader is expected to facilitate the creation of an effective learning environment (Day et al., 2016). Effective leadership at the school level leads to improved outcomes for both students and teachers, as positive learning conditions directly contribute to educational success (Susar et al., 2023). Furthermore, the principal's role extends beyond leadership to include a range of management functions such as planning, organizing, directing, implementing, coordinating, evaluating, and fostering innovation (Ikhwan et al., 2023).

The principal plays a central role in shaping the school's educational environment and is expected to be both a role model and a guiding figure for both teachers and students. As highlighted by Dacholfany et al. (2024), one of the key managerial responsibilities of the principal is to exemplify appropriate actions and behaviour within the school. This includes arriving early to greet school members and leaving last with farewell greetings, as emphasized by Syam (2017) and Abdurrahman et al. (2022). Such behaviours not only demonstrate the principal's commitment but also set a positive example for the entire school community. In addition to these actions, the principal's role as a model extends to providing humane and empathetic behaviour to all school members, particularly those affected by natural disasters. As noted by Wiyono et al. (2023), these commendable actions can significantly motivate both teachers and students. For example, principals who lead with compassion can inspire resilience and a collective sense of solidarity, especially for those facing trauma due to disasters (Wiyono, 2017). Islamic educational leadership, therefore, places a strong emphasis on the principles of empathy (*rahmah*), justice (*'adl*), and patience (*sabr*), which guide the principal in both daily interactions and crisis management.

In addition to these humanistic qualities, the principal requires various managerial skills to lead a school effectively. According to research, the key skills needed in the principal's role include:

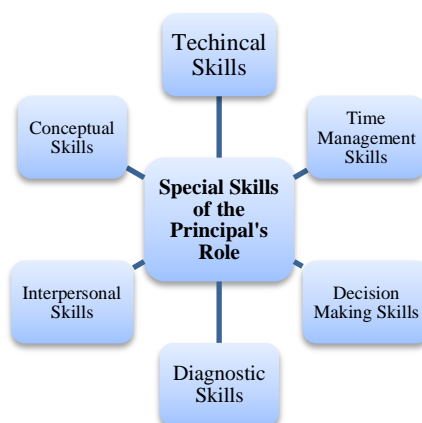


Figure 1. Special skills of the principal role

1. Technical skills are the expertise needed by the principal to complete or understand a certain type of work carried out in an organization (Syam, 2017). This skill is very important because the principal will spend time training teachers and answering questions that are a problem in relation to their work.
2. Time management skills, which is the expertise needed by school principals to prioritize activities, programs and work and delegate appropriately so that later it can provide smooth effective and efficient success in accordance with the goals set in the institution (Wiyono et al., 2023).
3. Communication skills are the expertise needed by the principal to transform ideas, ideas, and information effectively and efficiently for all school members and vice versa (Ikhwan et al., 2023).
4. Conceptual skills are the skills needed by principals to think abstractly and strategically so that later principals are able to make policies and logical decisions in accordance with the needs and interests of their institutions (Iman et al., 2023).

5. Interpersonal skills are the skills used by principals to understand, motivate and communicate with individuals and groups within the school environment (Dacholfany et al., 2024).
6. Diagnostic skills are the skills needed by school principals to visualize the most appropriate solutions to problems that occur in the institutional environment (Burhanuddin et al., 2018).
7. Decision-making skills are the skills needed by school principals to recognize and identify problems and provide appropriate solutions and actions to solve them (Syam et al., 2020).

The Islamic school principal's managerial role extends beyond mere administrative duties to embody values that inspire and motivate the entire school community. By exemplifying behaviour rooted in Islamic principles, such as compassion and justice, the principal not only leads by example but also fosters a positive and supportive learning environment. Additionally, the diverse managerial skills outlined above are essential for effective leadership, ensuring that the school operates smoothly and addresses challenges, particularly in the wake of crises like natural disasters. The principal's role, therefore, integrates both humanistic values and technical expertise, making them a pivotal figure in the education system.

In addressing the psychological and physical needs of disaster-affected students, the managerial role of the school principal becomes even more critical. It involves a series of actions and decisions aimed at ensuring the well-being, protection, and recovery of those students (Yalçinkaya et al., 2021; Yıldız et al., 2016). In the context of Islamic educational leadership, these actions are guided by core values such as compassion, justice, and responsibility. Therefore, to maximize their managerial function and ensure that disaster-affected students receive the necessary support, the principal can implement the following strategies:

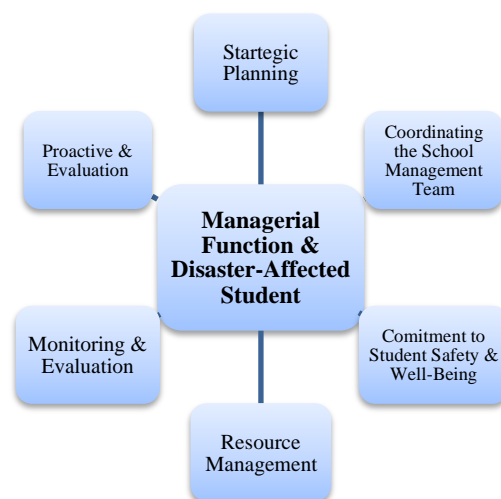


Figure 2. Principals' managerial strategies for supporting disaster-affected students

1. Strategic Planning. The school principal must plan both short-term and long-term strategies to address the impact of disasters on students. This includes formulating emergency response plans and recovery strategies and preparing the necessary resources and personnel (Susar et al., 2023). Islamic leadership principles emphasize the importance of foresight and preparedness in protecting the well-being of the

- community, which aligns with the proactive planning required in disaster management.
2. **Coordinating the School Management Team.** As a leader, the principal must lead the school management team in coordinating responses to disaster victims. This involves various staff members, teachers, counsellors, and other personnel in drafting and executing strategies to provide support (Abdurrahman et al., 2022). The collaborative approach, supported by Islamic teachings of *shura* (consultation), ensures that all parties contribute to the response efforts in a coordinated manner.
 3. **Commitment to Student Safety and Well-Being.** The safety and well-being of students must be the top priority in every decision and action taken by the school principal. This includes not only ensuring physical protection but also providing mental health care and emotional support for students affected by disasters (Aula et al., 2020). Islamic leadership emphasizes compassion and empathy, urging leaders to prioritize the welfare of those in their care, especially in times of crisis.
 4. **Effective Communication.** Effective communication is essential in disaster management. The school principal must be capable of communicating clearly with all stakeholders, including students, parents, teachers, staff, and the broader community (Ikhwan et al., 2023). This involves providing accurate information regarding the disaster, the school's response actions, and the ways in which parents and students can contribute or receive assistance. Islamic leadership highlights the importance of transparency and honesty in communication.
 5. **Resource Management.** Efficient resource management is critical during disaster recovery efforts. The principal must ensure that school resources, including funds, goods, facilities, and personnel, are allocated effectively to support the recovery process (Wiyono et al., 2023). Islamic leadership calls for responsible stewardship (*amanah*) in managing resources to ensure that they are used appropriately for the greater good of the community.
 6. **Monitoring and Evaluation.** Continuous monitoring and evaluation of the conditions of disaster-affected students are necessary to ensure that interventions are effective and meet the students' needs (Syam, 2017). The principal must assess the impact of the actions taken and adjust the approach as needed. In Islam, the principle of *istiqamah* (consistency) encourages leaders to remain vigilant and responsive to ongoing challenges.
 7. **Proactive and Preventive Approach.** In addition to reactive measures, the school principal should develop proactive and preventive strategies to mitigate the impact of future disasters. This includes disaster preparedness training, the development of more robust emergency response plans, and the strengthening of school infrastructure to minimize risks (Syam et al., 2023). The Islamic concept of *tawakkal* (trust in God) encourages leaders to take necessary actions while relying on divine wisdom and support.

The role of the Islamic school principal in addressing the needs of students affected by natural disasters is multifaceted. It requires a combination of compassionate leadership, strategic planning, and effective management. By integrating Islamic principles such as

rahmah (mercy), *'adl* (justice), and *amanah* (trust), the principal can provide the necessary support for students during and after a disaster. The leadership skills outlined, from strategic planning to resource management, are crucial in ensuring the well-being and recovery of disaster-affected students. Ultimately, the principal's ability to lead with empathy and foresight can significantly impact the resilience and recovery of the school community.

The Role of the Principal in Addressing the Psychological Impact of Students After Natural Disasters

Disaster is any event that causes economic loss, loss of human life and loss of health services on a small (Rahman, 2019), and large scale that requires handling beyond normal handling. A disaster is the impact of natural or artificial disasters that have a negative effect on society or the environment. Disasters can be classified into three categories. a) Natural disasters. Disasters are caused by natural events such as earthquakes, tsunamis, volcanic eruptions, floods, droughts, hurricanes and landslides (Lassa et al., 2023). b) Non-Natural disasters. Disasters are caused by non-natural events such as technical failures, modernization failures, epidemics and disease outbreaks (Wimala et al., 2022). c) Social disasters. Disasters are caused by human-caused social events such as intergroup conflicts and terror (Irawati & Supriatnaningsih, 2021).

Disasters that occur in an area must also have an impact on the psychology of students in the school environment (Wimala et al., 2022). Student psychological trauma can be categorized into four categories, namely:

1. Grief trauma is trauma that occurs when a student loses a person who is very meaningful in their life. These people can be parents, siblings, family, friends and teachers (Jacobs, 2016). This kind of event can sometimes result in a sort of psychological trauma. A deep sense of loss can make students lock themselves up and become very closed (Asgari & Naghavi, 2020). On the other hand, this psychological trauma also makes him often imagine the presence of people who matter in his life (Nader, 2022). Sometimes this condition also makes him like to hallucinate and talk alone, as if he is talking to the person he lost in his life.
2. Natural disaster trauma is trauma that occurs when students experience an unexpected event such as landslides, flash floods, volcanic eruptions, fires, earthquakes, accidents and others (Jacobs, 2016). This event also causes him to feel easily surprised and frightened when he hears loud noises or vibrations on the ground or vehicles suddenly (Asgari & Naghavi, 2020).
3. Natural disaster trauma is trauma that occurs when students experience an unexpected event such as landslides, flash floods, volcanic eruptions, fires, earthquakes, accidents and others (Nader, 2022). This event also causes learners to feel easily surprised and frightened when they suddenly hear loud noises or vibrations on the ground or in vehicles.
4. Complex trauma is also known as post-traumatic stress disorder, which occurs when students experience panic attacks due to traumatic past experiences such as accidents, life-related incidents and war situations (Jacobs, 2016). This is very influential in the continuation of their life.

Psychological trauma resulting from natural disasters can have long-lasting effects on students if they do not receive the necessary support (Bradley, 2020). In the context of Islamic educational leadership, the role of the school principal becomes crucial in ensuring that students receive emotional and psychological assistance. Support ideally comes from various parties including principals, teachers, families, and close peers (Ikhwan et al., 2023). With proper guidance, students can begin to rebuild trust and gradually recover from the psychological wounds they have experienced (Johnson et al., 2020).

While some forms of trauma may stem from personal tragedies beyond natural disasters, both types require structured support—not necessarily for complete healing but for providing a foundation for emotional resilience. Long-term healing from trauma is complex, as it often alters brain function and influences behaviour and physical health (Dyregrov & Regel, 2012). Therefore, students who suffer from such trauma need sustained emotional support to rebuild their lives and regain a sense of security and purpose (Bradley, 2020; Johnson et al., 2020). Ignoring psychological trauma, especially in educational settings, may result in more profound and lasting negative outcomes.

Islamic leadership emphasizes *rahmah* (compassion), *amanah* (trust), and *shura* (consultation), guiding school leaders to be empathetic, accountable, and collaborative in responding to students' needs. The school principal, in collaboration with teachers, should implement a structured approach in three stages to help students overcome trauma:

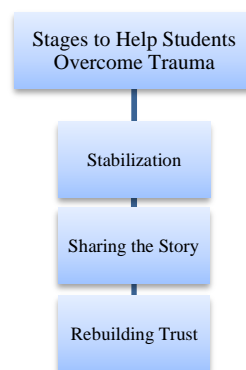


Figure 3. Three stages to help students overcome trauma

1. Stabilization – In this initial phase, principals and teachers focus on creating a physically and emotionally safe school environment (Gad et al., 2023). According to Islamic values, establishing peace (*sakinah*) is essential in healing, allowing students to begin reducing stress and fear.
2. Sharing the Story – Once students feel safe and comfortable, they can begin to open up about their traumatic experiences. Through compassionate listening and *muhassabah* (self-reflection), principals and teachers can guide students to articulate their pain and process their emotions (Edwards et al., 2014).
3. Rebuilding Trust – In this final stage, principals and teachers help students restore their self-confidence and encourage them to find meaning in their experience. Islamic leadership teaches the importance of *tawakkal* (reliance on Allah) and

ikhlas (sincerity), encouraging students to accept the past with a sincere heart and look forward to a hopeful future (Dyregrov & Regel, 2012).

Through these stages, Islamic educational leaders play a vital role in not only addressing the psychological impact of disasters on students but also fostering their resilience, faith, and emotional well-being.

The results of research by Everly Jr & Lating (2022), resulted in the finding that the school principal's efforts to deal with the psychological impact of disaster victims on students in their lives were part of social services aimed at helping them overcome barriers to learning at school. On the other hand, Syam et al. (2020) research results show that the social services provided by school principals and teachers for their students aim to provide protection, provide facilities to return to normal conditions of life and resolve the root causes of problems so that in the future they do not happen again. Apart from that, the research results of Ikhwan et al. (2023); Yalçınkaya et al. (2021); Yıldız et al. (2016) produced findings that the principal's social services in overcoming the impact of student trauma are part of empowerment which includes three main things, namely:

1. Education and awareness generation are used to instil values, knowledge, skills, and access to information on productive economic businesses by utilizing natural, human and social resources around them through mentoring, guidance and consultation and are oriented towards legal empowerment, democracy, productive economics, advocacy for the fulfilment of human rights to life and gender violence.
2. Elitist policy and planning involvement is used to avoid further problems, such as prolonged stress, disappointment, frustration, negative actions, and deception. This is intended to prevent the possibility of students being marginalized both in terms of social costs and generation loss.
3. Community social action is used to uphold participatory principles for students, starting from planning, problem identification, determining priority scales and goals, implementation and monitoring, and final evaluation in the rehabilitation process.

As a nation comprised of numerous islands formed by the convergence of tectonic plates, Indonesia is prone to various natural disasters such as earthquakes, tsunamis, landslides, and volcanic eruptions (Jacobs, 2016; Nader, 2022). Moreover, the vulnerability of the Indonesian state is believed to increase with global climate change, rapid population growth, and the diverse ethnic makeup, potentially leading to dust storms resulting from land fires, typhoons, freezing rain, silver winds influenced by tropical cyclones, high demographic density, and various other aspects (Asgari & Naghavi, 2020).

Service towards education during disasters often fails to become a primary concern. Indeed, it is extremely evident that education is the social sector most affected by such calamities (Octaviany et al., 2023). Therefore, efforts to pay more attention to the world of education must commence (Hermawan, 2013). This can be realized by ensuring access and a conducive learning environment, the continuity of learning activities, the availability of teachers and educational personnel (Ikhwan et al., 2023), the presence of appropriate education policies accompanied by strong inter-institutional coordination

(Syam, 2017), the role of both society and the public, and the analysis of Education needs, response strategies, and monitoring and evaluation (Wiyono, 2017).

The success of a school principal can be measured by their ability to work professionally and understand the school as a complex and unique organization, as well as their capability to fulfil the role of a school principal responsibly (Syam et al., 2023). The presence of a school principal, as a crucial component of education, significantly influences discipline enhancement. The principal is responsible for organizing educational activities, school administration, fostering other academic staff, and preventing misuse while maintaining school facilities (Wiyono, 2017). The principal can be depicted as a figure who embodies hopes for the growth and progress of a school (Wiyono et al., 2023). There are two aspects to consider: the principal acts as a central force that drives school life, and they must understand their duties and functions for the school's success while showing concern for staff, teachers, and students (Dacholfany et al., 2024).

The important role of the school principal can be divided into roles in the academic field (Burhanuddin et al., 2018), participative role (Aula et al., 2020), motivating role (Syam, 2017), leadership role (Ikhwan et al., 2023), supervisory role (Wiyono, 2017), and managerial role (Abdurrahman et al., 2022). The principal's roles include ensuring instruction aligns with government academic content standards (Day et al., 2016), maintaining continuous improvement in classroom teaching and learning activities (Arystianto & Aditya, 2023), designing instruction for student success, developing partnerships with parents and the community, and fostering a culture of mutual respect within the school (Hanafi et al., 2023). The principal's role is to assist individuals, both within and outside the school, in elucidating current values, expectations, structures, and educational processes, so that new ways of thinking about teaching and learning can be considered (Mutiarara et al., 2022), especially in addressing the psychological impact of students affected by disasters in their school environment through the following steps:

1. Advocacy, which is an action to protect and ensure the certainty of meeting the basic needs of students affected by disasters in a dignified and adequate manner. In addition, the advocacy provided by the school aims to assist and help students in obtaining protection rights and achieving good services, as well as helping to expand services to encompass more students in need.
2. Family intervention for students affected by disasters refers to efforts aimed at providing assistance and support to these students' families. Steps that can be taken in implementing interventions for families affected by disasters include: psychological counseling; meeting basic needs; involvement in reconstruction efforts; education and training on disaster management; providing social support; economic recovery; organizing activities and programs for students; and evaluation and monitoring. Additionally, family interventions for students affected by disasters should be holistic, accommodating the diverse needs of impacted families and carried out continuously to support long-term recovery.
3. School community support and participation in addressing students affected by disasters aim to raise awareness of the importance of education in helping disaster-affected students. This can be achieved through several steps, including:

coordination and collaboration; resource mobilization; psychological support; educational recovery; community building and reconstruction; and on-going development evaluation. Additionally, involving the school community and collaborating in addressing students affected by disasters can also become more effective and efficient.

IV. CONCLUSION

The principal plays a crucial role in addressing the psychological impact of students affected by natural disasters within the context of Islamic educational leadership in Indonesia. Their responsibilities go beyond administrative duties and extend to ensuring the well-being of students, especially in the aftermath of disasters. Guided by Islamic principles such as compassion (*rahmah*), trust (*amanah*), and justice (*'adl*), the principal is expected to provide emotional and psychological support to students affected by traumatic events. A central aspect of the principal's role is to establish a safe and supportive school environment, which involves creating a stable and reassuring space for students to process their trauma. This includes implementing structured interventions, such as the stabilization phase, where students are provided a sense of security, and the sharing phase, where they are encouraged to express their feelings in a safe environment. The rebuilding trust phase is also crucial, as it helps students regain confidence and move forward with a sense of hope and strength. Furthermore, the principal must demonstrate effective leadership through strategic planning, coordination, and resource management. They must also ensure that communication remains clear and consistent with all stakeholders, and resources are allocated appropriately to support recovery. The implementation of these strategies is essential in minimizing the long-term psychological effects of natural disasters on students, fostering their emotional resilience, and helping them recover from the trauma they have experienced. In addition, the principal's role in collaboration with teachers, families, and the community ensures that a comprehensive support system is in place. The integration of Islamic values into this leadership approach enables the principal to foster an environment that prioritizes empathy, justice, and long-term recovery, ensuring that students are not only physically safe but also emotionally supported in their journey toward healing. Ultimately, the principal's leadership plays a key role in helping students overcome the psychological impact of natural disasters, ensuring that their educational and emotional needs are met in a compassionate and effective manner.

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