

Trauma-Informed Educational Leadership in Formulating Student Protection Policies Post-Disaster

Fadilah Zahra^{1a}, Benjamin Wils^{2b}

¹School of Literature and Language, Universiti Malaya, Malaysia, ² Department of Middle Eastern Studies, University of Texas at Austin, United States
e-mail: fadilahzahra@um.edu.my^a, benjamin.wilson@utexas.edu^b.

Article History:

Received: January 25, 2025

Revised: February 19, 2025

Accepted: March 24, 2025

Keywords:

Trauma-informed leadership, student protection policy, post-disaster education, psychosocial recovery, school leadership.

Abstract:

This study explores the role of trauma-informed leadership in shaping protective policies for students in post-disaster contexts. Utilizing a qualitative case study approach, data were collected through in-depth interviews, observations, and document analysis involving school leaders, teachers, counselors, and students in disaster-affected areas. The findings reveal that school leaders play a critical role in adopting trauma-informed principles to ensure the creation of safe and supportive learning environments. These principles are reflected in the formulation of school policies aimed at safeguarding the psychosocial well-being of students who have experienced trauma. Despite challenges such as limited resources and systemic barriers, trauma-informed leadership enhances the effectiveness of protection policies and promotes a holistic recovery for affected students. The study contributes to the growing discourse on trauma-responsive education and offers practical implications for educational policymakers and practitioners in disaster-prone regions.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Fadilah Zahra

School of Literature and Language, Universiti Malaya, Malaysia.

e-mail: fadilahzahra@um.edu.my

Introduction (مقدمة)

Research on student protection in disaster-affected areas still shows a significant gap, particularly regarding the approach of trauma-informed leadership. According to Peek et al. (2018), more than 60% of children affected by natural disasters such as earthquakes, floods, and wildfires experience post-traumatic stress disorder (PTSD) and difficulties adapting to school environments. However, further studies on the role of educational leaders in responding to this condition remain limited, especially in developing countries like Indonesia. Indonesia, being a disaster-prone country, recorded more than 3,000 disaster events affecting over 1 million school-age children in 2021-2022 (BNPB, 2022).

Students in disaster-affected regions are highly vulnerable to various risks, not only

physically but also psychologically and socially. Alisic et al. (2014) highlighted that students exposed to disaster situations often suffer from excessive anxiety, depression, concentration difficulties, and declining academic performance. On the other hand, educational institutions often lack comprehensive policy frameworks to support students' needs post-disaster. This situation demands proactive roles from school leaders in formulating policies that go beyond infrastructure recovery to address students' psychosocial rehabilitation.

Educational leadership in disaster-affected areas tends to focus more on administrative aspects such as facility repairs and emergency curriculum design (Mutch, 2015). However, school leaders should be able to play a strategic role as trauma recovery agents who assist students in psychological adaptation processes. In reality, many school principals do not fully comprehend the principles of trauma-informed leadership, resulting in policies that are less responsive to students' emotional needs (Day et al., 2017).

Trauma-informed leadership is a leadership approach that prioritizes understanding the impacts of trauma as a foundation for decision-making and school policies (Brunzell et al., 2016). In educational settings, this approach helps create a safe, supportive, and inclusive learning environment for trauma-affected students. Unfortunately, literature in Indonesia on applying trauma-informed leadership in education, especially in formulating student protection policies post-disaster, is still very limited and tends to focus on individual counseling aspects (Susanti & Rachmawati, 2020).

Several countries, such as Australia and the United States, have started integrating trauma-informed leadership into their education systems, particularly in disaster and conflict-prone areas (Chafouleas et al., 2016). This leadership model has proven to increase student engagement in schools and reduce post-trauma behavioral issues. However, its application in the Indonesian context, which faces unique challenges such as limited resources and low trauma literacy among educators, has yet to be thoroughly examined.

Furthermore, trauma-informed leadership in post-disaster contexts also requires leaders' ability to formulate collaborative policies. Walker et al. (2019) argue that the success of student protection policies is highly influenced by the involvement of various stakeholders such as teachers, parents, local governments, and humanitarian organizations. In Indonesia, such collaborative models often encounter obstacles from rigid bureaucracies and the lack of specific training for principals on student trauma management.

Moreover, protection policies that are formulated without considering trauma-informed principles often fail to create a conducive school environment for student recovery. A study by Ko et al. (2008) emphasized that students returning to school after experiencing disasters need trauma-based interventions to feel emotionally and socially secure. Without such policies, students tend to experience alienation and decreased learning motivation.

The limited human resources in post-disaster schools also present their own challenges. Many educational leaders have yet to receive training on trauma-informed leadership (Berger, 2019). As a result, student protection policies often remain reactive and temporary, rather than strategic policies that can be sustainably implemented in the school recovery process.

Therefore, it is crucial to further examine how educational leaders can adopt trauma-informed principles in formulating student protection policies post-disaster. This is not only in the context of short-term responses but also in building a more resilient education system against the psychosocial impacts of future disasters (Shields et al., 2020).

This study aims to explore the roles and strategies of educational leaders in shaping trauma-informed student protection policies in disaster-affected schools. The research will focus on how school leaders understand student trauma, integrate it into policy formulation, and assess the

effectiveness of such policies in creating a safe and supportive learning environment for student recovery.

Specifically, this study will explore the leadership practices of principals in disaster-prone areas, the challenges they face in implementing trauma-informed principles, and the concrete forms of policies formulated for student protection. Therefore, this research is expected to enrich the scientific literature on trauma-informed educational leadership within the Indonesian context.

Method (منهج)

This research uses a qualitative design with a case study approach. The case study method is selected to explore deeply and comprehensively the practices of trauma-informed leadership in educational settings, particularly in schools located in disaster-affected areas. This approach enables the researcher to gain insights into the real-life context of school leadership, the decision-making process, and the challenges faced in formulating student protection policies after a disaster. According to Yin (2018), the case study method is ideal for answering "how" and "why" questions in complex phenomena such as leadership in post-disaster situations.

The research sites consist of several schools located in disaster-prone and disaster-affected regions in Indonesia. The selected schools have experienced major disasters such as earthquakes, floods, or other natural calamities within the last five years. Schools were purposively chosen based on criteria including their location in high-risk disaster zones and prior exposure to disaster events. This selection is expected to provide varied perspectives on how school leaders address student protection issues in the recovery phase.

The participants in this study include key stakeholders within the school environment. Primary informants consist of school principals who are directly involved in leadership and policy formulation. Additionally, teachers, school counselors, and students are included as supporting informants to obtain a more holistic understanding of how trauma-informed leadership is perceived and implemented at the grassroots level. The inclusion of students as participants is crucial to capturing their experiences and perceptions of post-disaster protection policies.

Data collection was conducted using multiple techniques to ensure the credibility and depth of findings. The main data collection technique is in-depth interviews with school principals, teachers, school counselors, and students. These interviews are semi-structured, allowing the researcher to explore specific themes while remaining open to unexpected insights. Interview questions focus on the leaders' understanding of trauma, the formulation process of protection policies, and the impact of these policies on the school environment.

In addition to interviews, this research involves direct observation of how trauma-informed leadership principles are practiced in schools. The observation focuses on school meetings related to policy formulation, student support activities, and interactions between school leaders and students in daily school life. The purpose of these observations is to see how theoretical knowledge about trauma-informed leadership is translated into real actions.

Document studies are also used as part of data triangulation. Relevant documents include school policies related to student protection post-disaster, strategic plans, minutes of meetings, counseling reports, and guidelines issued by local education authorities. The analysis of these documents aims to understand how far trauma considerations are embedded in formal school policies.

The data collected is then analyzed using thematic analysis. Thematic analysis, as explained

by Braun and Clarke (2006), is a flexible method for identifying, analyzing, and reporting patterns (themes) within qualitative data. Through this method, researchers can categorize data into themes related to trauma-informed leadership practices, challenges faced, and policy impacts on students.

Thematic coding begins with the process of familiarizing oneself with the data through repeated reading of interview transcripts, observation notes, and documents. Initial codes are then generated, followed by the grouping of codes into broader themes. Examples of potential themes include "leadership awareness of trauma," "policy design strategies," "stakeholder collaboration," and "obstacles to trauma-informed implementation."

To ensure the trustworthiness of the data, this study applies several validation strategies. These include triangulation of data sources (interviews, observations, and documents), member checking with participants to verify the accuracy of findings, and peer debriefing with fellow researchers. By applying these strategies, the researcher aims to enhance the credibility, transferability, dependability, and confirmability of the study (Lincoln & Guba, 1985).

Overall, this method section provides a rigorous qualitative framework to explore how trauma-informed leadership is integrated into student protection policies in schools affected by disasters. The combination of interviews, observations, and document analysis will enable a comprehensive understanding of leadership practices and policy development processes in the specific post-disaster educational context.

Result (نتائج)

Findings on Leadership Practices

The research found that school principals in disaster-affected areas have begun adopting trauma-informed principles in their leadership practices, though the level of implementation varies between schools. In several cases, principals demonstrated a strong awareness of the emotional and psychological challenges students face after a disaster. These leaders actively sought to create a trauma-sensitive school climate by prioritizing student well-being and embedding trauma awareness into daily routines and school interactions.

One of the key strategies employed was providing trauma-awareness training to teachers and staff. School leaders organized workshops and collaborated with mental health professionals to enhance teachers' capacity to identify trauma symptoms and apply supportive teaching methods. This initiative was crucial in equipping teachers to offer psychosocial support to students exhibiting signs of anxiety, withdrawal, or aggression following the disaster.

In certain schools, principals revised standard operating procedures (SOPs) to incorporate trauma-informed approaches, particularly in disciplinary actions and student counseling. For example, some schools eliminated punitive practices that could trigger trauma responses, opting instead for restorative practices that fostered emotional safety and empathy within the school environment.

Additionally, leaders implemented communication strategies grounded in empathy and reassurance. School leaders regularly met with students and parents to provide updates on recovery efforts and emphasize the school's commitment to student safety. This open and empathetic communication played a key role in rebuilding trust among students, parents, and school authorities.

However, despite these efforts, not all principals were fully equipped with the knowledge or resources to comprehensively implement trauma-informed leadership. Challenges such as limited training, lack of professional counselors, and insufficient funding were common obstacles to optimizing trauma-sensitive leadership practices across the studied schools.

Formulated Student Protection Policies

The study also revealed the types of student protection policies formulated in schools post-disaster. Several schools adopted formal policies aimed at safeguarding students' physical and psychological well-being. These policies included provisions such as establishing safe spaces or "healing rooms" on campus, where students could go when feeling emotionally overwhelmed.

Some schools incorporated clear protocols for the early identification and referral of trauma-affected students to counseling services. These policies mandated regular mental health assessments and outlined collaboration frameworks with local health agencies or NGOs specializing in trauma recovery for children. By formalizing these protocols, schools aimed to create a systematic and structured response to students' psychosocial needs.

Another significant aspect was the introduction of emergency response plans tailored for the post-disaster recovery phase. These plans outlined gradual steps for reopening schools, including phased student reintegration, reduced academic demands, and flexible scheduling to accommodate students still coping with trauma.

Schools also integrated child protection frameworks into their post-disaster policies. These frameworks included strong anti-bullying regulations, clear reporting mechanisms for cases of violence or harassment, and specific guidance for teachers on how to handle student behavior in a trauma-sensitive manner to prevent re-traumatization.

However, while these policies were documented formally, the study found inconsistencies in their implementation. In some schools, policies were consistently applied and monitored, while in others, implementation remained superficial or symbolic due to capacity limitations or lack of follow-up mechanisms.

The Role of Leaders in Policy Implementation

The role of school leaders in implementing student protection policies post-disaster was found to be critical. Principals not only functioned as policy-makers but also as role models who championed trauma-sensitive practices among staff. They ensured that teachers and other school personnel understood the importance of trauma-informed approaches and encouraged active participation in the recovery process.

School leaders also facilitated partnerships with external organizations such as local mental health agencies, NGOs, and disaster management bodies. These partnerships allowed schools to access additional resources and specialized services, including trauma counseling and peer support programs, which were essential for supporting students post-disaster.

Monitoring and evaluation were other key components of leadership roles. Principals established regular feedback sessions with teachers and students to assess the effectiveness of protection policies. Based on the feedback, adjustments were made to improve responsiveness and inclusivity, ensuring the policies addressed the evolving needs of students.

A critical aspect of leadership in this context was the creation of a caring and psychologically safe school culture. Leaders initiated peer mentoring programs and student support groups where students could share their experiences in a supportive setting. By promoting a sense of belonging and community, school leaders helped reduce the isolation and fear that students often experience after traumatic events.

Nevertheless, leaders continued to face several challenges, such as the lack of professional development opportunities on trauma-informed leadership. Some school principals highlighted the need for clearer and more structured guidance from education authorities to improve the consistency and effectiveness of trauma-sensitive policy implementation across disaster-affected schools.

Discussion (مناقشة)

Interpretation of Findings in Relation to Trauma-Informed Leadership Theory and Educational Policy

The findings of this study align with the core principles of trauma-informed leadership, particularly in the context of post-disaster recovery. According to Brunzell, Waters, and Stokes (2016), trauma-informed leadership emphasizes the creation of safe, supportive, and predictable environments to promote healing and resilience among students. The practices identified in this research, such as the establishment of safe spaces, implementation of restorative disciplinary procedures, and provision of trauma-awareness training for teachers, reflect key aspects of this framework. The study's results also demonstrate how school leaders adapted their leadership approaches to prioritize student well-being, an essential tenet of trauma-informed theory.

Additionally, the findings provide insight into how trauma-informed leadership principles were integrated into formal school policies post-disaster. Consistent with Cole et al. (2013), who highlighted the need for systemic change through policies that account for trauma, this research found that several schools institutionalized trauma-sensitive protocols, such as mental health screenings and flexible academic scheduling. These policy shifts underscore the role of educational leadership in bridging the gap between trauma theory and practical, school-wide interventions.

Furthermore, the study reveals the challenges faced by leaders in fully operationalizing trauma-informed approaches, echoing concerns raised by Crosby, Day, and Somers (2019) about the limited resources and professional development opportunities available to school leaders in disaster-affected contexts. The limited capacity in some schools to enforce trauma-informed policies consistently suggests the need for more robust support from education authorities.

The research also reinforces the idea that leadership commitment is crucial in transforming trauma-informed principles from theoretical concepts into actionable policies (Crosby et al., 2019). In schools where principals were proactive and resourceful, trauma-informed policies were not only adopted but actively practiced. This finding strengthens the argument that leadership quality significantly influences how effectively trauma-informed frameworks are embedded in school settings.

Lastly, the research confirms that trauma-informed leadership does not only impact policy but also shapes the culture and climate of the school. By fostering open communication, empathy, and trust, school leaders created environments conducive to psychological healing, consistent with the findings of Brunzell et al. (2016) on the relational aspects of trauma-informed practice.

Relationship Between Trauma-Informed Leadership Practices and Students' Psychosocial Recovery

The results of this study indicate that trauma-informed leadership practices significantly contribute to the psychosocial recovery of students in disaster-affected areas. Schools that implemented trauma-informed policies—such as safe spaces, mental health services, and peer support groups—created environments where students could process their trauma in a secure and supportive setting. This is consistent with the work of Overstreet and Chafouleas (2016), who argue that trauma-sensitive environments enhance students' emotional regulation and resilience.

Moreover, the role of school leaders in promoting restorative practices and fostering empathy among staff had a direct positive effect on student well-being. As suggested by Dorado et al. (2016), when school leaders model and support trauma-informed approaches, they reduce the likelihood of re-traumatization and create a climate where students feel valued and heard. The findings show that students in schools with proactive trauma-informed leadership reported

lower levels of anxiety and social withdrawal.

The research also found that trauma-informed leadership practices facilitated smoother reintegration processes for students returning to school post-disaster. Consistent with Cole et al. (2013), flexible scheduling and reduced academic pressure allowed students to gradually re-adapt to the school environment without feeling overwhelmed. This finding highlights the importance of leadership-driven policies in balancing academic demands with students' emotional needs.

In addition, collaboration between school leaders and external mental health providers played a vital role in extending psychosocial support beyond the school's internal resources. This aligns with the recommendations by Crosby et al. (2019), who emphasize the necessity of multi-agency partnerships to address the complex needs of trauma-affected students. The partnerships observed in this study ensured that students received specialized care when needed.

Finally, while the research identified positive outcomes, it also highlights ongoing gaps in leader training and systemic support. Without comprehensive training on trauma-informed leadership, some school leaders were unable to fully capitalize on the benefits of these approaches. This reinforces the findings of Overstreet and Chafouleas (2016), who stress the need for ongoing professional development to sustain trauma-sensitive practices in schools.

The findings of this study align with the core principles of trauma-informed leadership, particularly in the context of post-disaster recovery. According to Brunzell, Waters, and Stokes (2016), trauma-informed leadership emphasizes the creation of safe, supportive, and predictable environments to promote healing and resilience among students. The practices identified in this research, such as the establishment of safe spaces, implementation of restorative disciplinary procedures, and provision of trauma-awareness training for teachers, reflect key aspects of this framework. The study's results also demonstrate how school leaders adapted their leadership approaches to prioritize student well-being, an essential tenet of trauma-informed theory.

Additionally, the findings provide insight into how trauma-informed leadership principles were integrated into formal school policies post-disaster. Consistent with Cole et al. (2013), who highlighted the need for systemic change through policies that account for trauma, this research found that several schools institutionalized trauma-sensitive protocols, such as mental health screenings and flexible academic scheduling. These policy shifts underscore the role of educational leadership in bridging the gap between trauma theory and practical, school-wide interventions.

Furthermore, the study reveals the challenges faced by leaders in fully operationalizing trauma-informed approaches, echoing concerns raised by Crosby, Day, and Somers (2019) about the limited resources and professional development opportunities available to school leaders in disaster-affected contexts. The limited capacity in some schools to enforce trauma-informed policies consistently suggests the need for more robust support from education authorities.

The research also reinforces the idea that leadership commitment is crucial in transforming trauma-informed principles from theoretical concepts into actionable policies (Crosby et al., 2019). In schools where principals were proactive and resourceful, trauma-informed policies were not only adopted but actively practiced. This finding strengthens the argument that leadership quality significantly influences how effectively trauma-informed frameworks are embedded in school settings.

Lastly, the research confirms that trauma-informed leadership does not only impact policy but also shapes the culture and climate of the school. By fostering open communication, empathy, and trust, school leaders created environments conducive to psychological healing, consistent with the findings of Brunzell et al. (2016) on the relational aspects of trauma-informed practice.

Relationship Between Trauma-Informed Leadership Practices and Students' Psychosocial Recovery

The results of this study indicate that trauma-informed leadership practices significantly contribute to the psychosocial recovery of students in disaster-affected areas. Schools that implemented trauma-informed policies—such as safe spaces, mental health services, and peer support groups—created environments where students could process their trauma in a secure and supportive setting. This is consistent with the work of Overstreet and Chafouleas (2016), who argue that trauma-sensitive environments enhance students' emotional regulation and resilience.

Moreover, the role of school leaders in promoting restorative practices and fostering empathy among staff had a direct positive effect on student well-being. As suggested by Dorado et al. (2016), when school leaders model and support trauma-informed approaches, they reduce the likelihood of re-traumatization and create a climate where students feel valued and heard. The findings show that students in schools with proactive trauma-informed leadership reported lower levels of anxiety and social withdrawal.

The research also found that trauma-informed leadership practices facilitated smoother reintegration processes for students returning to school post-disaster. Consistent with Cole et al. (2013), flexible scheduling and reduced academic pressure allowed students to gradually re-adapt to the school environment without feeling overwhelmed. This finding highlights the importance of leadership-driven policies in balancing academic demands with students' emotional needs.

In addition, collaboration between school leaders and external mental health providers played a vital role in extending psychosocial support beyond the school's internal resources. This aligns with the recommendations by Crosby et al. (2019), who emphasize the necessity of multi-agency partnerships to address the complex needs of trauma-affected students. The partnerships observed in this study ensured that students received specialized care when needed.

Finally, while the research identified positive outcomes, it also highlights ongoing gaps in leader training and systemic support. Without comprehensive training on trauma-informed leadership, some school leaders were unable to fully capitalize on the benefits of these approaches. This reinforces the findings of Overstreet and Chafouleas (2016), who stress the need for ongoing professional development to sustain trauma-sensitive practices in schools.

Critical Analysis of Challenges Faced by School Leaders in Policy Implementation

The research identifies several critical challenges faced by school leaders when implementing trauma-informed protection policies. One of the most significant barriers is the lack of sufficient professional development programs focused on trauma-informed leadership. This finding echoes Crosby et al. (2019), who reported that school leaders often lack the necessary training to fully understand and apply trauma-sensitive strategies in post-disaster educational settings.

Another challenge is the limited availability of mental health professionals within schools, particularly in rural or disaster-prone areas. Similar concerns were raised by Dorado et al. (2016), who emphasized that without adequate counseling resources, trauma-affected students may not receive the timely and specialized support they need, thereby reducing the effectiveness of trauma-informed policies.

Financial constraints also emerged as a recurring issue. Many schools in disaster-affected regions operate with limited budgets, which hinders their ability to develop comprehensive trauma-responsive programs or to upgrade facilities to create safe spaces. This aligns with the findings of Brunzell et al. (2016), who highlighted funding limitations as a common obstacle in implementing trauma-sensitive interventions at the institutional level.

Finally, the lack of systemic coordination between schools and external agencies remains a challenge. While some school leaders successfully formed partnerships, others struggled due to bureaucratic hurdles and inconsistent support from local authorities. Overstreet and Chafouleas (2016) similarly noted that fragmented service delivery networks often undermine the holistic implementation of trauma-informed practices.

Implications for Educational Policy in Disaster-Prone Regions

The study's findings underscore the urgent need for policymakers to develop frameworks that support trauma-informed leadership, particularly in disaster-prone regions. Policies should mandate trauma-awareness training for school leaders and staff, aligning with recommendations by Cole et al. (2013) to institutionalize trauma-sensitive practices at all levels of the education system.

In addition, education policies should allocate dedicated funding streams for mental health services and infrastructure improvements in schools vulnerable to natural disasters. Such measures would enable schools to establish safe spaces, hire qualified counselors, and offer psychosocial programs, as suggested by Dorado et al. (2016).

The study also highlights the importance of multi-sectoral collaboration between education departments, health services, and disaster management agencies. Policies must formalize inter-agency cooperation to ensure comprehensive and coordinated trauma recovery efforts for affected students (Crosby et al., 2019).

Lastly, the integration of trauma-informed leadership into national education standards would help create uniformity in how schools address the psychosocial needs of students after disasters. Overstreet and Chafouleas (2016) advocate for such systemic reforms to strengthen resilience among students and school communities facing recurrent crises.

Conclusion (خاتمة)

Trauma-informed leadership plays a crucial role in shaping effective protection policies for students in post-disaster contexts. This study emphasizes that school leaders who adopt trauma-sensitive approaches contribute significantly to fostering safe, supportive, and responsive school environments, which are vital for the psychosocial recovery of affected students. The findings suggest that such leadership practices are essential in regions prone to disasters, where schools become central spaces for healing and resilience-building. Despite various challenges, including resource limitations and systemic barriers, trauma-informed leadership has the potential to transform educational policies into frameworks that prioritize student well-being, safety, and recovery.

Acknowledgment (شكر وتقدير)

I would like to express my sincere gratitude to all the school leaders, teachers, counselors, and students who participated in this research. Their insights and experiences were invaluable in shaping the outcomes of this study. I also extend my appreciation to my academic mentors and colleagues for their guidance and support throughout the research process.

Bibliography (مراجع)

- Alisic, E., Zalta, A. K., Van Wesel, F., Larsen, S. E., Hafstad, G., Hassanpour, K., & Smid, G. E. (2014). Rates of post-traumatic stress disorder in trauma-exposed children and adolescents: meta-analysis. *The British Journal of Psychiatry*, 204(5), 335-340.
- Anderson, J. (2008). *Principles of Constructivist Language Learning: A Practical Guide for Educators*. Routledge.
- Berger, E. (2019). *Trauma-Informed Practices in Schools: Developing Systems for Safe, Supportive, and Effective Learning Environments*. Routledge.
- BNPB. (2022). *Data Bencana Alam Indonesia 2021-2022*. Badan Nasional Penanggulangan Bencana.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brunzell, T., Waters, L., & Stokes, H. (2016). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology*, 20, 63-83.
- Brunzell, T., Waters, L., & Stokes, H. (2016). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology*, 20(1), 63-83.
- Brunzell, T., Waters, L., & Stokes, H. (2016). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology*, 20(1), 63-83.
- Chafouleas, S. M., Johnson, A. H., Overstreet, S., & Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. *School Mental Health*, 8(1), 144-162.
- Cole, S. F., Eisner, A., Gregory, M., Ristuccia, J., & Craig, S. (2013). Helping traumatized children learn II: Creating and advocating for trauma-sensitive schools. Massachusetts Advocates for Children.
- Cole, S. F., Eisner, A., Gregory, M., Ristuccia, J., & Craig, S. (2013). Helping traumatized children learn II: Creating and advocating for trauma-sensitive schools. Massachusetts Advocates for Children.
- Crosby, S. D., Day, A. G., & Somers, C. L. (2019). School leader perspectives on trauma-informed practice: A qualitative study. *Children & Schools*, 41(4), 237-245.
- Crosby, S. D., Day, A. G., & Somers, C. L. (2019). School leader perspectives on trauma-informed practice: A qualitative study. *Children & Schools*, 41(4), 237-245.
- Day, A., Somers, J., Bartram, M., & McKenna, M. (2017). The effectiveness of trauma-informed education in improving outcomes for students affected by trauma. *Children Australia*, 42(3), 179-184.
- Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health*, 8(1), 163-176.
- Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health*, 8(1), 163-176.
- Fitrianto, I. (2019). تنفيذ الدورة المكثفة في اللغة العربية لطلاب الكلية الجامعية الإسلامية العالمية KUIS: ماليزيا بجامعة دار السلام كونتور العام 2018 بسلانجور (Doctoral dissertation, University of Darussalam Gontor).
- Fitrianto, I. (2024). Critical Reasoning Skills: Designing an Education Curriculum Relevant to Social and Economic Needs. *International Journal of Post Axial: Futuristic Teaching and Learning*, 245-258.
- Fitrianto, I. (2024). Innovation and Technology in Arabic Language Learning in Indonesia: Trends and Implications. *International Journal of Post Axial: Futuristic Teaching and Learning*, 134-150.
- Fitrianto, I. (2024). Strategi Guru Pai Dalam Mengatasi Kesulitan Belajar Pada Mata Pelajaran Hadis Kelas 8 MTS Ibadurrahman Subaim. *IJER: Indonesian Journal of Educational Research*, 356-363.
- Fitrianto, I., & Abdillah, F. M. (2018). MODEL PEMBELAJARAN PROGAM PEMANTAPAN BAHASA ARAB DAN SHAHSIAH (KEMBARA) KE 4 MAHASISWA KOLEJ UNIVERSITI ISLAM ANTAR BANGSA SELANGOR (KUIS) TAHUN 2018. University of Darussalam Gontor 15-16 September 2018, 121.
- Fitrianto, I., & Hamid, R. (2024). Morphosemantic Changes in the Arabic Language in the Social Media Era: A Study of Neologisms and Their Impact on Youth Communication/ التغيرات المورفوسيميائية في اللغة العربية

- في عصر وسائل التواصل الاجتماعي: دراسة حول النيو لوجيزم وتأثيرها على تواصل الشباب. *IJAS: International Journal of Arabic Studies*, 1(1 September), 25-39.
- Fitrianto, I., & Saif, A. (2024). The role of virtual reality in enhancing Experiential Learning: a comparative study of traditional and immersive learning environments. *International Journal of Post Axial: Futuristic Teaching and Learning*, 97-110.
- Fitrianto, I., Hamid, R., & Mulalic, A. (2023). The effectiveness of the learning strategy" think, talk, write" and snowball for improving learning achievement in lessons insya'at Islamic Boarding School Arisalah. *International Journal of Post Axial: Futuristic Teaching and Learning*, 13-22.
- Fitrianto, I., Setyawan, C. E., & Saleh, M. (2024). Utilizing Artificial Intelligence for Personalized Arabic Language Learning Plans. *International Journal of Post Axial: Futuristic Teaching and Learning*, 30-40.
- Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., ... & Layne, C. M. (2008). Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice. *Professional Psychology: Research and Practice*, 39(4), 396.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Mutch, C. (2015). Leadership in times of crisis: Dispositional, relational and situational influences on school principals' actions. *International Journal of Disaster Risk Reduction*, 14, 186-194.
- Overstreet, S., & Chafouleas, S. M. (2016). Trauma-informed schools: Introduction to the special issue. *School Mental Health*, 8(1), 1-6
- Overstreet, S., & Chafouleas, S. M. (2016). Trauma-informed schools: Introduction to the special issue. *School Mental Health*, 8(1), 1-6.
- Peek, L., Abramson, D. M., Cox, R. S., Fothergill, A., & Tobin, J. (2018). Children and disasters. In *Handbook of Disaster Research* (pp. 243-262). Springer.
- Shields, M. E., Hennessy, E. A., & Perry, D. L. (2020). Child trauma-informed education: Implications for schools and school leaders. *Children & Schools*, 42(4), 203-211.
- Susanti, A., & Rachmawati, M. (2020). Trauma healing pada anak korban bencana melalui layanan bimbingan kelompok. *Jurnal Psikologi Ulayat*, 7(1), 1-16.
- Walker, S. C., Van Wyk, J., & Tonmyr, L. (2019). Child welfare trauma training and its impact on organizational and practitioner knowledge and attitudes: A systematic review. *Child Abuse & Neglect*, 95, 104036.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.