JPIS JURNAL PENDIDIKAN ILMU SOSIAL
p-ISSN: 1412-3835
e-ISSN: 2541-4569
VOL 36, NO.1, JUN 2026

BUILDING DISASTER PRACTITIONER COMPETENCIES THROUGH COMMUNITY-BASED EXPERIENTIAL INTERNSHIP IN THE MOUNT MERAPI REGION

Napsiah[1], Sabine Brombach[2]
[1] Sociology Study Program, Faculty of Social Sciences and Humanities, UIN Sunan Kalijaga, Indonesia
[2] Faculty of Social Work, Ostfalia University of Applied Sciences – Braunschweig/Wolfenbüttel, Wolfenbüttel, Germany
email: napsiah@uin-suka.ac.id

ABSTRACT

This study examines how higher education can support the development of students' emerging competencies as prospective disaster practitioners through a community-based experiential internship. Focusing on the Sociology Study Program of UIN Sunan Kalijaga Yogyakarta, this study analyzes the implementation of disaster education in Pakembinangun Village, a buffer village in the Mount Merapi disaster-prone region. This research employed a qualitative descriptive approach. Data were collected through focus group discussions, semi-structured interviews, field observations, and secondary documents, including relevant literature, curriculum-related materials, and local government documents. The participants included students, lecturers, village officials, community leaders, and residents involved in disaster preparedness activities. Data were analyzed using the interactive model of Miles, Huberman, & Saldaña, consisting of data reduction, data display, and conclusion drawing/verification. The findings show that the internship connected classroom-based disaster sociology with field-based learning through disaster mapping, community-based disaster management, early warning awareness, psychosocial-spiritual support, and economic empowerment activities. Through these activities, the internship supported the early development of students' emerging competencies related to foundational disaster knowledge, disaster risk literacy, institutional awareness, community facilitation, collaborative problem-solving, psychosocial sensitivity, and recovery-oriented engagement. These competencies were shaped through the interaction between curriculum-based preparation, lecturer supervision, village-based mentoring, practitioner guidance, local disaster institutions, and community participation. This study contributes to disaster education scholarship by proposing a community-based experiential internship model as an initial pathway for preparing prospective disaster practitioners in higher education. It suggests that disaster education should move beyond knowledge transmission toward structured field learning that integrates curriculum, community engagement, local institutional learning, and locally grounded disaster preparedness.

JPIS JURNAL PENDIDIKAN ILMU SOSIAL
p-ISSN: 1412-3835
e-ISSN: 2541-4569
VOL 36, NO.1, JUN 2026

Keywords: *Community resilience, disaster education, disaster preparedness, experiential internship, Mount Merapi*

Received: *22 Mei 2026*
Accepted: *15 Juni 2026*
Published: *20 Juni 2026*

INTRODUCTION

Higher education has a strategic role in preparing students to respond to increasingly complex social and ecological challenges. In disaster-prone countries such as Indonesia, universities are expected not only to transfer knowledge but also to develop students' practical capacities, social sensitivity, and preparedness to engage with vulnerable communities. Disaster risks require graduates who can understand hazards, interpret community vulnerability, communicate risk, and participate in collaborative preparedness and recovery efforts. For this reason, disaster education in higher education should not be limited to classroom instruction, but should also provide students with opportunities to learn directly from disaster-prone communities and disaster management actors.

The role of universities in disaster education is particularly important because disasters are not merely natural events. They are also social processes shaped by vulnerability, local knowledge, institutional preparedness, community participation, and access to resources. Students who study disasters only through theoretical explanation may understand disaster concepts, but they may not develop the practical judgement and social empathy required in real disaster contexts. Therefore, higher education needs learning models that connect academic knowledge with field experience, especially in communities that live with recurring disaster risks.

In Indonesia, disaster education has been introduced through various forms of curricular and extracurricular activities, including disaster-related courses, thematic community service programs, volunteer activities, seminars, workshops, and field-based programs. These initiatives have raised students' awareness of disaster risk and community preparedness. However, many of them remain temporary, fragmented, or activity-oriented. They are not always designed as structured academic pathways for developing students' competencies as prospective disaster practitioners. Previous studies have discussed disaster literacy, disaster risk reduction education, school-based preparedness, community resilience, and the integration of disaster knowledge into education (Amri, 2017; Sheehy et al., 2024; Aiyub Kadir & Nurdin, 2022; Tyas et al., 2025). Nevertheless, limited attention has been given to how higher education programs systematically connect disaster-related curricula, field-based learning, and community collaboration to prepare students for practical roles in disaster management.

This gap is also relevant to the development of Indonesian higher education policy. The Independent Learning–Independent Campus policy, or Merdeka Belajar Kampus Merdeka (MBKM), encourages universities to provide students with learning experiences outside campus and to strengthen the relationship between academic learning and real-world social needs (Directorate General of Higher Education, 2020; Wulandari et al., 2022; Mufanti et al., 2024). In this policy context, field-based learning becomes an important mechanism for enabling students to experience social problems directly and to apply disciplinary knowledge in practical settings. Disaster education is one field in which MBKM can be meaningfully implemented because disaster management requires interdisciplinary knowledge, community engagement, and collaboration with local institutions.

Experiential learning provides a useful theoretical foundation for understanding this process. Kolb's experiential learning theory emphasizes that learning takes place through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2015). In disaster education, this means that students not only learn about disaster concepts in the classroom, but also observe disaster-prone environments, interact with community members, reflect on local preparedness practices, and participate in activities that strengthen community resilience. Experiential learning is therefore relevant for developing students' cognitive, affective, and practical competencies in disaster management.

The Sociology Study Program of UIN Sunan Kalijaga Yogyakarta provides an important case for examining this issue. Through the Sociology of Disaster course, students are introduced to sociological perspectives on disaster, vulnerability, resilience, community preparedness, and disaster management. The course is not only designed to provide theoretical knowledge, but also to connect students with field-based learning through internship activities in disaster-prone communities. This approach reflects an effort to integrate curriculum, experiential learning, and community engagement in order to prepare students to understand disaster as both a social and ecological phenomenon.

The internship program places students in direct interaction with village institutions, disaster preparedness actors, and residents living in disaster-prone areas. In this context, students are not positioned merely as passive learners or observers. They are encouraged to learn from community experience, participate in preparedness-related activities, and understand how disaster management practices are organized at the local level. This is important because prospective disaster practitioners require more than technical knowledge. They also need risk literacy, communication skills, capacity for community facilitation, collaborative problem-solving, psychosocial sensitivity, and awareness of post-disaster recovery processes.

The Mount Merapi region is a highly relevant empirical context for this study. Merapi is one of Indonesia's most active volcanoes and has shaped long-term community adaptation, local knowledge, disaster preparedness, and institutional

coordination in the surrounding areas (Lavigne et al., 2008; Mei et al., 2013; Surono et al., 2012). Communities living around Merapi have developed various strategies to coexist with volcanic risk, including preparedness for evacuation, social networks, religious and cultural practices, and collaboration with government and community-based disaster institutions. For students, the Merapi region serves as a living social and ecological laboratory where disaster management can be learned through direct engagement with communities with long experience in confronting volcanic hazards.

This study focuses on the internship program conducted in Pakembinangun Village, one of the buffer villages in the Mount Merapi disaster-prone region. The program included learning activities on disaster mapping, community-based disaster management, disaster-resilient village practices, early warning awareness, disaster management procedures, psychosocial and spiritual support, and economic empowerment. These activities show that disaster education in higher education can be designed not only to increase students' disaster knowledge, but also to support the development of practical and social competencies needed by prospective disaster practitioners. The original manuscript already shows that the program involved curriculum-based learning, a 4-month internship, collaboration with village actors, and student participation in community preparedness and empowerment activities.

The novelty of this study lies in its focus on the relationship between disaster-related curriculum, community-based experiential internship, and the development of students' emerging competencies as prospective disaster practitioners. Unlike previous studies that primarily emphasize disaster education as literacy, school-based preparedness, policy implementation, or general community resilience, this study examines how a higher education program translates disaster education into structured field learning in a disaster-prone community. The study, therefore, contributes to disaster education scholarship by proposing a community-based experiential internship model as a pathway for preparing prospective disaster practitioners in Indonesian higher education.

This study is also important because it shifts the discussion of higher education graduate profiles beyond the commonly discussed entrepreneurial orientation. While many studies have examined how universities prepare entrepreneurial graduates, fewer studies have examined how universities can prepare graduates for disaster-related professional and community roles. In disaster-prone societies, this issue is urgent because universities are expected to produce graduates who are not only employable but also socially responsive, resilient, and able to contribute to disaster risk reduction and community recovery.

Based on this background, this study aims to: (1) analyze how the Sociology Study Program integrates disaster education into curriculum-based field learning; (2) examine how community-based internship supports students' learning in disaster preparedness and community resilience; and (3) formulate a community-

based experiential internship model for developing students' competencies as prospective disaster practitioners.

RESEARCH METHOD

This study employed a qualitative descriptive approach to examine how higher education supports the development of students' emerging competencies as prospective disaster practitioners through a community-based experiential internship. This approach was chosen because the study aimed to understand the implementation of disaster education, student field learning, and community-based disaster preparedness practices from the perspectives of actors directly involved in the internship program (Creswell & Poth, 2018).

The research was conducted in Pakembinangun Village, a buffer village in the Mount Merapi disaster-prone region and part of the Merapi Sister Village program. This location was selected purposively because it provides a relevant context for examining community-based disaster preparedness and student experiential learning. Pakembinangun Village has been involved in disaster preparedness activities related to Mount Merapi and served as the field site for students participating in the Sociology of Disaster internship program.

The participants in this study included students from the Sociology Study Program of UIN Sunan Kalijaga Yogyakarta who participated in the disaster internship program, lecturers involved in the course and internship supervision, village officials, community leaders, and residents involved in disaster preparedness activities. The Sociology of Disaster course was attended by 30 students, and 10 students participated in the MBKM-based disaster internship in Pakembinangun Village. Informants were selected using purposive sampling based on three criteria: direct involvement in the internship program or disaster preparedness activities, knowledge of community-based disaster management in the Mount Merapi region, and willingness to provide information relevant to the research objectives.

Primary data were collected through focus group discussions, semi-structured interviews, and field observations. Focus group discussions were used to explore the structure of the internship program, the forms of student field learning, and the collaboration between the university and village actors. Semi-structured interviews were conducted with selected participants to obtain deeper information about students' learning experiences, their roles in disaster preparedness activities, and the competencies perceived to develop during the internship. Field observations were conducted during internship-related activities to record contextual information, interaction patterns, mentoring processes, and community preparedness practices that could not be fully captured through interviews or discussions.

Secondary documents were used to support and contextualize the primary data. These documents included relevant scientific literature, books, curriculum-related materials, internship-related materials, and local government documents related to disaster preparedness and community-based disaster management. These

materials were used as comparative and contextual sources to strengthen the interpretation of field findings, particularly in relation to curriculum-based learning, the MBKM framework, disaster-prone area mapping, disaster-resilient village practices, and community-based preparedness.

Data analysis was conducted using the interactive model of Miles, Huberman, & Saldaña (2014), which consists of data reduction, data display, and conclusion drawing/verification. In the data reduction stage, data from focus group discussions, semi-structured interviews, field observations, and secondary documents were selected, organized, and coded according to the research objectives. The coding process focused on repeated patterns related to curriculum integration, experiential internship, university–village collaboration, student roles, disaster risk awareness, community-based disaster preparedness, psychosocial-spiritual support, economic empowerment, and emerging disaster-related competencies.

In the data display stage, the coded data were organized into thematic narratives and analytical matrices. This stage was used to trace the relationship between internship activities, field-learning processes, local actors, supporting materials, and students' emerging competencies. The display of data helped clarify how curriculum-based preparation, village-based mentoring, practitioner guidance, community interaction, and exposure to local preparedness and recovery practices contributed to students' learning as prospective disaster practitioners.

In the conclusion drawing and verification stage, the emerging themes were reviewed repeatedly and compared across participant groups, data collection techniques, and supporting documents. This process was used to ensure that the interpretation remained consistent with the field data and with the overall focus of the study. The verification process also helped distinguish between the internship as an initial learning pathway and the broader process of professional competency formation, which requires longer and repeated field engagement.

To strengthen the credibility and trustworthiness of the findings, this study applied source triangulation and technique triangulation. Source triangulation was conducted by comparing information from students, lecturers, village officials, community leaders, and residents. Technique triangulation was conducted by comparing data obtained from focus group discussions, semi-structured interviews, field observations, and secondary documents. The researchers also reviewed field notes, interview summaries, and relevant documents to ensure that the interpretation remained consistent with the empirical data. These procedures were used to improve the credibility, dependability, and confirmability of the qualitative findings.

Ethical considerations were observed throughout the research process. Participants were informed about the purpose of the study, and their participation was voluntary. Informants' identities were anonymized in the presentation of findings. The data were used only for academic purposes and interpreted carefully to avoid misrepresenting the perspectives of students, village actors, and community members involved in disaster preparedness activities.

RESULTS AND DISCUSSION

RESULTS

Curriculum-Based Efforts to Develop Prospective Disaster Practitioners

The findings show that the effort to develop students as prospective disaster practitioners was initiated through curriculum design and strengthened through field-based learning. In the Sociology Study Program of UIN Sunan Kalijaga Yogyakarta, disaster education was institutionalized through the Sociology of Disaster course. This course became an academic entry point for introducing students to disaster-related issues, including disaster vulnerability, mitigation, community resilience, disaster preparedness, and post-disaster recovery. The course was not designed only as a theoretical subject, but also as a pathway for linking sociological knowledge with practical disaster management experience.

The Sociology of Disaster course is a three-credit course offered to sixth-semester students. Students taking this course had previously completed research methods and sociological theory courses. This sequence is important because it ensured that students had already obtained basic conceptual and methodological knowledge before entering disaster-related field learning. Through this arrangement, students were expected to understand disaster not only as a natural event, but also as a social phenomenon involving community vulnerability, institutional preparedness, social relations, and recovery capacity.

The implementation of the course was also aligned with the Merdeka Belajar Kampus Merdeka learning framework. Within this framework, students were encouraged to gain learning experiences outside the classroom and to interact directly with social institutions and communities. The internship component became the main mechanism through which the Sociology of Disaster course moved beyond classroom-based learning. In this sense, the study program's effort to develop prospective disaster practitioners was not limited to curriculum formulation, but was realized through direct field exposure in a disaster-prone community.

The field-based component was conducted through an internship in Pakembinangun Village, a village located in the Mount Merapi disaster-prone region and connected to the Sister Village program. The village was selected because it provides a relevant learning context for students to understand local disaster preparedness practices, community-based mitigation, and institutional collaboration in anticipating Merapi eruptions. Through this site, students were able to observe how disaster preparedness is organized at the village level and how local actors respond to volcanic risk.

The internship lasted four months. Before the internship began, students received classroom-based preparation from the course lecturer. This preparation included theoretical briefing, explanation of learning objectives, assessment mechanisms, and agreement between students, lecturer, and the internship provider. This initial stage was important because it provided academic direction and clarified the responsibilities of each party involved in the internship. The

learning contract also became a basis for the formal agreement between the university and the internship site, ensuring that the program was not merely an informal student activity but part of a structured academic process.

The Sociology of Disaster course involved 30 students, of whom 10 participated in the MBKM-based disaster internship in Pakembinangun Village. These students were directed to participate in village-based disaster preparedness learning and to engage with local actors involved in disaster management. Their participation indicates that the internship functioned as a selective field-learning pathway for students who were interested in developing disaster-related competencies. The students were not only placed in the village, but were also guided to follow the program structure and learn directly from disaster practitioners and community actors.

The internship was supported by village-based mentors and the course lecturer. Three local mentors were actively involved in accompanying the students during the internship, providing field direction, explaining local disaster preparedness mechanisms, and guiding students in understanding the practical aspects of community-based disaster management. The presence of the course lecturer remained important to maintain the academic orientation of the program, while the village mentors provided practical knowledge based on local experience. This combination of academic supervision and practitioner guidance became a key feature of the internship model.

This finding indicates that the study program's effort to develop prospective disaster practitioners was built through three connected layers. The first layer was curriculum integration, represented by the Sociology of Disaster course. The second layer was institutional collaboration, represented by the agreement and coordination between the university and Pakembinangun Village. The third layer was experiential learning, represented by students' participation in a four-month internship under the guidance of lecturers and local practitioners. Together, these layers created a structured pathway through which students could begin to develop disaster-related knowledge, field awareness, and practical orientation.

Therefore, the study program's effort should not be understood simply as adding a disaster-related course to the curriculum. Rather, it represents an attempt to connect curriculum, field practice, institutional partnership, and community engagement. Through this structure, students were introduced to the roles and responsibilities associated with disaster-related community work. The internship provided them with early exposure to the competencies required of prospective disaster practitioners, including risk awareness, understanding of local preparedness institutions, ability to communicate with community actors, and sensitivity to the social conditions of disaster-prone communities.

University–Village Collaboration in the Mount Merapi Buffer Area

Pakembinangun Village became a central field site for the internship because of its position as a buffer village in the Mount Merapi disaster-prone region. Within the

local disaster preparedness system, Pakembinangun functions as part of the Sister Village, or locally known as the Brother Village, scheme. This scheme connects villages that are directly exposed to eruption risks with supporting villages that can provide shelter, facilities, and coordination support during emergencies. In this context, Pakembinangun Village serves as a supporting village for Hargobinangun Village, which is more directly exposed to potential impacts of Merapi eruptions.

The selection of Pakembinangun Village as an internship location was therefore not incidental. The village offered students a relevant field setting to observe how disaster preparedness is organized beyond the classroom. As a buffer village, Pakembinangun has facilities, local institutions, and community preparedness experiences that are useful for understanding disaster management in the Merapi region. Through this site, students were able to learn that disaster preparedness is not only about technical evacuation procedures, but also about inter-village cooperation, institutional readiness, community facilities, and social coordination before, during, and after a disaster.

The collaboration between the university and Pakembinangun Village began with an internship acceptance and orientation process. At this stage, the university explained the objectives of the internship program, the expected learning outcomes, and the relevance of the program to the Sociology of Disaster course. Village actors, in turn, introduced students to the local disaster preparedness context, the village's role in the Sister Village scheme, and the practical knowledge students needed to understand before engaging in field activities. This initial orientation was important because it created shared expectations between students, lecturers, village practitioners, and local institutions.

The internship was designed as a collaborative learning process involving academic and practitioner-based guidance. The university contributed through curriculum preparation, student briefing, academic supervision, and assessment. Pakembinangun Village contributed through field orientation, practitioner-led sessions, local disaster knowledge, and direct exposure to community-based preparedness practices. This arrangement allowed students to learn from both academic and local-practical sources of knowledge. It also positioned the village not merely as a research location, but as a learning partner in the formation of students' disaster-related competencies.

The structure of the internship activities is presented in Table 1.

Table 1.
Structure of Internship-Based Disaster Learning in Pakembinangun Village

No.	Learning Activity	Main Facilitator
1.	Theoretical and practical student briefing	Lecturer
2.	Student orientation and internship deployment in Pakembinangun Village	Lecturer and practitioner
3.	Disaster mapping in the Merapi region	Practitioner
4.	Community-based disaster management	Practitioner
5.	Concept of disaster-resilient village for Merapi eruption preparedness	Practitioner

No.	Learning Activity	Main Facilitator
6.	Disaster resilience socialization in the mosque area on the Merapi slope	Practitioner
7.	Mapping of Sister Village relations	Practitioner
8.	Structural disaster mitigation	Practitioner
9.	Disaster management standard operating procedures and early warning system awareness	Practitioner
10.	Formation of disaster preparedness team for Merapi eruption	Practitioner
11.	Stages of Sister Village implementation	Practitioner
12.	Long-term planning for Sister Village preparedness	Practitioner
13.	Internship report writing	Student

Table 1 shows that the internship was organized through a sequence of learning activities that moved from classroom preparation to practitioner-led field learning and student reflection. The first stage consisted of theoretical and practical briefing by the lecturer. This stage provided students with an academic foundation before entering the field. The second stage involved student orientation and deployment in Pakembinangun Village, where students were introduced to the local disaster preparedness context. The next stages exposed students to technical and community-based aspects of disaster management, including disaster mapping, community-based disaster management, disaster-resilient village concepts, structural mitigation, standard operating procedures, early warning systems, disaster preparedness teams, and Sister Village planning.

The table also shows that the internship relied heavily on practitioner knowledge. Most learning activities were facilitated by local practitioners because they had direct experience in managing preparedness practices in the Merapi region. This is important because disaster education cannot rely only on classroom knowledge. Students need to understand how disaster preparedness is practiced by local actors, how risk information is communicated, and how village institutions organize community response. Through practitioner-led sessions, students were exposed to disaster management as a lived and institutional practice.

At the same time, the role of the lecturer remained important in maintaining the academic orientation of the internship. The lecturer provided conceptual guidance, connected field activities with the Sociology of Disaster course, and ensured that students' activities remained aligned with the learning objectives. The final report-writing stage required students to reflect on their field experience and translate practical learning into academic documentation. This stage helped students connect what they observed in the village with the concepts learned in class.

The collaboration between UIN Sunan Kalijaga and Pakembinangun Village therefore created a reciprocal learning process. Students gained direct knowledge of disaster preparedness in the Mount Merapi region, while the village received support through student participation in disaster resilience activities. The collaboration also demonstrated that community-based internship can function as a bridge between higher education curriculum and local disaster management

practice. Through this process, students did not only learn about disaster management as a topic of study, but also began to understand the roles, responsibilities, and competencies required in disaster-related community work.

This finding indicates that the development of prospective disaster practitioners requires institutional collaboration between universities and disaster-prone communities. The university provides curriculum structure, academic supervision, and student preparation, while the village provides field experience, practitioner knowledge, and community-based learning opportunities. In the case of Pakembinangun Village, this collaboration enabled students to observe and participate in disaster preparedness as a social, institutional, and community-based process. Thus, the internship became a structured mechanism for developing students' early disaster-related competencies through direct engagement with a Mount Merapi buffer village.

Student Internship Practices in Disaster Risk Awareness and Mapping

The internship practices placed students in a direct learning situation where they could connect the theoretical knowledge obtained in the Sociology of Disaster course with the realities of community-based disaster preparedness in the Mount Merapi region. Although the students were formally positioned as interns, the field activities encouraged them to become active learners who observed, participated in, and reflected on local disaster management practices. Their role was not limited to attending practitioner explanations; they were also involved in activities that introduced them to how disaster risk is identified, communicated, and understood by communities living in disaster-prone areas.

One of the main learning activities was the strengthening of awareness about living in disaster-prone areas around Mount Merapi. This activity was closely related to disaster mapping and the classification of disaster-prone zones, locally known as Kawasan Rawan Bencana, or KRB. Before students became involved in the internship, disaster mapping had already been carried out by local disaster management actors. Through the internship, students were introduced to this existing mapping system and learned how KRB classification is used to identify zones exposed to volcanic hazards, including pyroclastic flows, volcanic ash, and other eruption materials.

The learning process around disaster mapping was important because it helped students understand that disaster preparedness begins with risk recognition. Students learned that communities living around Merapi do not face a uniform level of risk. Different areas have different levels of exposure depending on their distance from the volcano, topographical conditions, evacuation access, and potential impact of eruption materials. By studying the KRB map, students were able to see how technical information on hazard zones becomes a basis for community awareness, evacuation planning, and local preparedness programs.

In this activity, students were also introduced to the use of spatial information and disaster mapping tools. The explanation included the role of digital mapping and

terrain representation, such as the Digital Elevation Model, in identifying hazard-prone areas. However, the most important learning outcome for students was not technical mastery of mapping software, but the ability to understand how spatial risk information can be translated into community preparedness. This enabled students to see that disaster maps are not only technical documents; they are also communication tools that help residents, village institutions, and disaster actors understand the risks they face.

Figure 1 presents the disaster-prone area map of Mount Merapi used as a reference in the learning process.

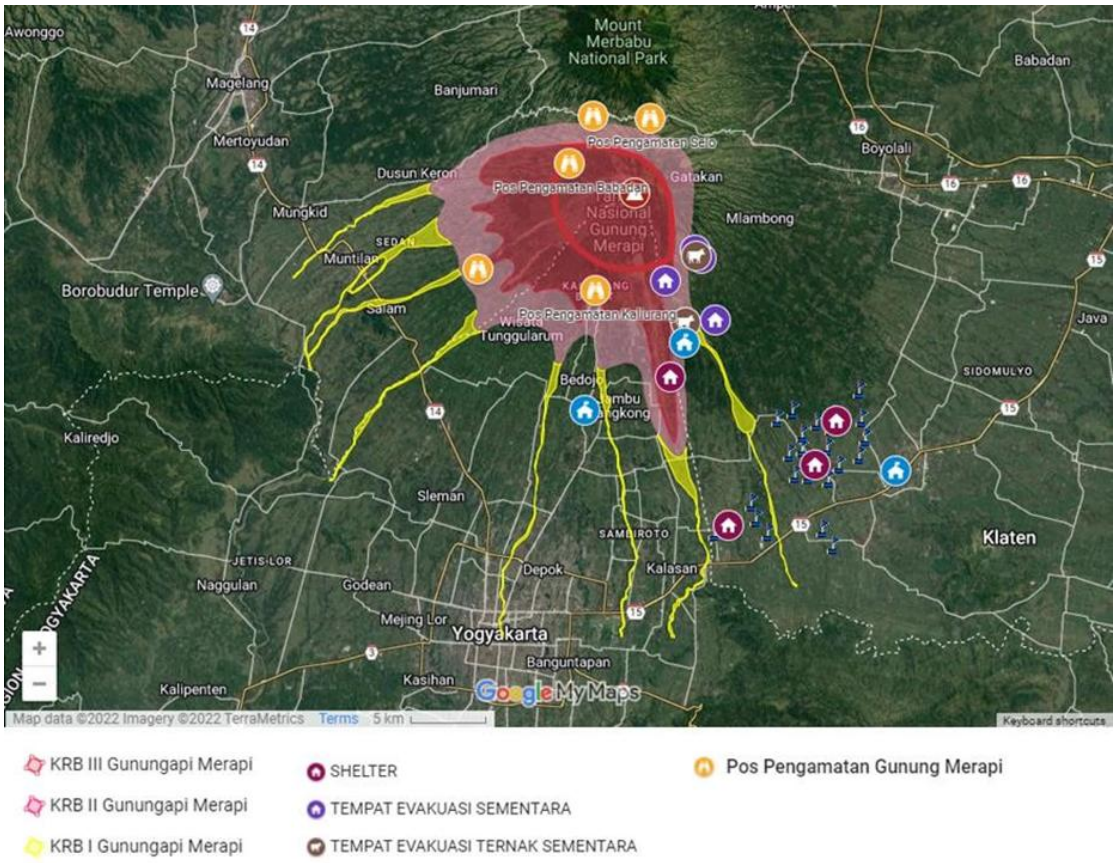

Figure 1.
Map of Disaster-Prone Areas of Mount Merapi
Source: (National Disaster Management Agency, 2021)

The use of the Merapi disaster-prone area map enabled students to connect classroom learning with the geographical and social realities of the field site. Through this map, students could identify the relationship between volcanic hazards, settlement patterns, evacuation needs, and the function of buffer villages such as Pakembinangun. This activity also strengthened students' understanding of why community-based preparedness must be adapted to local risk conditions.

Community members who participated in the outreach activities recognized the importance of this risk awareness process. The activity helped reinforce the understanding that living in the Merapi region requires continuous preparedness, not only during periods of volcanic crisis but also in normal times. The students' involvement in outreach activities therefore contributed to two forms of learning. First, students learned how disaster risk is communicated to communities. Second, residents were reminded of the importance of maintaining awareness of mitigation measures and preparedness practices.

This finding shows that student internship practices supported the development of disaster risk literacy as one of the early competencies of prospective disaster practitioners. Through exposure to KRB mapping, local risk communication, and community outreach, students began to understand that disaster preparedness requires the ability to read hazard information, interpret local vulnerability, and communicate risk in ways that are relevant to the community. In this sense, the internship functioned not only as field observation but also as a practical learning process for building students' awareness of disaster risk and community preparedness.

The students' participation in disaster risk awareness activities also indicates that experiential learning in disaster education should be grounded in real community contexts. In Pakembinangun Village, students did not study Merapi eruption risk as an abstract topic. They encountered it through maps, local explanations, community discussions, and the lived experiences of residents in disaster-prone areas. This direct exposure helped students understand that becoming a prospective disaster practitioner requires more than knowing disaster terminology; it requires sensitivity to place, community knowledge, and the practical challenges of communicating risk to people who live with recurring hazards.

Strengthening Pakembinangun Village's Disaster Resilience

The internship also introduced students to the institutional mechanisms through which Pakembinangun Village strengthens disaster resilience. Referring to the Regulation of the Head of the National Disaster Management Agency Number 1 of 2012 concerning the General Guidelines for Disaster-Resilient Villages/Sub-districts, a disaster-resilient village is expected to have the capacity to recognize threats, reduce vulnerability, manage local resources, strengthen preparedness, and recover from disaster impacts. In the context of Mount Merapi, these capacities are particularly important because communities living around the volcano face recurring risks related to eruption, volcanic ash, pyroclastic flows, evacuation needs, and post-disaster recovery.

Following the 2010 Mount Merapi eruption, Pakembinangun Village developed its role as a disaster-resilient village. The village's resilience is reflected in its ability to identify local threats, organize community resources, and integrate disaster risk reduction into village-level planning. These efforts include prevention,

preparedness, mitigation, emergency response coordination, and recovery planning. For students, this provided an important field-learning context because they were able to observe how the concept of a disaster-resilient village is translated into local institutional practice.

One of the key institutions supporting disaster resilience in Pakembinangun Village is the Disaster Risk Reduction Forum, or Forum Pengurangan Risiko Bencana (FPRB). The FPRB consists of village government actors, community leaders, and local organizations. Its role is to develop action plans, raise public awareness, strengthen coordination, and provide recommendations to the village government regarding disaster preparedness and management. Although the FPRB is formally established through a village head decree, it operates as a partner of the village government in identifying risks, planning preparedness activities, and supporting community-based disaster management.

The presence of FPRB enabled students to understand that disaster resilience is not built only through infrastructure or emergency equipment. It also depends on local institutions that can coordinate actors, mobilize residents, and maintain preparedness during normal times. Through interaction with village actors and disaster preparedness institutions, students learned that the management of Merapi-related risk requires cooperation between formal village authorities, community leaders, local organizations, and external partners.

The findings also show that Pakembinangun Village has received support from external disaster-related organizations. In 2022, the Yakkum Emergency Unit (YEU), an organization active in disaster response and community resilience, provided education, training, and simulations. These activities contributed to strengthening local preparedness capacity. The involvement of such external actors shows that village resilience is developed through a network of collaboration rather than through village institutions alone. For students, this demonstrated that disaster preparedness in the Merapi region involves multiple stakeholders, including village institutions, community forums, civil society organizations, and educational institutions.

Within this broader collaborative context, Sociology students contributed to the strengthening of disaster-resilient village activities by facilitating connections with the Muhammadiyah Disaster Management Center (MDMC). MDMC was involved because of its experience in disaster response, community assistance, and faith-based humanitarian work. Its presence was relevant in the local context because religious and social networks play an important role in strengthening community resilience. The involvement of MDMC provided students and residents with both theoretical and practical insights into disaster preparedness, community assistance, and psychosocial support.

This finding indicates that students' internship practices were not limited to observing village resilience programs. They also learned how disaster resilience is produced through institutional coordination, community participation, external partnerships, and religious-social networks. Through this process, students were

exposed to the practical reality that disaster management requires collaboration among different actors with different forms of knowledge and authority. The village government provided formal legitimacy, FPRB provided local coordination, external organizations contributed training and simulation, and religious-humanitarian organizations supported psychosocial and community-based strengthening.

For the development of students' competencies, this subsection shows the emergence of institutional awareness and collaborative capacity. Students learned that prospective disaster practitioners must understand not only disaster hazards, but also the institutional ecosystem that supports preparedness and recovery. They need to recognize how village institutions work, how disaster forums coordinate community actors, how external partners contribute to capacity building, and how local social-religious networks can support resilience. Therefore, the internship in Pakembinangun Village helped students understand disaster resilience as a social and institutional process, not merely as a technical response to volcanic hazards.

Psychosocial and Spiritual Support in Community-Based Disaster Preparedness

Another important finding from the internship was the role of psychosocial and spiritual support in strengthening community-based disaster preparedness. The residents living on the slopes of Mount Merapi have long experience in facing volcanic risk. Their experience with previous eruptions has shaped local knowledge, collective memory, and adaptive practices in responding to changing volcanic conditions. For students, this context provided an important lesson that disaster preparedness is not only related to technical mitigation, evacuation routes, or early warning systems, but also to the psychological and social capacity of communities to live with recurring hazards.

This finding demonstrates that community-based disaster education should include psychosocial and spiritual dimensions. In Pakembinangun and the broader Merapi region, preparedness is shaped not only by formal institutions and technical systems, but also by social relationships, religious gatherings, and community trust. Through direct involvement in these activities, students learned that effective disaster preparedness requires sensitivity to the meanings, practices, and institutions that local communities use to cope with uncertainty and risk.

Economic Empowerment and Community Recovery Practices

Another important finding from the internship was the role of economic empowerment in strengthening community resilience in Pakembinangun Village. The field data show that disaster resilience was not understood only as the ability to anticipate eruptions, follow evacuation procedures, or respond to emergency warnings. It was also related to the ability of residents to recover from economic disruption and maintain livelihoods after disaster-related crises. For students, this provided an important learning experience because it showed that disaster management includes not only preparedness and emergency response, but also

recovery, livelihood support, and the strengthening of community-based economic networks.

Residents in the Merapi region have developed adaptive strategies for dealing with the economic consequences of disaster. These strategies were supported by both internal community initiatives and external assistance. Community actors explained that economic empowerment was needed because disasters can damage productive assets, disrupt income sources, and weaken household economic security. In this context, group-based economic initiatives became one of the ways residents strengthened their capacity to recover and reduce vulnerability:

One form of empowerment identified during the internship was livestock-based group assistance. An informant explained the mechanism as follows.

> *"So, there are five members whose goats will be loaned to the FPRB. Residents pay in monthly installments. Once the funds have been collected, the FPRB will buy more livestock. The system will rotate until everyone receives the livestock."*

This statement shows that economic empowerment was organized through a rotating and collective mechanism. The livestock assistance was not treated as an individual benefit only, but as a group-based recovery strategy. The repayment system enabled the program to continue and potentially reach more residents. For students, this practice demonstrated that post-disaster recovery can be built through community-managed resources, shared responsibility, and gradual economic strengthening.

The findings also show that economic empowerment was connected to broader networks of cooperation. Another informant stated:

> *"It turns out that economic empowerment isn't just about businesses. In the study, this empowerment could involve collaboration with companies. Perhaps, during a disaster, because there's already a partnership, they'll collect the funds first and pay later, or perhaps they'll be willing to become donors, and so on. This will ultimately strengthen the group's efforts."*

This statement indicates that local recovery efforts were not limited to small-scale business activities. Residents and community actors also viewed partnership-building as part of disaster preparedness and recovery. Relationships with companies, donors, or other external actors were seen as potential resources that could be mobilized during times of crisis. Students learned that disaster recovery requires the ability to identify resources, build partnerships, and connect community needs with possible sources of support.

Local shops also played a role in supporting residents through flexible payment arrangements. One informant explained:

> *"The brotherhood we've established doesn't impact the economy. We provide assistance to pick up items from the store. Payment isn't required immediately; we give them up to two months. We hope they can pay within that time. However, if they can't pay, we'll extend the period. Essentially, we're very open to assisting."*

This finding shows that community recovery was supported by trust-based economic relations. The flexibility given by local shops helped residents access

necessary goods even when they did not have immediate financial capacity. Such arrangements show how social relationships can become practical resources in disaster-prone communities. They also demonstrate that economic resilience is not always built through formal programs alone, but can also emerge from everyday cooperation, trust, and mutual support among residents.

For students, these economic empowerment practices provided direct learning about the recovery dimension of disaster management. They learned that disaster practitioners need to understand how disasters affect livelihoods, how communities organize collective economic support, and how local networks can reduce vulnerability. The internship therefore introduced students to recovery-oriented engagement as one of the emerging competencies of prospective disaster practitioners. This competency includes sensitivity to household economic vulnerability, awareness of community livelihood systems, and the ability to recognize local recovery mechanisms.

This subsection also shows that community empowerment in disaster-prone areas is inseparable from social relations. Livestock rotation, group businesses, cooperation with shops, and potential partnerships with external actors were all built on trust, reciprocity, and collective responsibility. Through their exposure to these practices, students were able to see that disaster resilience is not only a matter of infrastructure or emergency planning. It is also shaped by the community's capacity to sustain economic life and mobilize social networks during and after disaster events.

Thus, the internship enabled students to understand economic empowerment as part of disaster preparedness and recovery. In Pakembinangun Village, community resilience was strengthened through livelihood support, group-based economic initiatives, and trust-based cooperation with local actors. These findings provide empirical evidence that students' field learning fostered recovery-oriented awareness, which is essential for preparing them to become prospective disaster practitioners.

Across the findings, the internship shows that students' learning was formed through classroom preparation, village-based mentoring, practitioner guidance, community interaction, and direct exposure to local disaster preparedness practices. The themes presented in this section were developed from the relationship between curriculum design, field placement, local institutions, community-based preparedness, psychosocial-spiritual support, and livelihood recovery. Table 2 summarizes the main research themes and their field basis, while Table 3 links the internship components with students' learning processes and emerging disaster practitioner competencies.

Table 2.
Research Themes and Field Basis

Research Theme	Field Basis in the Study	Related Actors or Materials	Interpretation
Curriculum-based disaster learning	The Sociology of Disaster course introduced students to disaster vulnerability, mitigation, community resilience, preparedness, and recovery before they entered the internship site. The course was also connected to research methods and sociological theory previously taken by students.	Sociology Study Program, course lecturer, sixth-semester students, curriculum materials, and MBKM learning framework.	Disaster education was introduced through curriculum design and then extended into field-based learning.
Structured internship pathway	The internship lasted four months and was preceded by theoretical briefing, explanation of learning objectives, assessment mechanisms, and a learning agreement between students, lecturer, and the internship provider.	Course lecturer, internship students, Pakembinangun Village, internship provider, and learning contract.	The internship was organized as a structured academic activity, not merely as informal student participation in the field.
University–village collaboration	Students were guided by the course lecturer and accompanied by three local mentors who provided field direction and practical knowledge about community-based disaster management.	Lecturer, village-based mentors, local practitioners, village officials, and students.	Disaster learning was shaped by the interaction between academic supervision and local-practical guidance.
Disaster risk awareness and mapping	Students were introduced to disaster-prone area mapping, KRB classification, Merapi hazard zones, evacuation needs, and early warning awareness.	Students, local disaster practitioners, community actors, and BNPB disaster-prone area map.	Students developed disaster risk literacy by learning how hazard information is connected to local preparedness.
Community-based disaster resilience	Students encountered the role of FPRB, Sister Village mechanisms, disaster-resilient village	Village government, FPRB, Sister Village actors, YEU, MDMC,	Students learned that disaster resilience depends on local

Research Theme	Field Basis in the Study	Related Actors or Materials	Interpretation
	practices, preparedness teams, SOPs, and external support from disaster-related organizations.	local practitioners, and residents.	institutions, coordination, community participation, and external partnerships.
Psychosocial-spiritual support	Students learned that residents living with Merapi risk relied not only on technical preparedness, but also on religious gatherings, emotional readiness, collective memory, trust, and social support.	Residents, community leaders, religious-social actors, MDMC, and students.	Students developed psychosocial sensitivity and cultural awareness in understanding disaster preparedness.
Economic empowerment and recovery	The findings described livestock rotation, flexible shop payment, livelihood support, group-based economic initiatives, and possible partnerships with companies or donors.	Residents, FPRB, local shops, community groups, potential donors or companies, and students.	Students understood recovery as a livelihood and social-network process, not only as a post-disaster technical response.

Table 3.
Internship Activities, Learning Processes, and Emerging Student Competencies

Internship Component	Learning Process Experienced by Students	Emerging Student Competency
Sociology of Disaster course and pre-internship preparation	Students connected disaster concepts, sociological theory, and research methods with the objectives of field-based learning.	Foundational disaster knowledge
Four-month internship placement in Pakembinangun Village	Students learned directly from a disaster-prone community and observed how local preparedness was organized at the village level.	Field awareness
Lecturer supervision and village-based mentoring	Students received academic direction from the lecturer and practical guidance from local mentors and practitioners.	Collaborative capacity
Disaster-prone area mapping and KRB learning	Students learned to read volcanic risk, spatial exposure, evacuation needs, and early warning awareness in relation to local conditions.	Disaster risk literacy

Internship Component	Learning Process Experienced by Students	Emerging Student Competency
Engagement with FPRB, Sister Village, and disaster-resilient village practices	Students observed how village institutions, disaster forums, and community actors coordinate preparedness and mitigation.	Institutional awareness
Community outreach and disaster resilience socialization	Students learned how disaster information and preparedness messages were communicated to residents.	Community facilitation
Psychosocial and spiritual support activities	Students understood that preparedness also involves emotional readiness, social trust, collective memory, and spiritual support.	Psychosocial sensitivity
Economic empowerment and livelihood recovery practices	Students learned that recovery requires livelihood support, group-based initiatives, trust-based cooperation, and partnership building.	Recovery-oriented engagement
Interaction with lecturers, village officials, FPRB, MDMC, local practitioners, and residents	Students experienced disaster learning as a multi-actor process involving academic, institutional, and community-based knowledge.	Collaborative problem-solving

The two tables show how the findings were organized from the internship process itself. Table 2 traces the main themes across the field basis, actors, and materials presented in the study, while Table 3 links internship components with students' learning processes and emerging competencies. This strengthens the interpretation that the internship functioned as an initial pathway for developing disaster-related competencies, rather than merely as a short-term field placement.

DISCUSSION

The findings of this study demonstrate that the development of students' emerging competencies as prospective disaster practitioners requires more than the inclusion of disaster-related topics in the curriculum. Disaster education becomes meaningful when theoretical knowledge is connected to structured field experience, community-based learning, institutional collaboration, and reflective engagement. In the case of the Sociology Study Program of UIN Sunan Kalijaga Yogyakarta, the Sociology of Disaster course provided the academic foundation, while the four-month internship in Pakembinangun Village provided students with direct exposure to disaster preparedness as a social, institutional, psychosocial, and economic process. As summarized in Tables 2 and 3, students' learning was shaped through disaster mapping, interaction with village actors, engagement with FPRB, exposure to the Sister Village mechanism, psychosocial-spiritual activities, and

observation of local economic recovery practices. These findings indicate that disaster practitioner education in higher education should be designed as a competency-oriented learning pathway rather than merely as a theoretical subject.

This finding contributes to previous studies on disaster education in Indonesia. Amri (2017), Aiyub Kadir & Nurdin (2022), Sheehy et al. (2024), and Tyas et al. (2025) have shown that disaster education is important for strengthening disaster literacy, preparedness, and risk reduction awareness. However, much of this literature focuses on disaster knowledge integration, school-based preparedness, inclusive disaster education, or broader policy trajectories. The present study extends this literature by showing how disaster education can be operationalized in higher education through a sustained internship model. The contribution is therefore not only that students learn about disasters, but that they begin to develop field-based competencies through direct engagement with a disaster-prone community.

The study also speaks to literature on experiential learning in disaster education. Kolb's (2015) experiential learning theory emphasizes that learning occurs through concrete experience, reflective observation, abstract conceptualization, and active experimentation. Similar arguments have been advanced in disaster education studies that show the importance of simulation, field exposure, and practical learning in developing preparedness (Knox & Harris, 2016; Mutasa & Coetzee, 2019; Agustin & Cabansag, 2023). The findings of this study support these arguments, but also add a more specific sociological dimension. Students did not merely "learn by doing"; they learned by entering a community setting where disaster risk, local institutions, religious networks, and livelihood recovery were already embedded in everyday life. Thus, the internship expanded experiential learning from individual experience to socially mediated learning involving lecturers, practitioners, village institutions, and residents.

This point is important because disaster education often risks becoming technical and procedural. Disaster mapping, early warning systems, evacuation routes, and emergency response procedures are essential, but they do not fully explain how communities actually prepare for and recover from disasters. Gaillard & Mercer (2013) argue that disaster risk reduction requires bridging knowledge and action, while Mercer et al. (2010) emphasize the importance of integrating scientific and local knowledge. The internship in Pakembinangun Village shows this process in practice. Students were introduced to disaster-prone area mapping and KRB classification, but they also learned from residents' experiences, village-level institutions, and local preparedness practices. This finding suggests that prospective disaster practitioners must be able to connect technical risk information with community knowledge and local interpretation of risk.

The finding on disaster risk literacy also strengthens previous studies on disaster preparedness. Disaster literacy is often discussed as the ability to understand hazards, risks, and appropriate responses (Amri, 2017; Sheehy et al., 2024; Tyas et al., 2025). In this study, risk literacy was developed through students'

exposure to Mount Merapi hazard mapping and community outreach. However, the findings show that risk literacy is not only cognitive. It also involves the ability to interpret spatial risk, understand local vulnerability, recognize the function of buffer villages, and communicate risk to communities. The Merapi disaster-prone area map became more than a technical document; it became a pedagogical tool through which students connected disaster science, spatial vulnerability, and community preparedness.

The study also contributes to literature on the role of higher education in disaster management. Ahmad (2007) and Miller (2020) argue that universities have important roles in disaster management, including education, research, community service, and capacity building. Gibbs et al. (2022) further emphasize the need for disaster-resilient universities that integrate research, education, and community engagement. The present study supports these views but provides a more grounded example of how such integration can be implemented at the study program level. The Sociology of Disaster course, MBKM-based internship, lecturer supervision, village mentoring, and student reporting show that universities can contribute to disaster preparedness by designing structured learning experiences that place students in meaningful interaction with disaster-prone communities.

This finding is also relevant to the Indonesian MBKM policy context. MBKM encourages students to learn outside campus and engage with real-world problems. However, MBKM can become administratively oriented if field activities are not connected to clear learning outcomes and academic reflection. Previous studies on MBKM implementation have identified challenges related to curriculum readiness, institutional support, and alignment between learning activities and graduate competencies (Wulandari et al., 2022; Mufanti et al., 2024). The Pakembinangun internship shows that MBKM becomes more meaningful when it is integrated into a disciplinary course, supervised by lecturers, guided by practitioners, and linked to specific competency outcomes. In this case, MBKM is not merely a policy instrument, but a mechanism for connecting disaster education with community-based practice.

The collaboration between the university and Pakembinangun Village also reflects the logic of Mode 2 Knowledge Production. Gibbons et al. (1994) argue that socially relevant knowledge is generated in the context of application and through collaboration across institutional boundaries. The findings of this study show that disaster knowledge was not produced only in the university classroom. It was co-produced through interaction between students, lecturers, village officials, FPRB, MDMC, local mentors, religious actors, and residents. The university contributed curriculum structure and academic supervision, while the village contributed field experience, local knowledge, institutional practice, and community networks. This finding reinforces the argument that disaster-prone communities should not be treated merely as research objects or internship locations, but as learning partners and co-producers of disaster knowledge.

The role of FPRB and the Sister Village mechanism further shows that disaster preparedness is an institutional process. Many disaster education studies focus on

knowledge, awareness, or individual preparedness. However, the Pakembinangun case shows that preparedness also depends on local governance, inter-village coordination, action planning, and the ability of local institutions to mobilize residents. This is consistent with Community-Based Disaster Risk Reduction literature, which emphasizes that community resilience depends on local participation, institutional capacity, and community ownership (Lassa, 2018; Wisner et al., 2022). The present study adds that these community-based institutions can also become educational spaces for students. Through exposure to FPRB, Sister Village arrangements, SOPs, and early warning awareness, students developed institutional awareness as part of their emerging competencies.

This institutional dimension is particularly important in the Merapi context. Studies on Merapi have shown that volcanic risk is shaped not only by hazard characteristics, but also by community behavior, local knowledge, evacuation experiences, and institutional coordination (Lavigne et al., 2008; Mei et al., 2013; Surono et al., 2012). The findings of this study are consistent with this literature. Students learned that living with Merapi requires more than understanding eruption cycles or hazard zones. It requires coordination between affected villages and buffer villages, preparedness planning, community trust, and continuous awareness. By positioning Pakembinangun Village as a learning site, the study shows how the Merapi region functions as a living laboratory for disaster education.

The psychosocial and spiritual findings also deepen the discussion on disaster preparedness. Paton and Johnston (2001) and Paton (2019) argue that preparedness is influenced not only by technical knowledge, but also by psychological factors, social learning, trust, and community relationships. The field findings support this argument. Religious study activities in the Merapi community functioned as spaces for mental strengthening, collective reflection, and social support. Students learned that disaster preparedness involves emotional readiness and psychosocial resilience, not only evacuation procedures. This finding is important because it broadens the meaning of disaster practitioner competence. Prospective disaster practitioners need psychosocial sensitivity and cultural awareness in addition to technical knowledge.

The involvement of religious networks also connects this study with literature on religion, local wisdom, and disaster resilience in Indonesia. Rozi et al. (2021) show that religious and local wisdom values can support community-based disaster management, while Setowara (2022) highlights the role of Muhammadiyah Disaster Management Center in disaster mitigation and volunteerism. The present study confirms these insights in the context of student learning. MDMC and religious study activities were not only part of community support; they also became learning spaces through which students understood the relationship between faith-based networks, psychosocial resilience, and preparedness. This finding suggests that disaster education in Indonesia should pay attention to religious-social institutions as important components of community resilience.

The role of the mosque in this study should be interpreted carefully. It should not be overstated as a formal evacuation shelter unless officially designated as such. However, the findings show that the mosque functioned as a community space where residents gathered, exchanged information, discussed needs, and strengthened solidarity. This aligns with broader arguments that local institutions and social spaces are important in building community resilience (Paton & Johnston, 2001; Putnam, 2000; Wisner et al., 2022). For students, this was a critical field lesson: disaster preparedness is embedded in everyday social institutions. A prospective disaster practitioner must therefore be able to identify local spaces where trust, communication, and mutual assistance are produced.

Economic empowerment emerged as another key dimension of resilience. The findings show that livestock rotation, group-based economic initiatives, cooperation with local shops, and potential partnerships with external actors contributed to community recovery. This supports Lassa's (2018) argument that community-based disaster risk reduction depends on local capacity and community-led recovery. It also resonates with Alexander's (2013) discussion of resilience as the ability to adapt, recover, and continue functioning after disruption. In Pakembinangun Village, resilience was not only about surviving eruption threats; it also involved maintaining livelihoods, rebuilding economic capacity, and sustaining social cooperation.

The economic findings also strengthen the relevance of social capital theory. Putnam (2000) emphasizes that networks, norms, and trust facilitate collective action. In this study, social capital was visible in group-based livestock mechanisms, flexible payment arrangements with local shops, cooperation with FPRB, religious gatherings, and community-based partnerships. These practices show that resilience is rooted in social relations that exist before, during, and after disaster events. The internship exposed students to these everyday mechanisms of recovery. Therefore, students learned that disaster practitioners must understand not only emergency response, but also livelihood vulnerability, household economic insecurity, and community resource mobilization.

This contribution is significant because disaster education often emphasizes preparedness before disaster, while recovery is sometimes treated as a separate post-disaster issue. The findings of this study show that preparedness and recovery are interconnected. Communities that have trust-based economic networks, group-based livelihood initiatives, and flexible local cooperation may be better positioned to recover after disruption. This insight adds to CBDRR literature by showing that recovery-oriented engagement should be part of disaster practitioner education. Students need to understand how communities sustain livelihoods and mobilize resources, not only how they evacuate or respond to warnings.

The findings reveal several interrelated areas of competency formation developed through the internship. Foundational disaster knowledge and field awareness were developed through the Sociology of Disaster course, pre-internship preparation, and direct placement in Pakembinangun Village. Disaster risk literacy

emerged through students' exposure to KRB mapping, hazard-zone interpretation, evacuation awareness, and local risk communication. Institutional awareness developed through engagement with FPRB, village governance, Sister Village mechanisms, SOPs, and early warning awareness. Community facilitation emerged through outreach activities and interaction with residents, while psychosocial sensitivity was strengthened through students' exposure to religious-social activities, collective memory, and mental resilience practices. Recovery-oriented engagement developed through observation of economic empowerment, livelihood recovery, livestock rotation, and trust-based cooperation. Finally, collaborative capacity and collaborative problem-solving were shaped through students' interaction with lecturers, village mentors, local practitioners, MDMC, FPRB, village officials, and residents. These competency areas provide clearer empirical support for the claim that the internship served as an initial pathway for preparing students as prospective disaster practitioners.

Nevertheless, the term "disaster practitioner" must be used carefully. A single four-month internship cannot produce fully professional disaster practitioners. Professional disaster competence requires repeated field exposure, technical training, certification, institutional experience, and long-term engagement. Therefore, this study does not claim that students became professional disaster practitioners. Instead, it shows that the internship supported the early formation of disaster-related competencies. This distinction is important because it prevents overclaiming and clarifies that the contribution of the internship lies in early competency formation rather than full professionalization.

The novelty of this study lies in the proposed community-based experiential internship model for disaster practitioner education in higher education. This model consists of four connected components. First, curriculum integration provides students with conceptual and methodological foundations. Second, university–village collaboration provides access to field experience, local institutions, and practitioner knowledge. Third, community engagement enables students to participate in preparedness, psychosocial support, and recovery-oriented activities. Fourth, reflective learning enables students to connect field experience with academic concepts and competency development. These components show that disaster practitioner education requires more than field placement. It requires intentional curriculum design, partnership with disaster-prone communities, practitioner guidance, and structured reflection.

Compared with previous studies, this article offers three specific contributions. First, it extends disaster education literature by moving beyond disaster literacy and awareness toward competency formation. Second, it contributes to higher education studies by showing how MBKM and experiential learning can be operationalized through a disaster-related internship model. Third, it contributes to community-based disaster risk reduction scholarship by showing that disaster-prone villages can function not only as sites of preparedness and recovery, but also as pedagogical spaces for developing prospective disaster practitioners. These

contributions distinguish the study from previous works that focus mainly on school-based education, policy integration, or general community resilience.

Community-based experiential internship can become a viable model for developing students' emerging competencies as prospective disaster practitioners. The Pakembinangun case shows that disaster education becomes transformative when students engage directly with risk-prone communities, local institutions, religious-social networks, and economic recovery practices. Through this process, students begin to understand disaster not only as a natural hazard, but as a social, institutional, psychosocial, and economic phenomenon. Higher education can therefore play a strategic role not only in producing knowledgeable graduates, but also in preparing socially responsive graduates who are able to contribute to disaster preparedness, risk reduction, and community resilience.

CONCLUSION

This study shows that higher education can support the early development of students' emerging competencies as prospective disaster practitioners when disaster education is integrated with structured community-based field learning. In the case of the Sociology Study Program of UIN Sunan Kalijaga Yogyakarta, the Sociology of Disaster course provided the academic foundation, while the internship in Pakembinangun Village enabled students to connect classroom knowledge with disaster preparedness practices in the Mount Merapi region.

The findings indicate that the internship functioned as a bridge between curriculum, university–village collaboration, practitioner guidance, and community engagement. Through their involvement in disaster mapping, community-based disaster management, early warning awareness, psychosocial-spiritual support, and economic empowerment activities, students were introduced to foundational disaster knowledge and field awareness, as well as emerging competencies related to disaster risk literacy, institutional awareness, community facilitation, psychosocial sensitivity, collaborative problem-solving, and recovery-oriented engagement. These competencies show that the internship did not merely provide practical experience, but also introduced students to the social, institutional, psychosocial, and recovery-oriented dimensions of disaster management.

The main contribution of this study lies in the proposed community-based experiential internship model as an initial pathway for disaster practitioner education in higher education. This model emphasizes that preparing prospective disaster practitioners requires the integration of curriculum design, field exposure, collaboration with disaster-prone communities, practitioner involvement, and student reflection. The study therefore extends disaster education scholarship by shifting attention from disaster literacy and awareness alone toward early competency formation through sustained community-based learning.

This study has practical implications for higher education institutions, especially study programs that aim to develop disaster-related graduate profiles. Disaster education should not be limited to classroom teaching, seminars, or short-

term volunteer activities. It should be designed as a structured learning pathway with clear learning outcomes, institutional partnerships, field supervision, practitioner guidance, and community-based engagement. Universities also need to recognize disaster-prone villages not only as locations for student placement, but as learning partners that provide local knowledge, practical experience, and community-based disaster preparedness practices.

This study is limited to a social science-based curriculum and one internship site in the Mount Merapi region. Therefore, the findings cannot be generalized to all disciplinary contexts or all disaster-prone areas. Future studies should examine similar internship models in other regions, other types of disasters, and other academic disciplines, including natural sciences, engineering, health sciences, and education. Further research should also assess how students' disaster-related competencies develop over time after repeated field exposure, technical training, or professional certification.

A community-based experiential internship can become a meaningful pathway for preparing students as prospective disaster practitioners. However, a single internship should be understood as an initial stage of competency formation, not as a complete process of professionalization. By connecting curriculum, community engagement, practitioner guidance, and disaster preparedness practice, higher education can contribute to producing graduates who are not only academically knowledgeable, but also socially responsive and better prepared to support disaster risk reduction and community resilience.

REFERENCES

Agustin, M. G., & Cabansag, C. G. (2023). Disaster Readiness and Risk Reduction Management Module Using Kolb's Model. *International Journal of Evaluation and Research in Education (IJERE)*, *12*(2), 703–709. https://doi.org/10.11591/ijere.v12i2.24471.

Ahmad, R. (2007). Roles of the University in Disaster Management. *Journal of the National Institute of Public Health,* *56*(4), 387–394. https://pmc.ncbi.nlm.nih.gov/articles/PMC3442620/.

Aiyub Kadir, M. Y., & Nurdin, N. (2022). Global Transformation of Disaster Sciences into Risk Reduction Education System in Indonesia. *Jàmbá-Journal of Disaster Risk Studies*, *14*(1), 1257. https://journals.co.za/doi/abs/10.4102/jamba.v14i1.1257.

Alexander, D. (2013). Resilience and Disaster Risk Reduction: An Etymological Journey. *Natural Hazards and Earth System Sciences*, *13*(11), 2707–2716. https://doi.org/10.5194/nhess-13-2707-2013.

Alexander, D. (2015). *Disaster management: From theory to implementation.* Springer.

Amri, A. (2017). Disaster Risk Reduction Education in Indonesia: Challenges and Prospects. *Natural Hazards and Earth System Sciences*, *17*(4), 595–606. https://doi.org/10.5194/nhess-17-595-2017.

Ayuningtyas, D., Windiarti, S., Hadi, M. S., Fasrini, U. U., & Barinda, S. (2021). Disaster Preparedness and Mitigation in Indonesia: A Narrative Review. *Iranian journal of Public Health*, *50*(8), 1536.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.

Direktorat Jenderal Pendidikan Tinggi. (2020). *Buku Panduan Penyusunan Kurikulum Pendidikan Tinggi Era Merdeka Belajar–Kampus Merdeka*. Jakarta: Kemdikbud.

Enarson, E., & Chakrabarti, P. G. D. (2009). *Women, Gender and Disaster: Global Issues and Initiatives.* SAGE Publications.

Gaillard, J. C., & Mercer, J. (2013). From Knowledge to Action: Bridging Gaps in Disaster Risk Reduction. *Progress in Human Geography*, *37*(1), 93–114. https://doi.org/10.1177/0309132512446717.

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., & Trow, M. (1994). *The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies.* SAGE Publications.

Gibbs, L., Nursey, J., Cook, J., Ireton, G., & Forbes, D. (2022). A Transformative Framework for Disaster Resilient Universities: Building Resilience Through Research, Education, and Community Engagement. *International Journal of Disaster Risk Reduction, 80,* 103351. https://doi.org/10.1016/j.ijdrr.2022.103351.

Illeris, K. (2018). *Contemporary Theories of Learning: Learning Theorists... In Their Own Words* (2nd ed.). Routledge.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2020). *Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar – Kampus Merdeka.* Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.

Knox, C. C., & Harris, A. S. (2016). Evolution of An Experiential Learning Partnership in Emergency Management Higher Education. *Journal of Emergency Management (Weston, Mass.)*, *14*(3), 201-211. https://doi.org/10.5055/jem.2016.0286

Kolb, D. A. (2015). *Experiential learning: Experience as The Source of Learning and Development* (2nd ed.). Pearson Education.

Lassa, J. A. (2018). Twenty Years Of Community-Based Disaster Risk Reduction Experience in Indonesia: A Dryland Village Case Study. *Jàmbá: Journal of Disaster Risk Studies,* *10*(1), a819. https://pmc.ncbi.nlm.nih.gov/articles/PMC6014115/.

Lavigne, F., De Coster, B., Juvin, N., Flohic, F., Gaillard, J. C., Texier, P., Morin, J., & Sartohadi, J. (2008). People's Behaviour in The Face of Volcanic Hazards: Perspectives from Javanese Communities, Indonesia. *Journal of Volcanology and Geothermal Research*, *172*(3-4), 273-287. https://doi.org/10.1016/j.jvolgeores.2007.12.013.

Marginson, S. (2011). Higher Education and Public Good. *Higher Education Quarterly, 65(*4), 411–433. https://doi.org/10.1111/j.1468-2273.2011.00496.x.

Mei, E. T. W., Lavigne, F., Picquout, A., de Bélizal, E., Brunstein, D., Grancher, D., Sartohadi, J., Cholik, N., & Vidal, C. (2013). Lessons Learned from The 2010 Evacuations at Merapi Volcano. *Journal of Volcanology and Geothermal Research*, *261*, 348–365. https://doi.org/10.1016/j.jvolgeores.2013.03.010.

Mercer, J., Kelman, I., Taranis, L., & Suchet-Pearson, S. (2010). Framework for Integrating Indigenous and Scientific Knowledge for Disaster Risk Reduction. *Disasters*, *34*(1), 214–239. https://doi.org/10.1111/j.1467-7717.2009.01126.x.

Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, *1997*(74), 5–12. https://doi.org/10.1002/ace.7401.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.

Miller, L. M. (2020). The Role of Institutions of Higher Education in Community Emergency Management. *eJournal of Public Affairs,* *9*(1), 1–18. https://bearworks.missouristate.edu/ejopa/vol9/iss1/3/

Mufanti, R., Carter, D., & England, N. (2024). Outcomes-Based Education in Indonesian Higher Education: Reporting on The Understanding, Challenges, and Support Available to Teachers. *Social Sciences & Humanities Open*, *9*, 100873. https://doi.org/10.1016/j.ssaho.2024.100873.

Mulyadi, Tjalla, A., & Suseno, M. (2023). Evaluasi Kebijakan Implementasi MBKM di Universitas Negeri Jakarta. *Jurnal Pembelajaran Inovatif*, *6*(2), 61–73. https://doi.org/10.21009/JPI.062.09.

Mutasa, S., & Coetzee, C. (2019). Exploring The Use of Experiential Learning in Promoting The Integration of Disaster Risk Reduction into Primary School Curriculum: A Case of Botswana. *Jàmbá: Journal of Disaster Risk Studies*, *11*(1), 1-8. https://hdl.handle.net/10520/EJC-143f4ba5c4.

Paton, D. (2019). Disaster Risk Reduction: Psychological Perspectives on Preparedness. *Australian Journal of Psychology*, *71*(4), 327-341. https://doi.org/10.1111/ajpy.12237.

Paton, D., & Johnston, D. (2001). Disasters and Communities: Vulnerability, Resilience and Preparedness. *Disaster Prevention and Management*, *10*(4), 270–277. https://doi.org/10.1108/EUM0000000005930.

Prasetyo, A. (2024). Critical Communication of Disaster Preparedness Areas for Community Resilience in Indonesia*. International Journal of Disaster Risk Reduction*, *88,* 103123. https://doi.org/10.1016/j.ijdrr.2024.103123

Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community.* Simon & Schuster.

Rozi, S., Ritonga, A. R., & Januar, J. (2021). 'Local Community-Based Disaster Management': The Transformation of Religious and Local Wisdom Values in Preparation to Deal with Natural Hazards in West Sumatra, Indonesia. *Jàmbá: Journal of Disaster Risk Studies*, *13*(1), a1020. https://doi.org/10.4102/jamba.v13i1.1020.

Setowara, S. M. (2022). Youth Volunteerism's Contribution to Natural Disaster Mitigation in Indonesia: Insights from Muhammadiyah Disaster Management Centre (MDMC). *Jurnal Partisipatoris*, *4*(2), 119-130. https://doi.org/10.22219/jp.v4i2.27931.

Shaw, R., Sakurai, A., & Oikawa, Y. (2021). New Realization of Disaster Risk Reduction Education in The Context of A Global Pandemic: Lessons from Japan. *International Journal of Disaster Risk Science*, *12*(4), 568-580. https://doi.org/10.1007/s13753-021-00337-7.

Shaya, N. H., Al-Ghazzi, M., & Hammad, A. M. (2022). Organizational Resilience of Higher Education Institutions: Lessons from The COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, 19(9), 5630. https://doi.org/10.3390/ijerph19095630.

Sheehy, K., Vackova, P., Van Manen, S., Saragih Turnip, S., Rofiah, K., & Twiner, A. (2024). Inclusive Disaster Risk Reduction Education for Indonesian Children. *International Journal of Inclusive Education*, *28*(11), 2529-2545. https://doi.org/10.1080/13603116.2022.2115156.

Surono, Jousset, P., Pallister, J., Boichu, M., Buongiorno, M. F., Budisantoso, A., Costa, F., Andreastuti, S., Prata, F., Schneider, D., Clarisse, L., Humaida, H., Sumarti, S., Bignami, C., Griswold, J., Carn, S., Oppenheimer, C., & Lavigne, F. (2012). The 2010 Explosive Eruption of Java's Merapi Volcano, A '100-Year' Event. *Journal of Volcanology and Geothermal Research, 2012, 241-242*, 121-135.

Tilaar, H. A. R. (2004). *Multikulturalisme: Tantangan-Tantangan Global Masa Depan Dalam Transformasi Pendidikan Nasional.* Grasindo.

Twigg, J., & Mosel, I. (2017). Emergent Groups and Spontaneous Volunteers in Urban Disaster Response. *Environment and Urbanization*, *29*(2), 443–458. https://doi.org/10.1177/0956247817721413.

Tyas, R. A., Wilujeng, I., Rosana, D., Kuswanto, H., & Purwasih, D. (2025). A Review of Disaster Risk Reduction Education Implementation: Integration, Trends, and Trajectories. *Social Sciences & Humanities Open*, *12*, 102015. https://doi.org/10.1016/j.ssaho.2025.102015.

UNISDR. (2015). *Sendai Framework for Disaster Risk Reduction 2015–2030.* Geneva: United Nations Office for Disaster Risk Reduction. https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030.

Wisner, B., Gaillard, J.-C., & Kelman, I. (2022). *The Routledge Handbook of Disaster Risk Reduction Including Climate Change Adaptation.* Routledge.

Wulandari, D., Febry, N., Hartatmaja, A. K. J., Mangula, I. S., & Sabrina, O. A. (2022). Evaluasi Implementasi Program Merdeka Belajar Kampus Merdeka (MBKM) di Tingkat Program Studi: Studi Di Universitas Paramadina. *INQUIRY: Jurnal Ilmiah Psikologi*, *13*(01), 22-40. https://doi.org/10.51353/inquiry.v13i01.576.

Yamamoto, T. (2020). Current Status and Challenges of Safety Education for Children in Japan. *Children,* *7*(6), 65. https://doi.org/10.3390/children7060065.

Yulianto, S., Apriyadi, R. K., Aprilyanto, A., Winugroho, T., Ponangsera, I. S., & Wilopo, W. (2021). Histori Bencana dan Penanggulangannya di Indonesia Ditinjau dari Perspektif Keamanan Nasional. *PENDIPA Journal of Science Education*, *5*(2), 180-187.