

Evaluation of the Training on Trainers of Education for Earthquake Preparedness and Trauma Healing for ASPNet Teachers in Bantul, Yogyakarta Special Territory

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ABSTRACT

This study aims to describe disaster preparedness and trauma healing programs from the context, input, process, and product aspects. The context refers to the appropriateness of the program design, the input to resources in the program, the process to the accomplishment of the program, and the product to impacts and benefits of the program. This study was an evaluation research study. The subjects were 105 teachers from 34 schools in Bantul Regency consisting of art, guidance and counseling, and religion teachers. The data were collected using questionnaires and were analyzed using the content analysis on the training materials and other relevant documents. The results show that the program is relevant to the needs in relation to trauma healing and disaster preparedness. The materials of the training help the participants understand trauma healing and disaster preparedness. According to the participants, the training is effective although the materials need to be synchronized. The trainers have been applying and spreading out the result of the training although only few of them have already developed the materials.

Keywords: CIPP evaluation model, ASPNet

1. Introduction

Recently, many parts of our country have suffered from disasters, including the earthquake hitting Bantul last year. Eighty percent of 340 regencies in Indonesia are in dangerous areas. Disasters can be in the form of an earthquake, tsunami, volcano eruption, flood, storm, fire, etc. A lot of regencies are in multi-hazardous areas, threatened by more than one disaster. Therefore, risk management of the disaster must be obligatorily considered. Although human self-mechanism can psychologically recover people from trauma, therapy is still needed. Hence, training in how to handle trauma and disaster is necessary.

Every disaster results in children's shocks. It leads to anxiety and uncomfortable feeling, which finally cause children's trauma. Children's trauma can be recognized from the attitude change. Children tend to be silent, uneasy, sad, and angry. This condition can last for days or weeks. Levels of trauma can be seen from the age, environment, and cause. Different cases must be dealt with different treatments.

Commonly, light trauma can be seen from the temporary change of behavior. Physically, light trauma can be healed by good nutrition, sports, and enough sleeping time. Heavy trauma needs a serious treatment. It needs a psychologist and support from teachers and parents at home. Traumatized children must be immediately helped since continuous trauma endangers their psyche and future.

UNESCO is an organization under UN that is concerned with Education, Science, Culture, and Communication. Through Indonesian National Commission, UNESCO conducted training in disaster preparedness for 105 teachers from 34 schools in Bantul. The aim of the training was to provide teachers with sufficient knowledge and skills in facing disasters. Hence, they can handle traumatic students with sufficient knowledge.

The role of teachers was to help students join the routine program in schools. In this way, they would conduct a discussion. The discussion would lead them to understand the traumatic event. Teachers needed to explore the problem so that the students were able to understand and realize the condition. This could be carried out through relevant subjects of the schools. In other words, teachers had to integrate disaster preparedness into the subject they teach.

Teachers were to make children speak and express their feelings. Various ways could be used, such as games, drawing, composing creative writing. Those activities were to make students realize their surroundings and then praise God for the blessing. Therefore, Art teachers, Guidance and Counseling teachers, and Religion teachers were involved in the training. It did not mean that other teachers were not involved. Every teacher could transfer knowledge of disaster preparedness through relevant subjects.

Experts in disaster preparedness could help teachers construct teaching materials of religions and arts integrated with disaster preparedness. In addition, guidance and counseling teachers also needed to make materials appropriate with traumatic children's needs.

This evaluation of the training focuses on the following problems:

- 1) How do Art, Religion, and Guidance and Counseling teachers joining the training master and implement the materials in accordance with their own fields?
- 2) What way and pattern do the trained teachers use to spread out the information to the students and other teachers?

This research aims to objectively and comprehensively describe disaster preparedness and trauma healing programs viewed from the aspects of context, input, process, and product.

- 1) Context: the appropriateness of the program design.
- 2) Input: the resources involved in the program.
- 3) Process: the accomplishment of the program.
- 4) Product: the impact and benefit of the program.

This evaluation is hoped to provide information on:

- 1) the effectiveness of ToT (for ASPNet Teachers) of disaster preparedness and trauma healing,
- 2) the process and achievement of diffusion-adoption-innovation of the earthquake risk management, and
- 3) the supporting factors and obstacles.

Those references are worth considering in the formulation and selection of strategies to plan programs on disaster preparedness and trauma healing.

2. Theoretical Review

a. Psychological Perspective of Anxiety and Trauma

Indonesia is a rich country with its natural resources. The natural resources can be both beneficial and dangerous. The negative side of nature-based resources is natural disasters. It is not surprising that Indonesia suffers from various and continuous disasters every year such as the storm, landslide, volcano eruption, flood, and drought. People die and infrastructures and public facilities are damaged due to the disasters.

Victims of disasters not only suffer from physical injury but also from psychological effect. A threatening condition and the loss of much-loved relatives result in impulsive emotion, and cognitive and behavioral disorders. Fear can be seen in every victim's eyes followed by extreme anxiety, uneasiness, and other symptoms of psychological disorder. Disaster destroys the peaceful life and makes it chaotic. This condition also affects the unstable condition of the victims. Eventually, it results in heavy hassle.

The severe and threatening condition of the disasters deals with the increasing tension and anxiety of the people. It is worsened by the incapability of Geophysics and Meteorology Board in predicting when and where the disaster will come. Long anxiety

is a domino effect in the form of depression, powerless and hopeless feeling, is the final impact. This situation possibly leads to fatal psychological disorder. Continuous and quick psychological guidance is needed to handle the problem of depression.

Critical condition, according to Allan and Anderson (in Muro and Kottman, 1995) is a pressure experienced by somebody and influences negatively to his/her ability to think, to plan, and overcome problems. Based on type of crisis advanced by Parad and Parad (1990) the pressure is caused by the sudden change and adventitious crises in form of natural disaster.

According to Parad and Parad (1990), individuals suffering from the crisis experience the following uncertainty: 1) specific precipitating event, 2) specific and sudden event followed by high anxiety and threatened feeling, and extreme uneasiness, 3) unorganized and ineffective response, and 4) coping strategy caused by depression.

Generally, Parad and Parad (1990) classify crises into three forms:

1) crises related to biology

This crisis occurs by the change of biological state. This is universal and natural, such as first day of school or puberty.

2) crises related to environment

This is not general but can be predicted. This is caused by individual's environment change. The cause of this crisis is interpersonal or situational, for example the death of parents, divorce, abuse, movement, or long sickness.

3) adventitious crises related to the environment.

This crisis cannot be predicted and commonly is in form of natural disasters.

The crises experienced by individual, according to Parad and Parad (1990), commonly show the following negative reactions: a. bewilderment, b. danger, c. confusion, d. impasse, e. desperation, f. apathy, g. helplessness, h. urgency, and i. discomfort.

To develop individual skills suffering from anxiety and trauma, it needs counselor help and comprehensive help from many parties in the form of cognitive, affective, conative, psychomotor, and social sides.

Cognitively, individual needs to develop skills to positively cope with the problem and the way to solve it. The processes the counselor must take in this phase are:

1) Understanding of feeling and thinking of individual suffering from the crises

- 2) Showing a number of alternative solutions along with the consequences and agreement on the selected solutions.
- 3) Conducting evaluation on the selected solution conducted by the suffered individual.
- 4) Applying the evaluation and the selected solution to handle the crises.

In the processes above, what the counselor should do to handle trauma and anxiety is asking the victims to understand the disasters, the source of environmental danger, and the way to measure the danger and the quick responses.

Affectively, it is important to give wide opportunity for victims of disasters to express their feeling through a number of media such as through stories, writings, drawings, as well as religious activities. Instead of altering the emotion, some relaxing activities will delay memory on the disasters and keep them away from the cause of trauma. Connotatively, it is significant to maintain victims' belief that they are able to survive.

b. Disaster Preparedness in a Religious Perspective

Recently, the problem of environment becomes the center of attention. This problem is not only local or national problem, but also global problem. Therefore, efforts to overcome the environment problem become more necessary. It is urgent to study the problem from various perspectives, including from religion perspective. Religions become important consideration since it cannot be separated from any aspect of human life. Yusuf al-Qardlawi defines environment as a place where people live in (al-Qardlawi, 2002: 5). The environment consists of dynamic and static environment. All God's creatures obey Him. Environment and all accompanying things support each other. They help and harmonize each other due to their fate in this universe. Because God create this universe for humans by God, the people in this world are in charge of keeping the harmony of the nature.

God clearly state His order to maintain the nature through QS. al-Nahl (16): 48-49, QS. al-Hasyr (59): 1, QS. al-Taghabun (64): 1, dan QS. al-Isra' (17): 44. Human attitude is closely related to the environment and its maintenance Good attitude to nature is a reflection of good attitude to God. Islam orders its followers to love the surrounding environment as the reflection of their love to God. Because God dislike people destroying nature, a Moslem must treat the nature as signs of His supremacy

(QS. Ali 'Imran (3): 190). A moslem should see the nature as His favors to human beings (QS. Luqman (31): 20 dan QS. Ibrahim (14): 32-34).

c. Disasters in a Religion Perspective

First, a disaster is a punishment from God to those committing indulgences (QS. al-Anfal (8): 25).

And fear an affliction which may not smite those of you in particular who are unjust; and know that Allah is severe in requiting (evil).

Second, the disasters are for people whose disobey God (QS. Ibrahim (14): 7), (QS. al-Rum (30): 41).

And when your Lord made it known: If you are grateful, I would certainly give to you more, and if you are ungrateful, My chastisement is truly severe (14:7)

Corruption has appeared in the land and the sea on account of what the hands of men have wrought, that He may make them taste a part of that which they have done, so that they may return [30.41].

Third, the disasters hit people is aimed to test humans' faith.(QS. al-'Ankabut (29): 2-3).

Do men think that they will be left alone on saying, We believe, and not be tried? [29.2]

And certainly We tried those before them, so Allah will certainly know those who are true and He will certainly know the liars [29.3].

Islam as *rahmatan lil 'alamin* (blessing for the universe) strictly orders its followers not to destroy the nature (QS. al-A'raf (7): 56).

And do not make mischief in the earth after its reformation, and call on Him fearing and hoping; surely the mercy of Allah is nigh to those who do good (to others) [7.56].

The main key for faithful people in facing disasters is being patient and submitting their fate to God. Moslems must realize that all things in this universe

belong to God (QS. al-Baqarah (2): 284). Living and death are His blessing (QS. al-Mulk (67): 2), and anything in this world has been ruled by God (QS. al-Hadid (57): 22-23). Therefore, people must gain His favors by conducting rightful activities in accordance to the values of religions.

d. Disaster Preparedness in Art Perspective

The fact shows that the quality of education in Indonesia is still low. The education of arts cannot play its role to increase the quality of human life. The achievements in arts are not from what the students learn at school but from the art clubs they join. The cognitive-centered-learning ignores personality and art aspects. What the students learn at school does not match with the demand of society.

Education is separated from culture. Culture should be integrated to art education. The need to improve aesthetic aspects through activities involving art appreciation and creation becomes more necessary. The approach of art education must follow the principle: learn with arts, learn through arts, and learn about arts.

The nature of arts and culture education are multilingual, multidimensional, and multicultural. Therefore, the role of arts and culture education is to build multiple intelligent.

The nature of arts education after earthquake shows that:

- 1) earthquake is an inspiration;
- 2) earthquake inspires teachers to do a better teaching as a reflection of being thankful to God;
- 3) the teaching of arts should involve available resources of drawing, music, dancing, and theater;
- 4) the teaching of arts must fulfill the need of students surviving from disasters.

Music Art inspired from earthquake includes:

- 1) Religious lyrics
- 2) Lyrics to awaken spirit to live
- 3) Lyrics of social criticism which are heart touching
- 4) Entertaining music about heroism or social criticism, or comedy
- 5) Forms of music: *campur sari*, *keroncong*, *gamelan*, rock, *dangdut*

Painting Art inspired from earthquake includes:

- 1) The effect of earthquake to be source of idea in the art creation
- 2) Visual expression both traditional; and modern

- 3) Motivating, religious forms of drawings
- 4) Forms of art: drawings, statue, ceramics, batik, photograph, etc.

3. Research Method

a. Program Evaluation Model

The evaluation program model in this research is oriented to the decision making (Woesken and Sonders) which is specifically designed by Stufflebeam. By using this model, it is hoped that researcher is able to compose constructive suggestions to Indonesian National Commission for UNESCO, a party responsible for conducting workshop on disaster preparedness for ASPNet teachers in Bantul Yogyakarta. The result of this research is in not only form of information but also the method used and analysis of the program.

Stufflebeam's evaluation model, well known as the CIPP model, consists of the following components: Context, Input, Process, Product. The model could results in suggestion for better decision on planning, implementation, and follow up action of a program. However, in this CIPP evaluation, the steps are not in order – from planning to product. This model of evaluation is ex post facto in nature. The excellence of this model used is the effort of searching information from each participant, but it the participants must recall their memory. Here are the data needed, data resources, and data collection from any aspect of evaluation.

b. Data Collection

1) Context evaluation

The data needed in this evaluation are those used to analyze the relevance of the program with the need of participants and society, as well as the appropriateness of the program including the objectives, form, and design of the program.

This evaluation is an evaluation on document concerning on proposal of the program and other references which explain the need of society and the tendency of shifting.

2) Input evaluation

The data regarding input are the core material of the training, the characteristic of the teachers involved in the training, and the facilities provided. The data collection was through documents. All data – materials, participants' curriculum

vitae, and report of the program – can be gained through the good cooperation of Indonesian National Commission for UNESCO.

3) Process Evaluation

The data regarding the evaluation from participants consist of retrospective evaluation, and participants' perception. Therefore, it needs a formatted inventory.

4) Product evaluation

The data on final evaluation of the results of the training from participants could not be gained. Therefore, the evaluation of the product is in other form, which is the development of the material. This was conducted by applying and developing material gained from the training in accordance to each school's condition. To evaluate the product, the data were gained by using inventory filled by 100 participants.

c. Methods of Data Analysis

The methods of data analysis used in this evaluation were qualitative analysis, content analysis, and quantitative analysis in the form of the percentage and mean.

4. Findings and Discussion

This chapter explores the report of the evaluation on context, input, process, and product.

a. Evaluation of Context

This is a part exploring the relevance of the program with the need of ASPNet teachers from the perspective of design and content of the program.

1) The role of teachers in preparing for disaster and handling trauma

Schools are to recover traumatic students to be like previous daily condition. Hence, teachers must guide those who suffer trauma. Teachers also keep telling the students that trauma is usual and can be disappear by the time. Teachers are also to give space and time to children to be able to express their feeling through games, drawing, etc. in addition, teachers are also hoped to be able to awaken children's sense of thanking to God, thanking for their safety. Therefore, the training includes teachers of art, guidance and counseling, and religion. It does not mean that other teachers of other subject are not important to be included in the training, but shortcoming limit the

number of participants of the training. Those who involve in the training must design course designs involving materials of the training.

2) Training on Trainers on Disaster Preparedness for ASPNet teachers

This program was design to seek information on how ready ASPNet teachers prepare for disasters. In particular, this training is hoped to be able to develop teachers of ASPNet in:

- a) preparing for disaster in art, religion, and guidance and counseling perspectives,
- b) preparing the students Physically, emotionally, and socially, and
- c) designing teaching materials and integrating materials of disaster preparedness.

The participants of the ToT are 105 teachers in Bantul. The trainers are from UNESCO Indonesia, Yogyakarta State University (UNY), and UGM. The material addressed covers the following topics:

- a) Becoming effective teachers
- b) Risk disaster management
- c) Attitude in guidance and counseling perspective
- d) Attitude in religion perspective
- e) Attitude in art perspective.

3) The relevance of the program with the need

Considering the role of teachers as managers in class strategically functioning in directing and preparing the students for their future, the training on disaster preparedness for ASPNet teachers is relevant. This training spreads out information on how to handle trauma and prepare for disaster, particularly to those in schools. In other words, this training is relevant with the needs of students and teachers in preparing for disaster and handling trauma.

b. Evaluation on Input

This evaluation deals with the evaluation on materials, learning facilities, budgeting, and the human resources involved including participants, trainers, and committees.

1) Materials

The training on disaster preparedness for ASPNet teachers in Bantul is a new program in which the materials are addressed in form of papers consisting of three topics for each category – religion, art, and guidance and counseling.

This is an 18-hour training, conducted in three days in which participants spend seven hours for each category of training. In one meeting, trainers spend sixty minutes in delivering their materials.

Here are the conclusions on the materials of the training:

- a) Physically, the materials in the form of papers are in line with the field of the trainers. Module is a better format for these materials.
- b) The main materials are appropriate enough and in line with the objective of the program. However, since this is a TOT, the materials that ‘stimulate’ are needed more, such as the way (communication) of delivering the messages.
- c) The learning evaluation should be structured (using a pretest and a posttest) exploring not only the cognitive aspect but also affective and psychomotor ones.
- d) The time in delivering the materials is very hasty.

Generally, the main materials in this training need to be updated at the aims of empowering participants to be able to spread out and develop the information on the disasters preparedness and trauma healing.

2) Participants

The participants of this training are SMA and MAN teachers in Bantul consisting of teachers of arts, religions, and guidance and counseling. The participants’ responsibility is developing and implementing the materials obtained in the training in their schools with their own characteristics.

3) Trainers

The trainers are from three institutions, UNESCO, Yogyakarta State University, and UGM.

4) Learning facilities and budgeting

The training was conducted in Hotel Matahari, Bantul, D.I.Y. UNESCO fully supports this training in the financial aspect. The facilities are in the form of kits, papers, and certificates.

c. Evaluation on Process

The evaluation on process is based on the perception of the participants after finishing the training. The perception is around the usage of the materials and the method used in delivering them. The results are presented below:

1) Teachers of arts

a) Perception of participants toward the material usefulness

(1) On *Becoming effective teachers*

84% of participants state that the materials are very useful and 16% state that they are useful.

(2) On *risk Management of Disaster*

93.8% of participants state that the materials are very useful and 6.3% state that they are useful.

(3) On *Attitude in arts perspective*

56.3% of participants state that the materials are very useful and 44% state that they are useful.

(4) On *The Role of Teachers to students*

87.5% of participants state that the materials are very useful and 13% state that they are useful.

(5) *The synergized materials*

59.4% of participants state that the materials are very useful and 41% state that they are useful.

(6) *Art teaching materials are inspiring*

37.5% of participants state that the materials are very useful and 63% state that they are useful.

b) Perception of the participants toward the use of training methods

(1) Method and media of *becoming effective teachers*

25% of participants state that the materials are very useful and 75% state that they are useful.

(2) Method and media of *risk management of disaster*

21.9% of participants state that the materials are very useful and 78% state that they are useful.

(3) Method and media of *arts perspectives*

15.6% of participants state that the materials are very useful and 78% state that they are useful and 6.2% state that they are not useful.

- 2) Teachers of Guidance and counseling
 - a) Perception of participants toward the material usefulness
 - (1) On *Becoming effective teachers*
89.7 % of participants state that the materials are very useful and 10% state that they are useful.
 - (2) On *Risk Management of Disasters*
82.8% of participants state that the materials are very useful and 17% state that they are useful.
 - (3) On *Attitude in Guidance and counseling perspective*
55.2% of participants state that the materials are very useful and 45% state that they are useful.
 - (4) On *The Role of Teachers to students*
89.7% of participants state that the materials are very useful and 10% state that they are useful.
 - (5) *The synergized materials*
62.1% of participants state that the materials are very useful and 38% state that they are useful.
 - (6) *Guidance and counseling teaching materials are inspiring*
55.2% of participants state that the materials are very useful and 45% state that they are useful.
 - b) Perception of the participants toward the use of training methods
 - (1) Method and media of *becoming effective teachers*
34.5% of participants state that the materials are very useful and 66% state that they are useful.
 - (2) Method and media of *risk management of disaster*
27.6% of participants state that the materials are very useful and 69% state that they are useful and 3.45 % state that they are not useful
 - (3) Method and media of *Guidance and counseling perspectives*
34.5% of participants state that the materials are very useful and 66% state that they are useful.
- 3) Teachers of religions
 - a) Perception of participants toward the material usefulness
 - (1) On *Becoming effective teachers*

89.3% of participants state that the materials are very useful and 11% state that they are useful.

(2) On *risk Management of Disaster*

67.9% of participants state that the materials are very useful and 32% state that they are useful.

(3) On *Attitude in religions perspective*

78.6% of participants state that the materials are very useful and 21% state that they are useful.

(4) On *The Role of Teachers to students*

78.6% of participants state that the materials are very useful and 18% state that they are useful and 3.57% state that they are not useful.

(5) *The synergized materials*

67.9% of participants state that the materials are very useful and 32% state that they are useful.

(6) *religions teaching materials are inspiring*

32.1% of participants state that the materials are very useful and 64% state that they are useful and 3.57% state that they are not useful.

b) Perception of the participants toward the use of training methods

(1) Method and media of *becoming effective teachers*

35.7% of participants state that the materials are very useful and 54% state that they are useful and 10.7% state that they are not useful.

(2) Method and media of *risk management of disaster*

39.3% of participants state that the materials are very useful and 57% state that they are useful and 3.57% state that they are not useful.

(3) Method and media of *religions perspectives*

35.7% of participants state that the materials are very useful and 54% state that they are useful and 10.7% state that they are not useful.

d. Evaluation on Product

This evaluation deals with the implementation, development, and reasoning or experience sharing the teachers gained from the training to other teachers or students.

1) The implementation of the materials

Respondents are to answer how much materials are absorbed and shared. The results of the evaluation are as follows:

- a) Have you applied what you have got from trainers in the training?
All participants (100%) answer “yes”.
 - b) Are there traumatic students in your school?
80% of participants answer no and 20 of them % answer “yes”.
 - c) Do you prepare the students for the sudden disaster?
100% of the participants answer “yes”.
 - d) Do you share your understanding on disaster preparedness with your students?
80% of the participants answer “yes”.
 - e) Do you integrate the materials of disaster preparedness into the subjects you teach?
100% of participants answer “yes”.
 - f) Do you think that the subject you teach can consist of materials of disaster preparedness?
100% of participants answer “yes”.
 - g) Do you think that other subjects like geography can be a subject to teach disaster preparedness?
80% of participants state that it could be and 20% of them state that it could not be.
 - h) Do you read books on disaster?
80% of participants answer “yes”, and 20% of them answer “no”.
- 2) The development of the materials
- a) Do you agree if the content of the disaster preparedness is integrated into the subjects you teach?
100% of participants agree.
 - b) Do you think that the integration will be effective?
100% of participants think that the integration will be effective.
 - c) Do you meet obstacles in developing the materials?
80% of participants state that they meet obstacle and 20% of them state that they do not meet obstacles.
 - d) Do you think that a module on disaster preparedness can be helpful?
100 % of participants answer “yes”.
 - e) Do you think that it is strongly recommended to have the module on disaster preparedness?

100% of participants answer “yes”.

f) Do you agree with the establishment of Centre of Disaster Preparedness in Bantul?

80 % of participants answer “yes” and 20 % of them answer “no”.

g) Do you think that center will help you in your teaching and learning processes?

100 % of participants state “yes”.

5. Concluding remarks

a. Conclusion

1) Teachers are hoped to be able to play their role in helping students cope their problems by discussing the disaster in order to familiarize them with that event. Teachers need to explain the disaster through their own subjects. This is to make students critical so that they will be able to tell story of the disaster. Therefore, the main need of the society is how to understand and prepare for disasters. The training on disaster preparedness and trauma healing is appropriate and meets the need of society. Hence, the results of the training must be spread out to all members of society.

2) The analysis of the input of the program like training materials, facilities, budgeting, and human resources can be seen below:

a) Training materials

(1) The physical forms of the materials are still in papers. It would be more effective if the materials were in form of module.

(2) The materials meet the objective of the program. However, since, it is a training of trainer, the materials should be adjusted to be more stimulating materials, especially in the way the trainers address the materials.

(3) The evaluation of the training processes should be a staged evaluation (consisting of pre test and post test) that explores the cognitive, affective, and psychomotor aspects.

(4) The duration (time) of teaching is too short.

b) The training is potential since the joint committees are from women’s centre of Yogyakarta State University, UNESCO Paris, UNESCO DepDiknas RI. The trainers are qualified.

c) Based on the perception of the participants, it shows that the materials gained are useful in establishing effective teaching in an effort to integrate disaster preparedness into the school subjects.

- d) Evaluative perception of the participants has reflected the results of the training. From this, it can be obtained the deep information about the application and development of the materials. The participants have applied the knowledge they get from the training into their teaching. They also spread out and share the information to other teachers.

b. Suggestion

- 1) The development and innovative experience diffusion should be through institution. Therefore, the result of the training should be institutionally followed up. Some ways to implement it are:
 - a) Regularly monitoring of alumni's activities
 - b) Service of updated information support. It could be in the form of a journal or bulletin. If this development of diffusion process succeeds, it creates continuous process of development and spreading information
- 2) The training for individuals (just participants) should be different from that for trainers. Consequently, the materials will be different. Especially in the training of trainers, the material should be stimulating such as in message address. The module would be considered more effective. In addition, the process of communication should be adjusted in accordance with the characteristics of the participants.

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