

Empowerment of Santri in Efforts to Prevent Daily Emergency at Sidogiri Islamic Boarding School, Pasuruan, East Java

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Abstract The number of Islamic boarding schools is increasing rapidly, leading to potential health problems, particularly emergency-related issues. This community service aims to improve the students' health by preventing daily emergencies through the formation of a Healthy Santri Cadre. The benefits of this activity include improving the students' health and preventing daily emergencies in the Islamic boarding school environment. This community service activity was held in collaboration with LAZ-Sidogiri during the COVID-19 pandemic, when the Sidogiri Islamic boarding school was in lockdown. The activity was divided into three stages: assessment, training of healthy santri cadres, and peer group training through healthy santri cadres. LAZ-Sidogiri staff trained 30 healthy santri cadres. The results of the study showed that all students had experienced emergency situations, with the most common being fever, falls, and cuts from sharp objects. The level of knowledge of the Healthy Santri Cadre before and after the training was statistically significant ($p < 0.05$). The establishment of a Healthy Santri Cadre is essential in Islamic boarding schools as a means of preventing daily emergencies and increasing students' ability to provide correct first aid.

1. INTRODUCTION

The number of Islamic boarding schools is increasing rapidly, with some areas earning the nickname "City of Santri" due to the high number of Islamic boarding schools (Wikipedia, 2022). One such school with a large student population is the Sidogiri Islamic Boarding School in Pasuruan. A large number of students can lead to their own health problems, particularly emergency-related issues. Many injuries occur at home or in the victim's surroundings (Badan Penelitian dan Pengembangan Kesehatan, 2019), as individuals often carry out their daily activities in their surrounding area. The increasing number of victims who die or become disabled in emergency events due to incorrect or suboptimal treatment leads to more severe injuries and can result in disability or death (Kementerian Kesehatan Republik Indonesia, 2016).

Daily emergency medical events, whether due to an illness, traffic accident or natural disaster, can happen to

anyone, anytime and anywhere. Daily emergency conditions must be anticipated and need to be handled as quickly as possible so they will not lead to death or disability. Increasing the capability of health emergency preparedness is one of the indicators of the target of the Sustainable Development Goals (SDGs), which is to strengthen the capacity of all over the country (United Nations, 2019). This is also in line with the 2015-2030 Disaster Risk Reduction Framework, which aims to reduce the number of deaths caused by disasters.

Our previous research on daily emergencies in the scavenger community in Surabaya showed that the majority of scavengers have experienced daily emergencies, particularly trauma or injuries, and all scavengers do not know how to properly treat wounds (Rahariyani et al., 2016). This study suggests that the community's ability to handle daily emergency problems is still low. Islamic

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boarding schools with a large number of students are vulnerable to experiencing daily emergency conditions. The large number of residents in these schools is a problem, so a solution is needed to ensure that residents can be comfortable and healthy even in a stressful environment. Students living in Islamic boarding schools should also be able to help each other if one of their friends experiences health problems, particularly during daily emergencies.

Student empowerment is a strategy that can be used to address existing health problems. The process of empowering students includes several components that can support its success, such as the Agent of Change (AoC). Therefore, the Healthy Santri Cadre (HSC) should be formed in Islamic boarding schools to help other students if needed. It is hoped that this student-based emergency response system will train students to be able to identify risk factors or causes of emergencies in the Islamic boarding school environment, quickly develop an action plan, and provide fast and correct initial/pre-hospital treatment.

In addition, by empowering healthy students, it is expected that the health status of students in Islamic boarding schools will be more optimal. Santris (Islamic boarding school students) should have the knowledge and skills to prevent daily emergencies, so it is hoped that all students in Islamic boarding schools will have the self-sufficiency to prevent daily emergencies and maintain optimal health.

2. METHOD

The targets in this Community Service activity were students at the Sidogiri Islamic Boarding School, Kraton Pasuruan District, East Java. Sidogiri Islamic Boarding School is located in Sidogiri Village, Kraton Pasuruan, East Java. Tel (0343) 420444 Fax. (0343) 428751 Email:sidogiri@gmail.com.

Due to the Covid-19 pandemic, this Islamic boarding school was in lockdown. Therefore, this activity was in collaboration with LAZ (Lembaga Amil Zakat) Sidogiri. Considering that the LAZ board is also a boarding school administrator, they have access to the Islamic boarding school. This activity was divided into three stages: assessment, training of healthy santri cadres, and peer group training through healthy santri cadres. In this Community Service activity, the team consisting of nursing lecturers and nursing students started by training 4 (four) LAZ Sidogiri staff on the activity plan and explanation of the Emergency Module/Guidebook for Santri. [Figure 1](#) show the initial coordination with LAZ-Sidogiri partners. In the next step, the LAZ Sidogiri staff would conduct an initial assessment of 50 students using a questionnaire that the team had prepared to determine the students' knowledge about daily emergencies and what emergency problems would often be experienced in the boarding school environment. Subsequently, 30 students were selected to be trained in daily emergencies and formed as Healthy Santri Cadre ([Figure 2](#)). A T-test was carried out to measure the knowledge of the Healthy Santri Cadres before and after they were given the training. After they had been trained,

each healthy santri cadre would train another 2 to 4 santris, so in the end, 100 santris would receive training on daily emergency prevention efforts.

3. RESULT AND DISCUSSION

At the assessment stage, 50 students were given a questionnaire about the daily emergency conditions experienced by students at the Islamic boarding school. The results of the survey can be seen in [Table 1](#).

Table 1 . Daily emergencies experienced by students at Islamic boarding schools (n=50)

No	Assessment	f(%)
1	Have experienced a daily emergency	50(100)
2	Emergency conditions experienced daily:	
	Cut by a sharp object	37 (74)
	Fall	35 (70)
	Diarrhea	22 (44)
	Fainting	8 (16)
	Food poisoning	6 (12)
	Fever	48 (96)

Based on the initial study, all students had experienced daily emergency conditions. Emergency conditions must be handled properly, so they would not lead to more severe injuries. Incorrect or poor initial treatment can worsen the patient's condition and slow the recovery process ([Berman et al., 2012](#)). Based on the data above, almost all students had experienced fever, and most of them had been cut by sharp objects and fallen. The results of in-depth interviews with students were their initial action for emergency assistance carried out based on existing experience and habits. All students had never received daily emergency training. An increase in the number of victims who died or experienced disability due to incorrect or poor treatment in the community often occurred ([Kementerian Kesehatan Republik Indonesia, 2016](#)). Empowering students is one solution so that healthy santri cadres can provide information and be able to provide assistance on how to properly handle emergency conditions that may occur in the boarding school environment ([Iqlimah & Akbar, 2020](#)). Community empowerment is an effort to provide power or strengthen to the community ([Matthewman, 2021](#)).

After conducting further studies, the team selected 30 students who were considered capable as Healthy Santri Cadres. The characteristics of Healthy Santri Cadres are shown in [Table 2](#). The 30 santris were directly trained by the LAZ Sidogiri team based on the Guidebook and directions from the Community Service Team for the Nursing Study Program Health Polytechnic Ministry of Health, Surabaya.

As shown in [Table 3](#), the knowledge of Healthy Santri Cadre before and after daily emergency training has significantly increased. Training is effective in increasing knowledge and human resources ([Abogsesa & Kaushik, 2017](#)). Knowledge of proper daily emergency management is needed by santris ([Chandra et al., 2013](#)) as a way to develop Islamic Boarding School Health Posts (Poskestren) by increasing community resources within the Islamic

boarding school environment, with the hope of improving the health and welfare of the students. (Kementerian Kesehatan Republik Indonesia, 2013).

Table 2 . Characteristics of Healthy Santri Cadre in Sidogiri Islamic Boarding School (n=30)

No	Indicator	Quantity Σ	Percentage %
1	Age		
	12 - <15years old	8	26.7
	15 - 18 years old	18	60
	>18 – 25years old	4	13.3
2	Education		
	a.Madrasah Tsanawiyah (MTs)	8	26.7
	b.Madrasah Aliyah (MA)	21	70
	c.College	1	3.3

Table 3 . Knowledge of Healthy Santri Cadres about daily emergencies

Group	Mean ± SD	
	Pre-test	Post-test
Control	6.83 ± 1.35	10.43 ± 2.71
Intervention	7.63 ± 1.65	27.56 ± 3.31
p	0.023	< 0.001



Figure 1 . Initial coordination with LAZ-Sidogiri partners



Figure 2 . Healthy santri cadres training

4. CONCLUSION

Most students still lack knowledge about daily emergencies. This is because they have never received training or

counselling on daily emergencies. Forming the Healthy Santri Cadres in Islamic boarding schools is necessary as a change agent to increase health efforts in these schools. Sidogiri Islamic Boarding School hopes to establish cooperation for other programs.

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CONFLICT OF INTERESTS

The authors declare that there is no conflict of interest.

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