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Ignatian Pedagogy as a Framework for Fostering Resilience Among School Students in Disaster-Prone Areas



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IGNATIAN PEDAGOGY AS A FRAMEWORK FOR FOSTERING RESILIENCE AMONG SCHOOL STUDENTS IN DISASTER-PRONE AREAS

Hari Suparwito

HASRAT SEBAGAI RUANG KOMUNIKASI ILAHI DALAM SPIRITUALITAS IGNASIAN: PEMBEDAAN ROH ANTARA RAHMAT, KEBEBASAN, DAN KEHENDAK ALLAH

Gabriel Abdi Susanto

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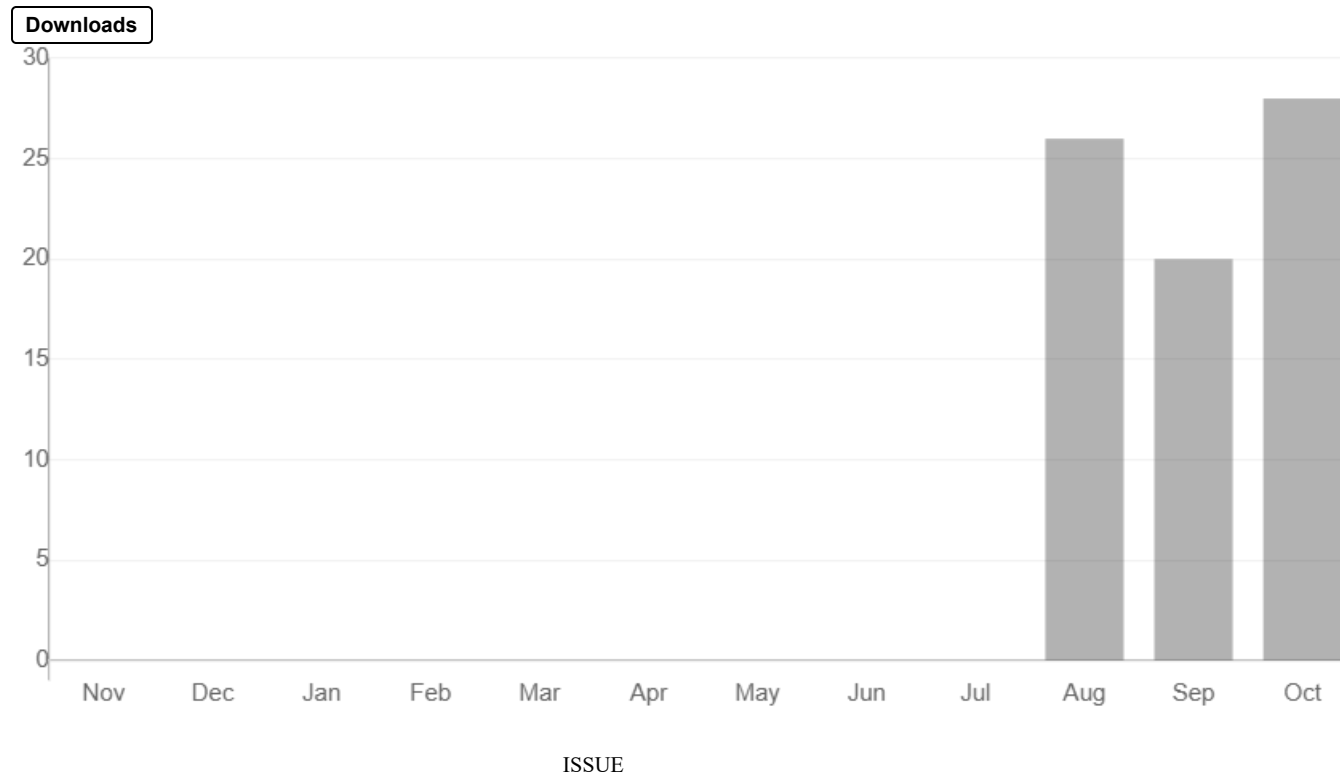
Hari Suparwito

Sanata Dharma University

Abstract

Character education, particularly resilience education, involves nurturing students for the future as an antidote against multiple complex global challenges, particularly in disaster-prone countries. However, resilience education lacks coherent pedagogical foundations and remains somewhat fragmented today. This study investigates the role of Ignatian pedagogy in nurturing resilience character among learners susceptible to chronic environmental hazards. Using a narrative literature review, this study examines peer-reviewed journal articles from major academic databases containing English- language research published between 2015 and 2025. It focuses on resilience theory, strategies for pedagogy of resilience development, and pedagogical application of Ignatian principles. We identified core patterns, conceptual connections, and research gaps through thematically synthesizing qualitative evidence from individual studies. Resilience is a process that is nuanced and highly context-dependent, involving emotional regulation, social connectedness, problem-solving, and meaning-making.

Although current strategies—like disaster education and social-emotional learning—target certain dimensions of resilience, they often do so in silos. This paradigm places learner context, reflection, action, and *cura personalis* at its core, together with the need for a broader integration of cognitive, emotional, and ethical dimensions of our learning. Such a conceptual model is being proposed through the connections of Ignatian pedagogical elements to resilience development as mediated by reflective and adaptive learning mechanisms. This contribution synthesizes resilience theory and value-based pedagogy, providing a practical basis for curriculum in disaster-prone contexts and implications for educational policy.



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