

Implementation of Disaster Response Education for Uways Alqorni Islamic Elementary School Students in Supporting Child-Friendly School Programs

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ABSTRACT

The concept of Child Friendly School is a program to create safe, clean, healthy, caring and cultured conditions for the environment, which is able to guarantee the fulfillment of children's rights and protection from violence, discrimination, and other mistreatment as long as the child is in the education unit, and supports participation. Children especially in planning, policy, learning and supervision. One of the points in developing child-friendly schools is regarding their response to disasters from an early age. The purpose of the research here is to implement disaster response education to prepare students who are responsive, the research was conducted on May 2022 at the Uways AlQorni Islamic Elementary School, Riau Province. The research method was carried out for several days by providing the basics of education to understanding and anticipating disasters, especially in Riau Province it was an area that often hit by natural disasters of haze. After that, students were given a questionnaire to find out the extent of their understanding of disaster response education. This disaster response education was given to students in 4, 5 and 6 grades. Approximately 70 participants took part in disaster response education activities, then the researchers took 20 respondents to evaluate using random sampling. Evaluation from the results of the respondents, the average result is 96.67%, which means that almost all of the respondents understand with disaster response education, this is one of the success points in the child-friendly school program.

Keywords: Education, disaster response, child friendly school, culture.

1. INTRODUCTION

One of the objectives of the formulation of the Child Friendly School Policy is to be able to fulfill, guarantee and protect children's rights, and ensure that educational units are able to develop children's interests, talents and abilities and prepare children to be responsible for a tolerant life, mutual respect, and cooperative for progress. and the spirit of harmony (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2015; Sudirjo 2016). Child Friendly Schools as mentioned in Ministerial Regulation Number 8, 2014 are formal, non-formal and informal education units that are safe, clean and healthy, care and have a culture of the environment, able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment as well as supporting children's participation, especially in planning, policies, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education (American Academy of Pediatrics, 2008; Coomer et al., 2008; Rofiah et al., 2020). Child Friendly Schools to strive for quality in the areas of: 1) An inclusive school, 2) An effective school, 3). A safe and protected school, 4). An equity and equality promoting school, 5). A health promoting school 6). A School-community linkages and partnership (Unicef, 2009).

One part of the child-friendly school development program is about early disaster response education. There is no education about disaster response in schools by the education unit to equip all the elements contained in it, especially for students who are included in the category of vulnerable to disasters that can occur at any time, both natural and non-natural disasters (Wikantiyoso, 2010; Ariani, 2021). The United States (US) Federal Emergency Management Agency (FEMA) and Department of Education (ED) are currently considering

strategies to reach children and youth through disaster preparedness education in schools and extracurricular activities. Collaborating with the National Commission on Children and Disasters, FEMA established a Children's Working Group in 2009 and in September 2010 launched the first "National Summit on Youth Preparedness" in Washington, DC (Jhonson, 2011). As a country located in an area that is prone to natural disasters, since basic education, the scope of education in Indonesia should have realized the importance of disaster response education in schools, in order to mentally prepare students if disaster happens at any time.

Riau Province is one of the areas in Indonesia that is considered quite prone to natural disasters, namely forest fires. As one of the areas with the highest peat area in Indonesia, it is prone to natural disasters from forest fires, causing another disaster, namely smog. The phenomenon of natural disasters in the form of forest fires, especially in Riau Province, is one of the routine disasters that occurs almost every year in the dry season. The smog caused by forest fires in Riau has disturbed and brought disease to residents. A number of hospitals, especially the Puskesmas in Pekanbaru, were flooded with patients with Acute Respiratory Infections (ARI), especially children and the elderly whose physical endurance was very weak and had to breathe air that was already unhealthy due to the smoke from forest fires (Suryani, 2012).

Based on this case, this study aims to develop disaster response education for elementary school students in order to develop their mentality and attitude in dealing with natural disasters. One of the programs in child friendly school is disaster safe it has 3 pillars, that is safety school facility, education and school management of disaster, and disaster mitigation.

2. METHODS

Retrieval of research data is required in February 2022, which is located at the Uways AlQorni Islamic Elementary School, Riau Province, the method is carried out by providing materials related to natural disasters and how to deal with them. They also collaborate with regional disaster management agencies as key informants to be able to provide material on natural disasters and how to deal with them. The aim here is to provide direct knowledge by experts, in addition to providing material on natural disasters that commonly occur in Riau Province, namely material on forest fires and haze.

Students who take part in this activity start from students who sit in 4, 5, and 6 grades. These students are considered to have started to be able to be introduced to the material provided. This activity was attended by 70 students from the 3 grade levels. The instrument that used in this research consist of quistionnare, documentation, interview, and observation Here were taken 20 samples with a random sampling system as a representative to conduct an understanding test.

3. RESULTS AND DISCUSSION

Education sector has an important figure to encounter any challenges in dealing with various challenges caused by disasters and in preventing hazards from becoming disasters. By conducting a hazard and risk assessment, planning based on the results of the study, carrying out physical and environmental protection, and making a preparedness plan, the hazard can be prevented from becoming a disaster. Schools are institutions where knowledge and skills are shared, so the expectation that schools become role models in disaster prevention is high. The success of disaster mitigation is one of the main tests of the success of education given from generation to generation.

The targets of a comprehensive safe school to take on foreseeable hazards, both natural and man-made, are to protect students, teachers and other education personnel from the risk of death and injury in schools, plan for continuity of education in the face of foreseeable hazards, strengthen resilience of community members to disasters through education, and protecting investment in the education sector. Safe schools are proven by the fulfillment of the three pillars of a comprehensive safe school, that is:

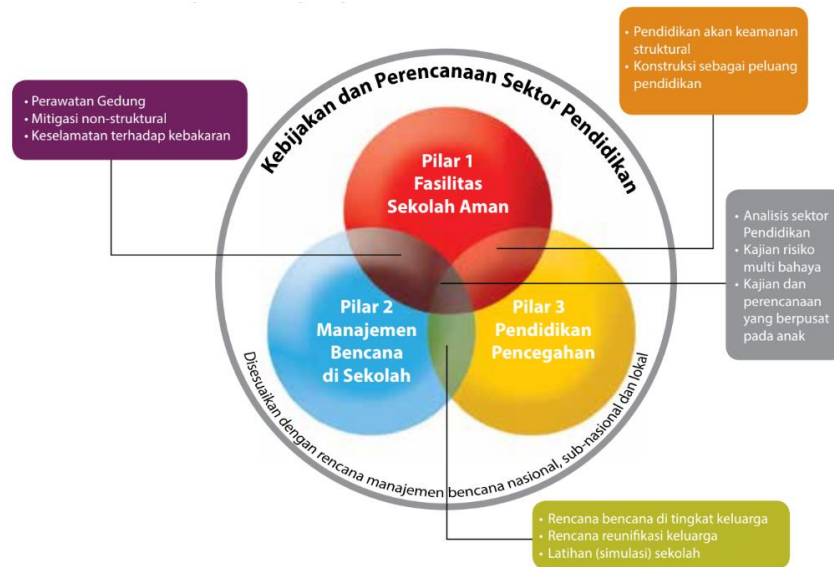


Figure 1. Three pillars comprehensive of safe school

1. **Safe School Facilities**
Safe School Facilities involve education sector authorities, students (children), planners, architects, engineers, builders and school committee members in determining safe location, design, construction and maintenance (including safe access and sustainable way to reach these facilities).
2. **Disaster Management in School**
Disaster Management in Schools is an assessment process which is then followed by planning for physical protection, planning for capacity building in conducting emergency response/response, and planning for education continuity, at the respective school level to education authorities at all levels, both district/city, provincial to national.
3. **Disaster Risk Reduction and Prevention Education**
Disaster Risk Reduction and Prevention Education or more commonly referred to as Disaster Risk Reduction Education (DRR) is a long-term activity and is part of sustainable development. Through education, it is hoped that disaster risk reduction efforts can achieve broader targets and can be introduced earlier to all students, which in turn can contribute to individual and community preparedness for disasters.

Disaster response education activities

The process of this disaster response education activity lasted for one week which was attended by 70 students, in collaboration between the Riau province disaster management agency as a key informant (Figure 1) and the school, namely Uways Al Qorni Islamic Elementary School. In the disaster response education process, students are given education about types of natural disasters, mitigation, evacuation, post-disaster, natural disaster prevention efforts, and self-evacuation simulations. In this activity, students also received education about the types of natural disasters that commonly occur in the province of Riau.

This activity was taken as a step and the school's efforts in the process of getting used to dealing with various possible disasters that occurred. Socialization about disasters is carried out using promotional media in the form of billboards, banners, simulations, and using electronic media so that disaster management in schools can be spread massively (Anisah, 2010; Rawayda and Herinawati, 2022).



Figure 1. Disaster Response Education Activities

In this activity is the beginning of the development of disaster preparedness teams in schools, which are a collection of school communities that have the ability to assist and assist school residents before (pre-disaster), during and after disasters (post-disaster) consisting of educators, teacher. To anticipate the possibility of a disaster in order to avoid loss of life, loss of property and changes in the way of life of the community, preparedness is needed. This activity is the last pillar of the three pillars of a comprehensive safe school.

Results of the Implementation of Disaster Response Education

Based on the results of tests carried out on 20 students as a sample, the average results obtained with a percentage of 96, 67%, this shows that almost all students understand disaster response education (Table 1). This is in accordance with several studies on disaster response education for schools that disaster response education activities are lessons from the experiences of students in determining the factors before, during, and after an emergency that contribute to an effective response (Tipler et al., 2018; Subarno and Dewi , 2022).

Each individual must have adequate knowledge about the ins and outs of the area of origin and surroundings, and therefore, they know very well about the history, needs, and characteristics of the region. If we associate it with disasters, each region has different characteristics. It also has different patterns and variety of natural disasters. The disaster curriculum must accommodate the existing local wisdom. Almost all regions of Indonesia are prone to disasters. It is necessary to provide appropriate education about dealing with and handling disasters (Muzani et al., 2020). Then from that besides developing the students' potential competencies, education should be able to educate them to be human beings who can take part in their society (Safitri et al., 2019; Safitri et al., 2020).

Table 1. The result of response percentage

Respondent	Percentage
NSA	100
DVS	100
HIR	100
SPP	100
KAF	100
HMA	100
MLM	60
KKA	90
ATS	100
AK	100
YFN	100
FAM	100
MYS	90

Respondent	Percentage
MSN	100
MRA	100
MAD	100
SAM	100
JNP	100
Total	96,67%

Based from (test with respondent from Uways Alqorni Islamic Elementary School)

4. CONCLUSION

Child Friendly Schools as mentioned in Ministerial Regulation Number 8, 2014 are formal, non-formal and informal education units that are safe, clean and healthy, care and have a culture of the environment, able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment. One part of the child-friendly school development program is about early disaster response education. There is no education about disaster response in schools by the education unit to equip all the elements contained in it. Riau Province is one of the areas in Indonesia that is considered quite prone to natural disasters, namely forest fires. The phenomenon of natural disasters in the form of forest fires, especially in Riau Province. One of the programs in child friendly school is disaster safe it has 3 pillars, that is safety school facility, education and school management of disaster, and disaster mitigation. Based on the problem, the researcher create research about disaster response education, The instrument that used in this research consist of questionnaire, documentation, interview, and observation Here were taken 20 samples with a random sampling system as a representative to conduct an understanding test and the result is 96,67% respondent have a knowledge about disaster response education.

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