



Pendidikan Peningkatan Pengetahuan Siswa Tentang Tanggap Bencana di SMK SPP Snakma Muhammadiyah

The Education Of Improving Students' Knowledge About Disaster Response at SMK SPP Snakma Muhammadiyah

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Abstract. *In essence, every child has the right to safety, survival, and the right to receive quality education. However, these rights may not be fulfilled due to several threats, both internal and external. Threats can occur from family factors, the environment, nature, and technology that can cause children's rights to be unsustainable. These disasters, both small and large disasters, will basically have an impact on the safety and education of children. If education is disrupted, there is a risk that children will drop out of school or even be unable to attend school permanently. The interruption of education will have a negative impact on children both economically and socially in the future, in addition to also having an impact on the child's family and community.*

Abstrak

Pada hakikatnya setiap anak berhak atas keselamatan, kelangsungan hidup, dan hak memperoleh pendidikan yang bermutu. Namun hak-hak tersebut tidak dapat dipenuhi karena adanya beberapa ancaman, baik internal maupun eksternal. Ancaman dapat terjadi dari faktor keluarga, lingkungan, alam, dan teknologi yang dapat menyebabkan tidak berkelanjutannya hak-hak anak. Bencana-bencana tersebut, baik bencana kecil maupun besar, pada dasarnya akan berdampak pada keselamatan dan pendidikan anak. Jika pendidikan terganggu, maka ada risiko anak putus sekolah atau bahkan tidak bisa bersekolah secara permanen. Terganggunya pendidikan akan memberikan dampak negatif terhadap anak baik secara ekonomi maupun sosial di kemudian hari, selain juga berdampak pada keluarga dan masyarakat anak tersebut.

Kata Kunci: Pendidikan peningkatan pengetahuan, Tanggap bencana, Siswa SMK

1. INTRODUCTION

In essence, every child has the right to safety, survival, and the right to receive quality education. However, these rights may not be fulfilled due to several threats, both internal and external. Threats can occur from family factors, the environment, nature, and technology that can cause children's rights to be unsustainable (Mulyana, 2018). These disasters, both small and large disasters, will basically have an impact on the safety and education of children. If education is disrupted, there is a risk that children will drop out of school or even be unable to attend school permanently. The interruption of education will have a negative impact on

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the child's family and community (Mulyana, 2018).

Natural disasters can disrupt the education process in schools. For the school environment, the worst impact that can occur is the loss of life of school members or serious injury to children at school. Many things can hinder the fulfillment of quality education in schools with the occurrence of the disaster, for example the school environment cannot be used because it is damaged, the school cannot be used because it is a refugee post for residents affected by the disaster, school facilities that can no longer be used, loss of friendly physical space for children's play areas, teachers cannot teach, and several impacts of the natural disaster on the child's learning process (Qurrotaini & Nuryanto, 2020).

Schools are government educational institutions in the continuity of the process of knowledge and skills and the introduction of children's talents, with the aim and hope that this institution can provide role models both in learning and in disaster prevention. The success of disaster mitigation is one of the main goals in the success of education that has always been given from generation to generation (Permana Putri & Aisyah, 2021). Facing challenges like this, the education sector must have an important role in preventing danger to disasters to residents of the school environment, or participate in disaster prevention by conducting hazard and risk assessments, then making designs based on the assessment, carrying out physical and environmental protection processes by creating disaster preparedness plans and supporting facilities, then the school will be able to cope with disaster hazards (Try et al., 2022).

Geographically and geologically, Indonesia is a country that has a high risk of disaster emergencies, and is classified as a country prone to natural disasters. Disasters are natural phenomena that can occur unexpectedly anytime and anywhere. Natural disasters cannot be predicted by humans with all theories or analysis of human knowledge, so in order to strive for the lowest risk of disaster impacts, the community must participate in handling them through disaster mitigation activities. Indonesia is geographically located between three meeting points of the world's major plates, namely the Indian-Australian plate, the Eurasian plate, and the Pacific plate. The movement of these plates is the main factor in the high disaster risk in Indonesia, which makes Indonesia the area most prone to earthquakes. Apart from earthquakes, natural disasters that often occur in Indonesia are landslides, tsunamis, floods, volcanic eruptions, and tornadoes (Barus & Aminah, 2021).

Unsafe or inadequate school buildings and facilities in disaster management will be very vulnerable and risky for members of the school environment, not only threatening life safety, but the damage caused to physical facilities and infrastructure is also an economic loss for assets for the country and certain communities, and the cost of repairing reconstruction will

burden the economy of these parties (Haryuni, 2018). Safe school facilities involve parts of the education sector, student children, facility planners, architects, engineers, builders, and school committee members in order to determine safe location strategies, how to plan, form of construction, and maintenance in maintaining security availability including safe and sustainable access to achieve quality in facilities. By knowing and recognizing safe school facilities, it is the first step in ensuring the safety of the continuity of the learning process in schools (Saanun & Kumaat, 2017).

Knowledge of safe school facilities is knowledge about the initial steps in ensuring that schools are located properly and are not prone to disasters that have been designed as well as possible with the aim of mutual safety so that the use of facilities for members of the school environment is protected and has adequate foundations and quality. With knowledge, it is also possible to strengthen or retrofit school buildings, with the intention that the learning environment becomes a safe shelter, and far from places of risk that threaten children's safety. The safe school approach can be a discourse in the construction model in increasing security in terms of building houses, community health centers, and other public facility buildings (Saanun & Kumaat, 2017).

School security is a shared responsibility between members of the school environment and the school community. This effort requires leadership and coordination from all parties and participation involved. Disaster management in schools is a process of analysis and assessment that will be continued with planning for physical protection, planning for capability development in carrying out emergency responses, and planning for the continuity of education, in the school environment with educational authorities at all levels, both district or Regency, and province to national (Simeulu, nd).

Disaster prevention and risk reduction education is an activity where this part is sustainable development or a long-term process. The purpose of this disaster prevention and risk reduction education is an education that is expected to be an effort to reduce disaster risk and can achieve broader target goals and can be introduced early to all related participants or more importantly students, who in the end they can contribute to individual and community responsiveness to disaster management (Muhaemin et al., 2022). This education needs to be designed in building a culture of early disaster prevention readiness, or a safe culture and resilient communities. Therefore, in community service counseling, we will discuss the facilities used in disaster management in schools, disaster management in schools, and education that supports disaster prevention and risk reduction (Dien et al., 2015).

2. METHOD

The target of community service counseling is students of SMK Swasta SPP Snakma Muhammadiyah in Deli Serdang Regency, with counseling participants as many as 35 students. This aims to find out about the extent of disaster material that students of SMK Swasta SPP Snakma Muhammadiyah may have known since elementary school or junior high school. The method approach in this study is to use a quantitative method with a simple random sampling technique by conducting direct interviews and unplanned questions. The stages of implementation that will be used in the implementation of this counseling are as follows:

The first stage, Site Review. The extension team held discussions with several school partners such as principals and teachers to obtain an overview of what facilities or management have been designed or planned for disaster preparedness handling in schools. The second stage, Opening. The extension team before presenting the material first conducted interviews with several students to find out how respondents responded to disaster management in schools before being given the material presentation. Interviews are like giving pretests to students and the questions are unplanned. The third stage, Presentation of Material. The extension team presents material on disaster management in schools. This aims to provide education on disaster prevention and risk reduction in schools. The fourth stage, Closing and Evaluation. Here the extension team gives a post-test to students, with the aim that the extension team can draw conclusions on the extension activities and evaluate the activities.

3. RESULTS AND DISCUSSION

Community service activities at SMK Swasta SPP Snakma Muhammadiyah began with a site review to see how the facilities and infrastructure support disaster management at school. The results obtained for the facility category were inadequate, there were already several facilities but they were still incomplete, The existing facilities still require routine maintenance and care so that the existing facilities can be used optimally in emergency disaster situations that occur at school. The facilities at SMK Swasta SPP Snakma Muhammadiyah have emergency stairs with evacuation route signs, doors are also equipped with exit instructions, but this must always be under the supervision of the school for maintenance so that the function of the emergency stairs or rescuers can fulfill their maximum function when a disaster occurs. In addition, there is also a health post and important medicines that are needed or commonly called a first aid kit, still the same as the emergency stairs, the health post must also be considered for its maintenance. Then at SMK Swasta SPP Snakma Muhammadiyah there is also a field that is sufficient for a gathering place in the event of a disaster.

Safe school facilities are school facilities that have buildings, building contents, and

surrounding yards that meet the requirements for maintaining safety, health, suitability, comfort, and security that have been set for the needs of all school members, especially students, this is in accordance with the regulations of the Minister of Public Works Regulation No. 29/2006 and the Technical Guidelines for Earthquake-Resistant Houses and Buildings issued by the Ministry of Public Works in 2006 (Mulyana, 2018). Then in 2012, the National Disaster Management Agency (BNPB) issued BNPB Regulation No. 4 of 2012 concerning guidelines for implementing schools or madrasahs safe from disasters, where this regulation aims to be able to identify the location of schools or madrasahs in priority areas prone to earthquakes and tsunamis, and can provide a reference in implementing schools or madrasahs safe from disasters both structurally and non-structurally.

Facilities that can be a reference for a disaster-safe school for facilities can be in the form of, the availability of a first aid kit or supporting and important medicines, there are also little doctors, emergency doors can be equipped with evacuation routes and exit instructions, the availability of evacuation or rescue equipment and supplies, having a disaster alert warning system, having emergency lighting in every corridor, evacuation maps and directions, there are disaster management education posters in schools, and having important telephone numbers that are easily accessible during a disaster such as hospitals, police stations, firefighters, or all other school components. In addition to facilities, infrastructure must also have a safe reference in the event of a disaster, for example having an emergency or rescue ladder, the rescue ladder must equipped with fire-resistant doors or escape stairs located in a separate part of the building, have a place to gather or like an open field during a disaster, have a disaster LAB or have some kind of disaster training to support the knowledge of school residents, and have an evacuation location or shelter closest to the school (Try et al., 2022).

Disaster management situation analysis in schools at SMK Swasta SPP Snakma Muhammadiyah still does not have a special team tasked with disaster preparedness, but in reality there is a comprehensive strategic framework in disaster management in schools, namely (1) Forming a representative school disaster management committee, because basically the main role in fulfilling all disaster-ready facilities in schools is held by the community or school committee. (2) The existence of policies, agreements or school regulations that support disaster risk management efforts in schools. (3) conducting studies on risks, hazards, and vulnerability to disaster risks in schools. This study is the starting point for mitigation and safety efforts. Studies can be in the form of identifying all hazards that can occur in the school environment, discussing all hazards that can occur and their management, and paying attention to and considering the level of severity that can occur due to disasters.

(4) Assessing non-structural security. Non-structural security assessment is an assessment of the security of school buildings such as classrooms, offices, and other special rooms that have been identified for their security. (5) Assessment of capability and resources for mitigation, response, and recovery. (6) Using a simple school-level risk map and school and environmental resources. (7) conducting planning to reduce risk. And (8) designing skills such as creating SOPs, contingency plans, and simulations in providing disaster equipment (Dien et al., 2015).

Table 1. Difference in Knowledge Score

Variables	Participants (n=35)	
	Before	after
Knowledge Score		
Mean (SD)	40.32	71.68
Median	35.50	74.50
Range	15-70	65-100

Based on table 1, it was found that there was an increase in participants' knowledge about disaster management in schools, which initially had an average value of 40.32 to 71.68. Disaster risk reduction prevention education at SMK Swasta SPP Snakma Muhammadiyah has not yet been integrated into the curriculum regarding disaster preparedness. Disaster risk reduction prevention education can be in the form of textual or conceptual education that can be carried out by teachers at school. This education can be done by integrating it into the curriculum (Aris et al., 2022). Disaster preparedness education is very important to be able to deepen knowledge and disaster preparedness, so that students are able to act before and after a disaster. In addition, disaster preparedness education can minimize the negative impacts that will occur. Students must also be equipped with knowledge about how to save themselves from emergency conditions so that students can be better able to have a pattern of thinking and acting effectively when a disaster occurs. In addition, empathy will be taught in students' characters and a desire to help others. The application of disaster education can be done by introducing students to the types and characteristics of disasters, then train students how to save themselves and minimize the negative impacts of disasters (Goma et al., 2022).

4. CONCLUSION

After being given counseling, it was found that there was an increase in participant knowledge about disaster management in schools, which initially had an average value of 40.32 to 71.68. Unsafe school buildings and facilities are very vulnerable to threatening the lives of all residents in the school. Safe school facilities involve authorized parties in the education sector, the selection of locations and equipment and supplies that are fulfilled in the school environment will be able to reduce the risk of disaster in the school environment. In

SMK Swasta SPP Snakma Muhammadiyah, there are disaster management facilities in schools, there are already several facilities and infrastructure but they are not yet complete. Disaster management in schools also does not have a special team on standby, and disaster risk prevention and reduction education is still not integrated into the curriculum regarding disaster preparedness.

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