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## Evacuation Training of Teacher and Student Actions in Disaster Risk Management at Abdul Qadir Paud

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**Abstract:** Teachers have a key role in ensuring the safety of students during disasters, however, to carry out this role effectively, they need a deep understanding of disaster inclusive risk reduction education. Early age students are the group most at risk in disasters. Inclusive disaster preparedness education training for teachers aims to increase teacher competence in designing inclusive learning programs related to disaster preparedness in schools. Through participatory methods with an andragogy approach, teachers are trained to develop individual learning programs and develop learning tools that are responsive to students' needs. The training also includes the preparation of inclusive earthquake simulation scenarios, where participants learn to design safe and accessible evacuation routes and respond to various types of student needs. The results of this activity show a significant increase in teachers' understanding and skills regarding inclusive disaster preparedness, as evidenced by the learning tool products produced during the training. The importance of continuous training and collaboration with various stakeholders to strengthen disaster preparedness in schools

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## 1. INTRODUCTION

A disaster is the impact of an event that cannot be managed by local resources. The process begins with the existence of a hazard that transforms into an event. This event can have a direct impact on humans and the environment (Perdana, 2016). The number of victims injured due to the disaster caused them to experience physical and mental disabilities. On the other hand, in a disaster situation, vulnerable groups become groups that are more severely affected due to their deficiencies and weaknesses, such as babies, toddlers, and children; pregnancy/breastfeeding mothers; people with disabilities; and the elderly (Social, 2012).

In relation to education and public awareness of disaster risk reduction, over the past few years, several institutions and organizations such as government agencies, NGOs, and educational institutions at the national and regional levels have made various efforts in disaster education, including including including disaster materials in local content,

teacher training, campaigns, and advocacy. However, these activities have not been well-coordinated and integrated into a framework that can be mutually agreed upon (Wijaya & Isni, 2017).

The government, regional, national, and international institutions, and Non-Governmental Organizations (NGOs) pay attention to educating the community to be more aware of disasters and to be prepared when disasters occur. Because children are one of the groups vulnerable to disasters, the government is making efforts to introduce school-based disaster education by including disaster risk reduction in the school curriculum. The introduction of curriculum-based disaster education is expected to make schools more aware of natural disasters.

Schools play an important role in building disaster awareness in communities; thus, efforts have been made to build schools that are ready to face natural disasters. Schools have several functions in disaster risk reduction, including facilitating cooperation with the surrounding environment, improving community skills, providing refugee shelters when disasters occur, and providing examples of earthquake-resistant school buildings to the community. In relation to general awareness, schools can act as intermediaries in the community, who are responsible for disseminating disaster information to students' families and community members (Adiyoso, 2013).

## **2. METHOD**

The training method used in the community service program was an active participatory workshop method. This method is designed to improve teachers' understanding and skills in developing inclusive learning tools related to disaster preparedness and to design and implement earthquake simulation scenarios that consider the special needs of students. The approach used is andragogy (adult learning) with interactive lecture techniques, study groups, information searches, and simulations to ensure that participants not only understand the theory, but are also able to apply new skills in real situations.

The training was conducted at a partner school, PAUD Abdul Qadir, with ten teachers as participants. The training, which was designed with a focus on inclusive disaster preparedness, provided an opportunity for teachers to develop learning tools that are appropriate to children's needs while also building realistic disaster scenarios that can be applied in their respective schools. The details of the training activities and times (Table 1).

**Table 1:** Teacher Training Activity Details

No	Type of activity	Time
1	Socialization	2 JP
2	The concept of inclusive disaster preparedness	6 JP
3	Preparation of disaster preparedness learning tools inclusive	3 JP
4	Earthquake disaster simulation scenario preparation workshop	4 JP
5	Reflection and follow-up plan	2 JP

This comprehensive training is useful for improving teachers' understanding and skills in inclusive disaster preparedness learning. The training also required participants to practice making and developing products as a result of their understanding of the training materials. These products include learning devices (Syllabus, RPP, Materials, Media) and learning evaluation devices in preparedness education for students. The learning device products or evaluation devices are made by teachers at home or at school with adequate time allocation, and the results are presented and reviewed in the next training meeting schedule. In implementing the program, partners will provide their main participation as participants in each training. Partners apply knowledge from inclusive disaster preparedness training. Partners will also implement the development results from the training, and the results will be recorded for use as evaluation material. Program implementation was evaluated after the training was completed. At this stage, the progress of teacher and student knowledge and skills that have been mastered are discussed.

Evaluation of the implementation of the inclusive disaster preparedness program for teachers and students in the school environment was carried out by collecting feedback through surveys and discussions, as well as observing practices in the field to assess the implementation of the training. It is important to test competencies through emergency simulations, analyze the impact of training on improving preparedness, and conduct continuous monitoring and evaluation. This ensures that the program is not only effective when implemented but also provides a basis for ongoing training by updating and adapting training materials to remain relevant and effective in increasing school capacity in dealing with disasters, while ensuring that all school members, including those and, are involved and protected.

### 3. RESULTS AND DISCUSSIONS

Through the active-participatory workshop method with the andragogy approach, community service activities aim to improve teachers' capacity in knowledge about inclusive disaster preparedness, design inclusive disaster preparedness learning tools, and prepare earthquake disaster simulation scenarios that ensure every student is safe in disaster situations. The following is a description of the results and discussion of the training program at the PAUD Abdul Qadir.

#### **Improving Teacher Knowledge in Inclusive Disaster Management**

The results showed a significant increase in teachers' knowledge and understanding of inclusive disaster preparedness. Data obtained through the pre-test and post-test showed that the average score of teachers' knowledge increased from 68.3 (before training) to 92.6 (after training), with an increase of 24.3%. In addition, 85% of participants achieved an increase in scores above 25%. This shows that this training is effective in enriching teachers' knowledge of the concept of inclusive disaster education (Figure 1).



**Figure 1.** Documentation of Disaster Preparedness Concept Training

This improvement can be attributed to the interactive and participatory-based training approaches (Sukaris et al., 2024). Previously, limited knowledge about the concept of inclusivity in disaster preparedness was expanded through group discussions, case studies, and practical simulations. This improvement is also in line with literature showing that practice-based training and critical reflection are more effective in changing perceptions and improving teacher competencies in special education contexts (Ismail & Khikmah, 2024; Fitria et al., 2019; Mallo et al., 2023).

A comprehensive and inclusive approach, teachers in Schools can significantly improve teachers' knowledge, skills, and preparedness in facing disasters. However, increasing teacher capacity must be followed by improving infrastructure and adequate support to ensure that all inclusive plans and procedures can be implemented effectively

(Ali et al., 2023; Rofiah et al., 2024; Suleman, 2024). These findings provide a strong basis for the development of further training programs and policy improvements to support inclusive disaster preparedness in special education settings.

### **Preparation of Disaster Preparedness Education Learning Tools**

Participants successfully designed an Individual Learning Program (IEP) that was tailored to the specific needs of each child in the context of disaster education. The IEP successfully integrated learning objectives tailored to the students' ability levels, learning styles, and specific needs. The IEP included activities that focused on developing basic life skills, such as recognizing signs of disaster, evacuation procedures, and using emergency aids.

These results indicate that the training has been effective in equipping teachers with the skills to develop IEPs relevant and responsive to children's needs. The IEPs demonstrate a deep understanding of the importance of an individualized approach to disaster education, ensuring that each student receives learning tailored to their abilities and needs. This also confirms that IEPs can be a critical tool in ensuring the inclusivity of disaster education, allowing students to learn and practice independently and with minimal assistance during emergencies.

Training participants produced learning media specifically designed to accommodate children in disaster education. The resulting learning media products can help students understand disaster materials. This media includes a simple video tutorial on disasters for PAUD students and uses the song "Siaga Hadapi Bencana Gempa Bumi."

The creation of inclusive learning media shows that teachers are not only able to identify students' needs but also develop appropriate tools to meet those needs. The resulting learning media can reduce the obstacles that students may face in understanding disaster materials while increasing their involvement in learning (Santi et al., 2024). The use of diverse media also shows the importance of providing various formats of materials that can be accessed by all students (Johan et al., 2022).

### **Developing Realistic and Inclusive Disaster Scenarios**

The Inclusive Earthquake Disaster Simulation Scenario Development Workshop developed a realistic earthquake disaster scenario in accordance with the specific conditions of the school. The scenario was developed considering the age of the students at PAUD Abdul Qadir. This scenario includes the designation of safe and accessible evacuation routes as well as determining a gathering point that can be

accessed by all students.

Inclusive disaster simulation scenario development showed that this training was able to increase participants' understanding of the importance of comprehensive and specific planning for conditions in their schools. The active participation of teachers in this workshop enabled them to identify potential risks and obstacles in disaster scenarios that may not have been considered previously (Idrus et al., 2022). This emphasizes the importance of involving teachers in the planning process so that evacuation plans can be implemented effectively.

#### **4. CONCLUSION AND SUGGESTIONS**

Inclusive disaster preparedness training for teachers at Abdul Qadir PAUD can strengthen their understanding and skills related to inclusive disaster preparedness in schools. Through a series of activities involving socialization, discussion of basic concepts, preparation of learning tools, and simulation of earthquake disaster scenarios, teachers are able to design learning programs that are responsive to the needs of PAUD students. The results of the workshop showed that participants not only understood the importance of inclusivity in disaster education but were also able to translate this concept into individual learning designs and interesting learning media.

It is recommended that ongoing training be held periodically to deepen teachers' understanding and skills in dealing with various types of disasters, with training that includes more complex simulations, such as floods or fires. In addition, it is important to strengthen school infrastructure to be more friendly to students with special needs by improving evacuation routes, adding ramps, and providing more complete evacuation aids. Thus, it is hoped that disaster preparedness in schools can be continuously improved, thereby creating a safe and inclusive learning environment for all students.

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