



The Role of Community in Increasing Public Awareness of Disaster Education: A Literatur Review

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ABSTRACT

Indonesia has a high potential for disasters, both natural and non-natural, such as landslides, floods, earthquakes, tsunamis and erupting mountains. A major factor that causes disasters other than natural conditions is the lack of public knowledge about disasters. The role of communities and communities in disaster education is an essential aspect of shaping the socialization and skills needed in dealing with disaster threats. Community roles in disaster education include various aspects, such as community empowerment, skill and insight development, and development of a disaster risk-oriented curriculum design. Community Based Disaster Management (CBDM) is an effort that requires a series of efforts in interpreting their own disaster threats and risks, prioritizing disaster risk reduction, reducing, monitoring and evaluating their own performance in disaster reduction efforts. Community-based disaster helps communities organize themselves to be independent in facing disasters both pre-disaster, when a disaster occurs, and post-disaster. The community challenge in fostering community awareness of disaster education is to increase community awareness and ability to deal with disasters with the aim of minimizing or mitigating the risks or impacts caused by disasters. Some efforts that can be made to help communities become more prepared and alert in the face of disasters are as follows education and training, disaster mitigation, development of disaster response communities, disaster preparedness school education, disaster aware community, and disaster preparedness cadet program (Tagana).

KEYWORDS

Disasters, Community, Disaster Mitigation

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INTRODUCTION

Indonesia has a high potential for disasters, both natural and non-natural, such as landslides, floods, earthquakes, tsunamis and erupting mountains. A major factor that causes disasters other than natural



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conditions is the lack of public knowledge about disasters. Various disasters that have occurred in Indonesia have provided a lot of lessons for Indonesian people and the world that the large number of fatalities and property in the disaster occurred due to the lack of knowledge and unpreparedness of the public in anticipation of the disaster (Bustami, 2011). Disaster management in Indonesia has been implemented by various sectors, both government and non-government, but it is felt that it is still not optimal and seems slow (Indriasari & Kusuma, 2020).

The role of communities and communities in disaster education is an essential aspect of shaping the socialization and skills needed in dealing with disaster threats. Disaster education is the process of giving people the capacity to become a quality, independent, and capable society to play a role in disaster risk reduction efforts for themselves and the community (Sulistiani, 2022). Community roles in disaster education include various aspects, such as community empowerment, skill and insight development, and development of a disaster risk-oriented curriculum design (A. M. Yunus et al, 2020). People must understand, know, and be willing to do what they should do on their own, so that they can reduce the risk or impact of emergency, disaster, and evacuation situations through the preparation and empowerment of the community at the preparedness stage.

Communities play an important role in creating communities living in disaster-prone areas through surveillance activities and increasing community capacity for disaster mitigation and skills to be prepared for disaster threats. Community empowerment in disaster mitigation is an effort to facilitate the process of individuals, families, and communities to take responsibility for themselves, families, and communities in disaster risk reduction and to develop the ability to play a role in disaster risk reduction efforts for themselves and the community (Indriasari & Kusuma, 2020). Disaster education should be conducted with appropriate approaches, such as human, administrative, and technological approaches. The human approach aims to shape human understanding and awareness of the dangers of disasters, as well as to improve human behavior and ways of life that match environmental conditions and potential disasters. Administrative approaches through the preparation of spatial and governance, and technological approaches through the development of disaster-resistant materials, safety technical design, and the development of disaster risk reduction technologies.

Schools are institutions where knowledge and skills are shared, so expectations that schools are role models in disaster prevention are high. The success of disaster mitigation is one of the main tests of educational success given from generation to generation. Therefore, efforts to minimize the risk of disasters in schools are the main thing, one of which is through improving the preparedness of the school community. One of the efforts to improve disaster preparedness is through increasing the capacity of the school community consisting of students, teachers, and other school components. The improvement of school community preparedness can be done through increasing human resource capacity and increasing preparedness from school physical components such as buildings and other infrastructure (Indriasari & Kusuma, 2020).

MATERIALS AND METHODS

This research uses a qualitative approach with a descriptive nature conducted through the study and collection of data through news collection studies related to disaster-prone areas in Indonesia. The criteria that are studied in writing this article are the news of disaster-prone areas which in the handling





stage still need to be given more in-depth education and the role of schools that have helped to provide education related to emergency response in disasters.

Several stages of the method used in analyzing the writing of this article are as follows:

- a. Defining the problem (define problem) regarding an issue, news/event and how to see the problem from the issue, news/event.
- b. Diagnose cause about how the event is seen, as what, and who is considered to be the cause of a problem.
- c. Make moral judgments about the moral values presented to explain the problem and the moral values used to state an action and policies used in solving the problem.
- d. Emphasize the solution (treatment recommendation) about the solution offered to overcome the problem/issue, the solution offered, and must be taken to overcome the problem.

RESULTS AND DISCUSSION

Author (year)	Design	Objective	Result
Ersad and Hidayat, (2016).	Descriptive qualitative method	To describe how the Implementation of the Regulation of the Minister of Social Affairs of the Republic of Indonesia number 29 of 2012 concerning Disaster Preparedness Cadets in Semarang City can be assessed through three phenomena, namely pre-disaster, disaster emergency response, and post-disaster.	The results of the implementation of the regulation of the Minister of Social Affairs of the Republic of Indonesia number 29 of 2012 concerning the Disaster Preparedness Cadets in Disaster Management in Semarang City still encountered obstacles in the effort
Apriyanti, (2019).	Descriptive qualitative method	To describe: (1) Implementation of disaster mitigation program through disaster preparedness school at SD N Baluwarti. (2) Supporting and inhibiting factors of disaster mitigation program through disaster preparedness school at SD N Baluwarti.	The results of this study indicate that the implementation of disaster mitigation program through disaster preparedness school in SDN Baluwarti has met the four parameters of SSB (attitude and action parameters, planning and preparedness parameters, school policy parameters, and resource mobilization parameters). Supporting factors in the implementation of disaster mitigation programs through disaster preparedness schools are the ability to establish cooperation with institutions (BPBD, PMI, Puskesmas, TNI and Polri),





			earthquake-resistant building structures, having supporting equipment to implement disaster mitigation programs. While the inhibiting factors are not all teachers support disaster mitigation policies, lack of funds in implementing disaster mitigation activities, not all materials can be integrated with SSB, lack of communication with related institutions.
Zahro et al. (2017).	Literature study method	To develop an instrument that can measure: (1) disaster knowledge; (2) basic tsunami knowledge; (3) basic earthquake knowledge; and (4) school resource mobilization efforts in disaster preparedness.	The results showed that the indicators of knowledge about disasters include aspects of: (1) disasters caused by nature; (2) disasters caused by social, cultural, and political crises; (3) human behavior that causes damage to natural ecosystems; and (4) events that disrupt human life.
Prihananto and Muta'ali, (2013).	Descriptive quantitative and qualitative methods	To conduct a study of community capacity in community-based disaster risk reduction (PRBBK) efforts in Wonolelo Village, Pleret Sub-district, Bantul Regency.	The results showed that the level of community capacity in an effort to implement the Community-Based Disaster Risk Reduction (CDRRR) program in Wonolelo Village with the main threat of landslides is high at 68%, obstacles in implementing the CDRR program to the community in Wonolelo Village include aspects of disaster management regulations and policies, culture, politics, and education, while the strategy to increase the level of community capacity in Wonolelo Village in an effort to reduce disaster risk is to include DRR activities in the village RPJM.
Koem et al. (2021)	Quantitative method	To understand the role of communities in carrying out practical roles to maintain ecosystem balance in the context of disaster control.	The results show that the involvement of community forums in best practices is an efficient tool because it provides space for forums to exchange knowledge and ideas in offering solutions to problems.





Community Based Disaster Management (CBDM) is an approach that encourages communities as grassroots in managing local disaster risks and is a series of efforts in interpreting their own disaster threats and risks, prioritizing disaster risk management or reduction, reducing, monitoring and evaluating their own performance in disaster reduction efforts (Herianto et al., 2015). Community-based disaster helps communities organize themselves to be independent in facing disasters both pre-disaster, when a disaster occurs, and post-disaster. In addition, the existence of community-based disaster can also help minimize losses due to disasters so that the creation of community-based disaster needs to be facilitated and supported through the creation of space for social workers as one of the parties engaged in primary and secondary settings of community-based disaster management (Herianto et al., 2015).

Some efforts that can be made to support and facilitate the creation of community-based disasters are mentoring and designing community-based disasters with the community, connecting the community as a base with stakeholders through formal and informal activities in the form of socialization as well as education and simulation, organizing various formal or informal training activities for community facilitators and village volunteers that emphasize several things, such as introducing the basic concepts of disaster risk reduction, community-based disaster risk reduction, training in the introduction of minimum standards in emergency situations, emergency first aid training, gender and disasters, preparation of emergency contingency plans and operational standards, as well as emergency management techniques and various basic materials relevant to disasters.

The community challenge in fostering community awareness of disaster education is to increase community awareness and ability to deal with disasters with the aim of minimizing or mitigating the risks or impacts caused by disasters. Some efforts that can be made to help communities become more prepared and alert in the face of disasters are as follows.

a. Education and training

Activities that can be carried out by disaster care communities and organizations are in the form of education and training for the community regarding disaster education through seminars, workshops, or disaster simulations.

b. Disaster mitigation

Communities and organizations concerned with disasters can carry out disaster mitigation activities, such as measuring disaster risk, measuring community capabilities, and measuring disaster management capabilities.

c. Development of disaster response communities

In practice, disaster care communities can involve various parties in developing their communities or organizations through cooperation and collaboration. One of them is community collaboration with educational institutions as an effort to prevent and mitigate the impact of disasters on educational units in the form of community-based disaster safe schools in disaster-prone areas or areas, such as the Community-Based Disaster Safe School Community (Kassabar) with the aim of increasing the preparedness of students and teachers in facing disasters and minimizing post-disaster trauma.

d. Disaster preparedness school education

In addition to the existence of the Community-Based Disaster Safe School Community (Kassabar) as one of the developments of disaster response communities, efforts that can be made in the field of education are the existence of disaster preparedness school education as a local government effort to encourage Community-Based Disaster Risk Reduction (DRR) with the aim of preparing students and teachers to be better prepared to face disasters.

e. Disaster aware community





The existence of disaster-aware communities involves the community at large through the formation of Community Organization Bases (Bokomi) with the aim of increasing community knowledge and skills in disaster mitigation so that the community is active in carrying out rescue efforts when a disaster occurs.

f. Disaster Preparedness Cadet Program (Tagana)

The Taruna Siaga Bencana (Tagana) program involves young people throughout Indonesia in disaster mitigation efforts. This program aims to improve the knowledge and skills of the younger generation in facing, responding to and supporting disaster management efforts.

By making some of these efforts, the existence of disaster care communities and organizations can help communities become more prepared and alert in facing the threat of disasters.

In order to increase public awareness regarding disasters, the Indonesian government is building collaboration with the community to overcome disaster challenges. The government provides basic information to the public and invites the public to always participate in disaster management from pre-disaster to post-disaster. This collaboration not only involves government and society, but also collaborates with stakeholders such as Non-Governmental Organizations (NGOs), Civil Society Organizations (OSM), and the private sector. The government, stakeholders and other volunteers responsible for providing health education must consider information regarding sanitation, the importance of washing hands, vaccination education, first aid, wound care.

The Indonesian government shows that community-based preparedness activities are important to obtain preparedness, response and recovery both before and after a disaster. This will help the community in conveying information to the public and help community development related to health aspects. Natural disasters in Indonesia throughout 2017-2018 had a significant impact on the damage to educational facilities. Natural disasters such as volcanic eruptions, earthquakes and tsunamis. In accordance with Law No. 20/2003 concerning the National Education System, students who are victims of natural disasters are eligible to receive educational services.

In the aftermath of a disaster, the government plays a role in: (1) collecting data on schools, teachers, educators and students affected by the disaster, (2) establishing spaces or locations to control activities at disaster locations, (3) collaborating with community organizations and universities. The government needs to prepare policies to follow up on disaster education programs, including preparing the development of a structured system related to educational services for students who are victims of natural disasters, socializing about disasters and disaster mitigation in all regions, and coordinating with related agencies so that disaster education needs can be met.

CONCLUSIONS

Community involvement in disaster management is important to reduce the risks and impacts of disasters. Community Based Disaster Management (CBDM) is an approach that encourages communities as grassroots in managing local disaster risks. Some efforts that can be made to support and facilitate the creation of community-based disasters are mentoring and designing community-based disasters with the community, connecting the community as a base with stakeholders through formal and informal activities, organizing various formal or informal training activities, and developing emergency contingency plans and operational standards.



Community awareness and ability to deal with disasters can be improved through education and training, disaster mitigation, and the development of disaster response communities. Disaster-prepared school education, disaster-aware communities, and the Taruna Siaga Bencana (Tagana) Program are some of the efforts that can be made in the education sector to prepare students and teachers to be better prepared for disasters.

The Indonesian government also builds collaboration with communities to address disaster challenges, taking responsibility for providing information on sanitation, the importance of hand washing, vaccination education, first aid, and wound care.

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