

DISASTER AWARENESS CAMPAIGN OF INDONESIAN BOY SCOUT *GERAKAN PRAMUKA* FOR STUDENTS IN BANDUNG, WEST JAVA, INDONESIA

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Abstract

The boy scouts and girl's guide movement in Indonesia is very well known among young people as *Gerakan Pramuka*. This widely recognized movement is generally home-based in the education institution ranging from elementary schools up to universities for their activities. This paper aims to explain the boy scouts *Gerakan Pramuka* various activities as disaster awareness campaign among school stakeholders in Bandung, West Java. Methods in this study consist of documenting the activities of *Gerakan Pramuka* in the school premises as well as analyzing the disaster awareness content in their activities. Results show that as an extra-curriculum activity in the school, *Gerakan Pramuka* has highly dedicated active member. It is not only the students but also teacher or lecturer and even sometimes alumni of the school participate in each event of activity. Several activities are documented to have disaster awareness contents such field game, camping, flag raising ceremony, etc. It can be concluded that disaster awareness campaign has already been applied in the *Gerakan Pramuka* activities to support disaster risk reduction efforts in the school.

Keywords: Disaster awareness, *Gerakan Pramuka*, campaign, Bandung

1. INTRODUCTION

Background

The boy scouts and girl's guide movement in Indonesia is very well known among young people as *Gerakan Pramuka*. This widely recognized movement is generally home-based in the education institution ranging from elementary schools up to universities for their activities. Long time ago, it was mandatory for every school children and their teachers in Elementary and Junior High Schools to wear the *Pramuka's* uniform every Saturday and engaged in Scouts activity in each school even though this activity belongs to extra-curriculum activity. Currently, this extra-curriculum activity has decreased of members due to the availability of other activity in the schools.

This kind of activity has another expectation for school children, which is a key site for nation-building practices in Indonesia. It can be done through the ways in which national

identity is integrated into students through various performances intended to shape the student-citizen, including the wearing of school uniforms, morning prayer and the weekly flag ceremony (Moser, 2016).

The relationship between educations of nation-building characters in the school with disaster risk reduction (DRR) campaign has been recognized (Muslim et al, 2015). Disaster awareness and preparedness education for intra-curriculum have been revealed by many researchers, especially for elementary to high school students (Shibayama *et al.*, 2012; Muslim *et al.*, 2015; Haerani *et al.*, 2015). Therefore, the DRR activities related to extra-curriculum design are still open to debate.

Purpose of Paper

This paper aims to explain the boy scouts *Gerakan Pramuka* various activities as disaster awareness campaign among school stakeholders in Bandung, West Java.

2. LITERATURE REVIEW

Moser (2016) argued that students' embodied performances of the nation can be understood as performative in the necessity of repetition or 'citational practices', which perpetuate the meaning and maintain the power associated. It is through repetition that meanings embedded in the performances of school children. For DRR activities, to understand such as emergency situation, awareness of disaster event and a sense of belonging to humanitarian factors are introduced to the students or teachers in the school premises.

Jawas (2017) mentioned that empirical studies have shown that although leadership shares similar practices across East and West, some practices have inherently distinguished socio-cultural characteristics. Understanding these characteristics is important in Asian contexts since socio-cultures are a major power in determining the success or failure of a change process. Related to DRR activities, several key performances were identified: monitoring of activities hours, focusing on students' character building, encouraging students' participation in extracurricular programs, increasing standards, and building partnership with disaster's stakeholders especially around the school's building.

Jawas (2017) also mentioned her findings that in Indonesian schools, practices of leadership are directly and indirectly dictated by the policies regulated by the government. This strong influence of government can be the impediment for school leaders to make necessary initiatives to promote instructional improvements in their schools. Related to DRR issues, this condition is useful when emergency situations emerged in the school, leading to disaster happens.

Krasny *et al.* (2017) in their paper about environmental education (EE) in the school mentioned that social capital has gained widespread interest in two relevant areas. The first is the impact of family and community-level social capital on positive youth development. The second is of community-level social capital in fostering collective action to manage natural resources. The DRR is especially related to collective action of community when facing the unexpected natural events, which endanger the sustainability of life. The

mitigation efforts during pre-disaster stage, emergency situation during disaster event and rehabilitation or reconstruction process during post-disaster are several key stages to be understood by students and their teacher through their extra-curricular activities especially through scouting activities in the schools.

3. METHODOLOGY

Methods in this study consist of documenting the activities of *Gerakan Pramuka* in the school premises as well as analyzing the disaster awareness content in their activities.

4. RESULT AND DISCUSSION

Results show that as an extra-curriculum activity in the school, *Gerakan Pramuka* has highly dedicated active member. It is not only the students but also teacher or lecturer and even sometimes alumni of the school participate in each event of activity. Several activities are documented to have disaster awareness contents such field game, camping, flag raising ceremony, etc.



Figure 1. Activity of *Gerakan Pramuka* in Bandung, West Java.



Figure 2. Raising flag ceremony as one of major activity in *Gerakan Pramuka*



Figure 3. Field game of disaster awareness for the members of *Gerakan Pramuka*



Figure 4. Materials of field game for disaster awareness education among the members of *Gerakan Pramuka*

5. CONCLUSION

The *Gerakan Pramuka* certainly has major social capital to present a framework for disaster risk reduction and disaster awareness campaign. This program can bring youth and adults together to create the conditions that enable collective action, as a complement to ongoing work in DRR focusing on individual behaviors. It can be concluded that disaster awareness campaign has already been applied in the *Gerakan Pramuka* activities to support disaster risk reduction efforts in the school.

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