

LANGUAGE LEARNING AT NATURAL DISASTER AREA IN ELEMENTARY SCHOOLS

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Abstract

One of the challenges ahead in designing language learning in elementary schools is the ability to predict the skills of learners. To meet this need the Ministry of Education and Culture is designing the national exam, which is one of the standardized tests in Indonesia. The aim of the Study is to design language learning design for young learners students in natural disaster area both relates on the use of project based examination which mostly relates the collapse of infrastructure on natural disaster area. The complex case faced by Indonesia today is the location of Indonesia. Geographically, the Eurasia and pacific plates are surrounded by active volcanoes. For this reason, language learning is preferably related to the literature of children with the teaching method of copy by master creative writing.

Keywords: *Elementary School, Natural Disaster, Language Learning Design*

I INTRODUCTION

Lengley, et. All (2015: 853) states that human beings are faced with the challenge of being able to make self-actualization. Every human being needs to make self-actualization in order that the person can be tolerant to others. Therefore, the challenge in the 21st century is to create human beings who can become creators of the stories so that they can actualize in their fields.

Lengley et al (2015: 854) describes the challenges of the 21st century offering a reality that cognitive intelligence is not enough to solve life's problems. A President needs intelligence in the field of understanding culture, customs, economics and politics in solving problems that exist in his country. The President of Indonesia is required not only to be good at math but also to be good at social sciences. On the analysis of skills needed in the 21st century. Almost everyone believes that the 21st century offers some great challenges namely, the mastery of information and communication technology, the skills to convey ideas, and that is no less important is to create and innovate in areas that have direct benefits to humans.

Furthermore Woolley et al (2015: 435) states that almost every day we are treated by news about natural disasters and coordinated one of the forms reflected from the culture of corruption almost every Indonesian experienced. Of course character education plays a strategic role in solving social problems. Strong learners and geniuses are learners who are sensitive to the problems that exist in society, especially in areas affected by natural disasters.

II MATERIALS AND METHOD

Teaching awareness on the processing of natural disasters is the use of literature into an offer in this article. Literature has the flexibility to be filled with material sourced from the surrounding environment. The basis of the literary argument has the flexibility of environmentally sourced material originating from Plato's opinion as expressed by Teeuw (220-221: 1984). The offer for waste solutions is the development of supplemental materials. The supplement material developed in this study uses the copy by master creative writing strategy. Copy by master creative writing is a popular narrative writing strategy.

The use of Copy by master creative writing with the theme of "love not up" is a popular theme with variations of different endings inspired from Laila and Majnun stories in the Arabian Peninsula, Romeo's love for Juliet by William Shakespere, and Ravana's story of kidnapping Rama's wife Shinta, from India . Siti Nurbaya by Marah Rusli in 1922 tells the story of a farewell because of adat. The sinking of Van Der

Wijk's ship in 1938 by Hamka was the main character separated by natural disasters. Dwilogi Gita Cinta from high school in 1976 with the characters Galih and Ratna parted because of the distance social status. My love in the Blue Campus diecranisasi in 1976 by Ashadi Siregar tells the story of separation due to different economic status. Merpati Never Wanted The pledge diKranisasi in 1986 by Mira W tells of separation for fulfilling a promise.

Copy by master creative writing in popular culture is seen from the Mission Impossible series that airs in the period 1966-1990 with the cast of the turn. Movie series *Mission Impossible I-VI* starring Tom Cruise. Taking a secret message is then destroyed in 5 seconds after the description ends is the result of the master's coffee in the story of Moses getting God's order on the hill of Tursina to confront King Farouh.

The Matrix which was first released in 1999 and the movie *Inception* was released in 2012 is a frame story. The frames of *Inception* are drawn from Dante's dreams of another 14th-century world entitled *Inferno*. *Inception* and *Inferno* have framed stories, stories are summarized into one in dreams in dreams. The concept of *A Dream Within a Dream* became Edgar Allan Poe's poem in 1849.

III RESULTS AND DISCUSSION

3.1 COFFEE MASTER AS A STRATEGY BUILDING: A NARRATIVE IN SHORT STORIES FOR CHILDREN IN NATURAL DISASTER AREAS

Children's literature is an object of literature review written on the level of psychological development of children. In child literature, the main focal point is the cultivation of moral values corresponding to the level of oral development in children. Sarumpet (2010: 3) explains that children's literature is a literature that children read with adult guidance and direction, the author is an adult.

Teaching literary writing for children using copy by master creative writing strategies on the one hand implies an archetype for writing stories. The child follows a pattern that has been made to follow. Copy by master creative writing is the preferred strategy of teaching literary writing to children.

The copy by master creative writing strategy on the other hand poses challenges for the next-level teachers for introduction of introducing creative ways of building the flow. If the language teacher at the next level does not teach other forms, learners will get used to one pattern. The teacher at the next level needs to introduce another strategy.

3.2 APPLIED PSYCHOLOGY IN CHILDREN'S STORIES TO CHILDREN MAGAZINES IN NATURAL DISASTER AREAS

Sarumpaet (2010: 2) states short stories made for children, so the story of children's literature has a complexity in accordance with the level of moral development of children. The higher the moral level, the higher the complexity of the child stories plot. Examples can be seen in Novel Ronggeng Hamlet Paruk Ahmad Tohari.

Rasus in the novel *Ronggeng Dukuh Paruk* could not have to be evicted from Dukuh Paruk because he did not follow the tradition of Dukuh Paruk. The outbreak of the 30 September 1965 Movement followed by the October 1st, 1965 Movement became a turning point for Rasus to return to Dukuh Paruk as a soldier for the reason of "national security". The transition of the old Order to the New Order in the State Capital made the people of Dukuh Paruk become the assembly. Rasus, as a state apparatus, was confronted by his own brothers whom he knew to be culturally but wrongly in the eyes of the law. Residents of Dukuh Paruk were involved in the 30 September 1965 movement of their own accord based on ignorance and lack of access to information.

The character of the story for the child is dealing with the concept "Right" and "wrong" clearly and explicitly. Stories for adult literature are faced with gray understanding, congratulations due to administrative punishment for ignorance. The higher the child's thinking level, the more submitted messages are "gray".

3.3 MORAL EDUCATION IN CHILDREN WITH CHILDREN'S STORIES IN NATURAL DISASTER AREAS

Sarumpaet (2010: 2) states that literary works for children is often identified with child literature is not necessarily the character, on the other hand it could be read by adolescents. People in children's literature may be adults, but the storyline needs to be tailored to the development of children. Moral cultivation in children with children's stories follows proofs. Violations of the norm are affected or consequences. In the children's story, the bad person loses and the obedient character on the winning rule.

Novels The verses of Love are literature for moral planting in the form of "cinderella" adult male. Fahri figure looks perfect, he got the luck because from the beginning has the criteria of men "dream". Fahri's victory was due to the consistency in the understanding that was told since the beginning of the novel. The group that made the conspiracy against Fahri lost at the end of the story.

Novel Laskar Pelangi has three messages in the form of a mosaic to be interpreted as a life study, (1) a person will get what he does not like ,, (2) a character who has intelligence and academic intelligence above his colleagues achievement of his life is not better than intelligence mediocre, and (3) pre-eminent and favorite schools do not guarantee the success of learners. Tokal prayers willingly get all the work of origin not be a postman, at the end of the story he became a postman. Latitude figures have an above-average outburst as truck drivers in the mines, while prominent Syahdan figures who do not understand how to fix bikes become powerful programmers in a multinational company. The flagship schools that were facilitated by the mines were outclassed by the fringe schools in a keen intelligent race.

Children's literature is not the characters. Children's literature focuses on characterizations. The character is an adult but the characterizations are the children encountered in the novel Laskar Pelangi. Characters are children but characterizations are adults in the novels Ayat-ayat Cinta.

3.4 SHORT WRITING SUPPLEMENT WRITING MATERIAL FOR SHORT STORY-BASED CHILDREN IN CHILDREN MAGAZINE IN NATURAL DISASTER AREAS

Sarumpaet (2010: 2) states character Education in literature using two lanes in the teaching process in the school. Character education is taught through the core materials in the curriculum. Supplementary materials are added as supporting the success of core material in the curriculum. Two character education paths in school are the core materials in the curriculum and supplementary materials. Writing a child story in this study focuses on supplemental material. Supplementary materials consist of guidebooks, instruction manuals for teachers, and instructions for use for learners. Supplementary material is an additional material, given as enrichment in order to support core learning.

3.5 FINAL EXAM IN THE NATURAL DISASTER AREA

Sheu et al (2014: 285) states program national exam for project-based natural disaster areas is done by nine steps. The first step is to identify needs by pitting between ideal facts and conditions. The second step is to determine the target that needs to be done in the final project. The third step is to formulate the issues to be solved. The fourth step is to list the product specifications of the final project. The fifth step is to build a review of field conditions. The sixth step is to build a study based on science that has been studied previously. The seventh step starts on the design. The eighth step is the final project work. The ninth step is to report the work. In the context of measuring the ability of learners to produce products that benefit the environment, standardized multiple-choice tests need to be reexamined. One alternative thought is the final project-based national exam.

3.6 THE FINAL EXAMINATION MATERIAL OF THE ELEMENTARY SCHOOL IS IN THE AREA OF NATURAL DISASTER MITIGATION

Lengley et al (2015: 854) states that Indonesia as well as other cities in the Eurosasia and pacific plates is surrounded by active volcanoes in every corner. Examples that occur in Indonesia is Mount Bromo, Mount Kelud, Mount Lamongan and Ijen volcano is ready to erupt.

Along with the eruption of Mount Sinabung at the beginning of 2014, located in a row of mountains that is the ring of fire of the Mediterranean circum, the preparation to anticipate the eruption of the

volcano done. The experience on friction tectonic plate on December 26 in 2006 followed by eruption of Mount Merapi in year 2007 led to the preparation that this time, one of them is designed more mature with education.

Disaster management education for early childhood is very important to do because Indonesia is surrounded by a ring of fire commonly called the Ring of Fire. Understanding patterns of volcanic eruptions around children's lives is one of the keys in understanding disaster. Community preparation is one of the efforts to build a disaster mitigation and supervision system to build an optimal supervisory system.

Shiwaku, et al (2016: 106) argued that building a disaster surveillance system is the time to involve the world of education in the light of national education. It is the backbone of the inheritance of value and matter that becomes a reality. Then one of the proper ways to get the system upgraded is a national exam.

National education data shows that national education in Indonesia is at the point below. The implementation of the curriculum of 2013 national education among teachers at the level of educational unit seems to give justification among the public over the prevailing jargon of changing the curriculum of learning still.

3.7 ADAPTATION OF MULTIPLE CHOICE EXAM FORMATS IN DISASTER AREAS

Tatsuta, et al (2015: 746) suggests that multiple-choice alternatives are suggested to be transformed into product performance, assessed directly by communities around schools and active actors in the labor recruitment world, to spur change in the national education system.

Graduation is based on the product, not the value earned from multiple choice. If the national exam in elementary school is replaced by making the final product in the form of making a workshop and various drama performances, then the teacher will be competing to train the learners to make his preconditions, during this time to train multiple choices.

An example of a final exam in primary school is to make an applied science project such as flooding the fields inhabited by a rat outbreak, with a scientific rationale not a fish that has gills. Teachers will compete to apply an applied science-based learning approach and then train reports.

Woolley et al (2015: 435) states that the curriculum is replaced by a variety of learning strategies, but the orientation remains on the multiple-choice national exams that cause teacher focus to train the multiple-choice national exam students. Disaster awareness education that can be interpreted as an effort to develop an optimal and holistic disaster surveillance system capable of monitoring the potential of disaster. The national exam material is focused on dealing with natural disasters. The integration is conducted in a system that ensures children are able to establish self-control to develop systems that fit their mindset. Such supervision is one of the conscious efforts in preparing children to be ready to live in the midst of disaster.

IV CONCLUSION

Copy by Master strategy is a learning design that has the advantage of the production side of the work. On the other hand, the copy by master itself is capable to be designed as the alternative materials for students in natural disaster area. The language learning design for natural disaster area is prototyped for emergency circumstances that are occurred in natural disaster area, occurred without any warning sign. Thus, it is related with the relation of the examination. The designs of examination have to be related with project-based examination, which is mostly related with the infrastructure readiness that mostly collapsed on the natural disaster circumstances.

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