

Disaster Literation To Mitigate Nature Catastrophe In Early Childhood

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Abstrak

Bencana diantaranya termasuk bencana longsor, perubahan iklim, bencana banjir dan bencana akibat gempa bumi. Tujuan dari penelitian ini yaitu untuk menemukan upaya-upaya atau mitigasi bencana pada anak usia dini sehingga siaga menghadapi bencana. Mitigasi termasuk upaya literasi bencana dalam peningkatan pengetahuan, kesadaran dan kegiatan nyata untuk membangun perilaku tanggap terhadap bencana. Penelitian ini menggunakan metode penelitian studi literature dengan menemukan literature pada berbagai jurnal dan buku. Sementara penelitian ini juga menggunakan kualitatif deskriptif. Hasil penelitian menunjukkan bahwa upaya-upaya yang dilakukan termasuk menggunakan buku bergambar yang memuat tentang kebencanaan. Sifat dari gambar yang ada didalam buku yaitu harus menarik sehingga anak usia dini tertarik sehingga tumbuh perilaku sadar bencana. Kedua, mitigasi melalui video dimana anak secara langsung bisa melihat kejadian pada video sehingga menstimulasi pemahaman anak akan bencana. Ditambah dengan pembelajaran sains yang berkaitan dengan bencana sehingga anak memahami proses terjadi bencana dan meningkatkan kesiagaan anak karena mulai sadar dengan kejadian yang sedang diamati serta baha yang ditimbulkan.

Kata Kunci: *Bencana, Mitigasi, Kesiapan bencana, anak usia dini*

Abstract

Disasters include landslides, climate change, floods and earthquakes. The purpose of this study is to find efforts or disaster mitigation in early childhood so that they are prepared to face disasters. Mitigation includes disaster literacy efforts in increasing knowledge, awareness and concrete activities to build disaster response behavior. This study uses a literature study research method by finding literature in various journals and books. While this research also uses descriptive qualitative. The results of the research show that the efforts made include using picture books that contain disaster. The nature of the pictures in the book is that they must be interesting so that early childhood is interested so that disaster-aware behavior grows. Second, mitigation through videos where children can directly see events on the video so that it stimulates children's understanding of disasters. Coupled with learning science related to disasters so that children understand the process of a disaster occurring and increase children's preparedness because they are starting to be aware of the events being observed and the hazard caused

Keys word: *Disaster, mitigation, nature readiness, earlychildhod*

INTRODUCTION

Disaster is a threat non-military to national security which very likely to happen to destroy all joints in the life of the nation and patriotic (Yulianto et al. 2021). Natural disasters can strike suddenly and through a process that takes place slowly. Some types of disasters such as earthquakes, it is almost impossible to accurately predicted when and where they will happen and great strength, whereas some other disasters such as floods, landslides, droughts, volcanic eruptions, tsunamis and weather anomalies still predictable (Dennis F. Niode, Rindengan, and Karouw 2016). Disaster is an event or series of events that threaten and disrupt life and community livelihoods caused both by natural factors and or non-natural factors or factors humans, resulting in human casualties, environmental damage, property loss objects, and psychological impacts. Unpreparedness to face disasters, especially in areas that high economic value will cause huge losses big (Nursyabani, Putera, and Kusdarini 2020). Potential causes of disaster in the territory of the unitary state Indonesia can be grouped into 3 (three) types of disasters, namely natural disasters, non-natural disasters and social disasters (Beong, Resmawan, and Rita Kalinggi 2018).

Indonesia's position as a disaster-prone country in terms of geographical, geological, demographic, and sociological aspects, Indonesia is a country that is prone to disasters. Therefore, the Indonesian population must adapt to disasters through capacity building. One of the efforts that can be used to increase capacity is education and disaster literacy. The impact of natural disasters is not only on the material aspect, but also on a person's psychic condition and how that person processes it into memories that will carry over for life. When a person experiences a traumatic event and has a certain response to anything that reminds him of the disaster, this condition occurs because of Acute Stress Disorder and Post Traumatic Stress Disorder (Anita, Salsabila, and Alhabsyie 2021). The other detrimental effect of disaster is disasters have a significant effect on economic development for a nation.

The potential for disruption to socio-economic life has been experienced for population living in disaster-prone areas such as Indonesia. Disaster risk Nature has a negative influence on development, especially development economy (Nisa 2014). Based on previous discovering, the mitigation to tackle nature calamity have to be conducted through numerous of action including preparedness. Preparedness also plays a big role important in reducing the potential for disturbing psychological conditions Public. You can imagine, when society is not equipped with preparedness will have an impact on psychological disorders (Hadi, Agustina, and Subhani 2019). The book which contain the picture about nature disaster can help children to mitigate the nature catastrophe. In addition, the motivation is other pivotal to assist the children for overcoming the disaster.

In previous research show that the book which have strong connected to disaster namely *aku tahu gempa bumi* have the capacity to educate the children in mitigating nature disaster because the book have good picture where the children will pay attention to book which contain picture which is related to disaster. Beside that the book exert simple word, clearly, and short word. Even the book scale up the motivation because there is the word which it enable to motivate the children in saving their self from nature catastrophe namely "Yuk selamatkan diri saat terjadi gempa bumi" (Rahiem and Widiastuti 2020). Disaster education can be implemented in school level and society. For example, disaster education can be done with give an example to the child that helps others (eg friends) who affected by disaster is the character of disaster education. In this case, the good parents be an example or role model for their children by guiding them to create each other a sense of concern, not only for humans, but also for animals, plants, and environment (Prakoso, Widana, and Subiyanto 2021).

Early childhood education institutions is one of the institutions that can participate in risk reduction activities disasters that have an obligation to provide understanding, grow awareness of disaster preparedness and educate the next generation of children nation from an early age (Mujiburrahman, Nuraeni, and Hariawan 2020). Mitigation is not only about socialize the disaster, or share knowledge about disasters, but also practice skills and skills in teachers and educators so that it can be applied when it occurs disaster, at least can minimize the psychological impact of disaster, because early on mentally prepared (R. S. Dewi and Anggarasari 2020). Based on previous finding show that disaster have impact bot social, physicological, and economical. It is pivotal to discover what sort of mitigation that can release in early childhood. Mitigation can be categorized as the action that it impact to reduce the risk of nature disaster.

METHOD

The topic research disaster mitigation in ealy childhood is conducted by library research or literature studies. A literature review is a surveys scholarly articles, books and other sources relevant to a particular issue, area of research, or theory, and by so doing, providing a description, summary, and critical evaluation of these works (Helmericks, Nelsen, and Unnithan 2014). Reports or information that will be used in the literature review can be found in books, scholarly papers, dissertations, government documents, policy reports, or in the papers presented in seminars. Below are some sources for writing a literature review (Marzali 2017). Library research contain numerous of step including data collection by searching for sources and constructing from various sources such as books, journals, and research already available (Wahyudin 2022). Nowadays, document study is an important and inseparable part of qualitative research methodology. This is due to the new awareness and understanding that develops in among researchers, that so much data is stored in the form of documents and artifacts (Nilamsari 2014). Technique data collection carried out by studying a number of books, literature and other documents considered according to the above study (Sari, Neviyarni, and Irdamurni 2020). Library research is theoretical studies, references as well other scientific literature related to culture, values and growing norm the social situation under study (Sugiyono, 2012).

Librarianship is not only collecting, reading and recording literature books that many people understand, but far from that, literature research is a must pay attention to the steps in researching the literature, must pay attention to the method research in order to collect data, read and process library materials as well equipment that must be prepared in the research, its use makes it easier researchers in obtaining data (Khatibah 2011). This research will find previous findings that discuss disaster mitigation or efforts made to increase disaster knowledge, disaster awareness, and behavior to deal with before natural disasters occur in early childhood. Mitigation efforts are collected from various sources of knowledge including journals or articles that have been written. When it has been collected, it will be strengthened and mutually reinforcing by finding other articles. When one finding with other findings is mutually reinforcing, a qualitative descriptive will be carried out. At this time, the findings will be strengthened by other findings.

RESULT AND DISCUSSION

Early Childhood is an individual who is in the process of growth and rapid development is even said as a developmental leap because of that early age is said to be The Golden Age (golden age) that is a valuable age in later age comparison (I Made Hartawan 2017). Disaster mitigation is a form to act and behave in dealing with disasters both before, during, and after their occurrence disaster. Provide

knowledge and understanding of disaster mitigation nature in educational programs is a challenge for us (Nurjanah 2021). Children as the member of vulnerable population should be used as a reference to continue improving the ability of children to face disasters. With the potential of children as active agents in disaster mitigation, the children's environment would also indirectly become more alerted to disasters (Winangsih and Kurniati 2020).

Early childhood education institutions should develop their potential comprehensively through learning arranged according to what they want to teach. Such as one of them is learning about preparedness in the face of earthquake disasters. In the learning process, of course, it will never be separated from the assessment to measure the extent to which the child can master the information provided (C. Dewi et al. 2020). Several story books about natural disasters can be accessed via the internet, besides that there are pictures on the theme of natural disasters that can be colored. Through the method and this media disaster mitigation education will be carried out. In addition, there are also songs that can be used to teach disaster mitigation to children. one of them is a song "if there is an earthquake". Storybooks, pictures, and songs are collected to introduce types disasters that can happen at any time, anything that can cause the disaster happen, and what to do when it happens (Nur and Vicky 2022).

Use of color in APE hazard mitigation to pay attention to aspects of conformity with emotional aspect. Aspects of suitability and emotional aspects properly can provide convenience for children in learning disaster material with using APE disaster mitigation, as well as can attract children's interest in learning (Ayuningtyas 2016). The advantages of this product are direct experience will be obtained by children because it will trained directly as how save yourself, this aims that aspect the child's development runs optimally, materials that use in the manual is very easy obtained, helps facilitate the teacher in the process learning because of the guidebook. As for the shortcomings of this manual product are deep writing deficiencies are still found, in the use of sentences is less effective so it is necessary to repaired (NASRULLAH and Reza 2020). It is also encouraged by the other discovering to reveal that a picture story book is a story in the form of a book, there are pictures to represent the story which are interrelated and there is also writing that can represent the story displayed by the picture. Through the media of images can strengthen memory and facilitate understanding in understanding the content of the story (Aminah 2012).

Picture story books are stories in the form of a book where there are pictures as representative storytelling related. Besides there are pictures, there is writing that can represent the story shown by the image, via Pictures can strengthen memory children and easy to understand children in understanding the contents of the story (Afnida, Fakhriah, and Fitriani 2016). Image media as a support in storytelling activities also holds important role. The teacher is very helpful with this media. That story brought by the teacher to be more interesting and fun for children. image media play an important role in storytelling activities, to encourage active children, expressive, and creative. Media images also function to help children acquire ease when expressing his ideas orally. Images can be diversion of children's attention as well as media for expression or statement feelings and can encourage the growth of fantasy and imagination of children (Novita, Indarto, and Risma 2016).

Picture story books can be used to help children get to know different environments and situations from their environment. Picture book too can introduce the characteristics of the actors, the setting, namely the time and place where the story takes place, as well situation. Besides that, there are three benefits of picture books, namely providing language input to children, provide visual input for children and stimulate visual and child verbal (Ngura, Go, and Rewo 2020). Picture story book can help make it easier for children to pour ideas into language form because of pictures will

provide inspiration and motivation very high for students to do learning process, especially in teaching read (Apriliani and Radia 2020). As the result, the concept of disaster management is more easily recognized by early childhood. Picture story book designed to introduce five titles such as floods, landslides, earthquakes, tsunamis and land and forest fires. Some of these disasters often occurs in Indonesia and there are lots of disadvantages especially for children.

The plot of the story is designed having special characteristics, interesting images and disaster content; it is expected to support the children to more easily recognize the disaster management actions (Solfiah et al. 2020). However, the implementation of book which it have picture contain rare to discover. It is similar to previous finding where educators at school It describes the things that influence less optimal use of media with books illustrated story due to as minimal and Limited supply in quantity. As for some some of which are older publications. Another reason is due to limited time and not specifically allocated time for discussion of story books between the teacher and the participants study at that school (Restuningtyas and Hasibuan 2022). The other way to mitigate the nature disaster is play activities as an effort tsunami disaster mitigation for children early age can be used as one one way to deliver understanding in children about disasters tsunami and evacuation process to they get to a safe place safe, but necessary continuous effort in order process existing information can recorded properly in memory children (R. S. Dewi and Anggarasari 2020).

For instance, circuits playing. This games aims to increase self-awareness for early childhood earthquake response, with this game the teacher observes that child disaster response has begun to emerge and can be improved again. Children are trained to understand what to do when there is earthquake disaster (Ningtyas and Risina 2018). Then, Teach children how to protect themselves from an earthquake. Teach children to look for nearby shelters when an earthquake occurs, for example by taking cover under a table that is still strong enough, and away from window panes and cupboards (Irawan, Subiakto, and Kustiawan 2022). Beside that, the another method for overcoming the disaster is using media learning. The development of flood disaster mitigation programs in the form of digital video learning media has been proven to foster knowledge and attitudes of early childhood to respond to disasters from an early age. Implementation of disaster mitigation programs through learning videos has several benefits, including easy access, easy to use, general in nature, and can be used in many places (Nurani et al. 2022).

It must be boosted by the another method including science learning and role play games. One example for this is making mountain eruption, Introducing volcanic eruptions to kindergarten-aged children is one of them by conducting experiments to mimic the events of marked volcanic eruptions with the release of lava in the form of magma flows from the crater of the mountain. Making miniature mountains volcano and its "lava" can use simple ingredients that are easy to obtain from surrounding environment. Volcanic shapes can be made using clay, gypsum or slurry paper. The center is perforated to resemble a crater hole where magma comes out (Rahma 2020). Event disaster mitigation can be released through story telling. Through storytelling activities with picture books, movement and songs, and coloring picture, early childhood who are participants in this disaster mitigation education, can answer Questions about the types of disasters and floods are their most frequent disasters watch.

Children can tell how they felt when they were affected by an earthquake earth, and when when feel the vibration they can tell what to they do. The child's ability to repeat or retell becomes a sign that they have understood several concepts in disaster mitigation (Nur and Vicky 2022). When a child reads a lot of children's stories, a child will acquire emotional maturity, intellectual, and experience about life. Children's stories can enrich children's vocabulary. The story book both can be

uplifting and child's desire to learn. Through stories, power the imagination that exists in the child can be fostered and directed toward those goals healthy (Anafiah and Arief 2018). Personal knowledge of flood disaster safety in picture book related to how children protect themselves from the dangers of a threatening disaster, know about floods and their impacts, know people who can help them when a flood occurs, and know what actions to take when flood disaster occurs to keep oneself safe from the threat of danger that comes .

CONCLUSION

Early childhood is one of the most vulnerable children affected by environmental disasters. Early childhood tends to be passive when there is an environmental disaster. There are several environmental disaster mitigation that can be done, including learning through books that have pictures. Picture books can motivate children to understand disaster because children are attracted to colorful and picture books. Children really like it when there are lots of pictures in the book compared to books without pictures. when the child is interested, the child will know the contents of the book related to environmental disasters. Another effort is that children are given stories about disasters so that they stimulate children to understand environmental disasters. Children who listen directly can stimulate children to understand disaster events. Coupled with the use of disaster videos so that children can watch disaster events firsthand. At the same time, disaster learning can be done through science learning activities such as the eruption of a volcano. An understanding of science about disasters will increase children's knowledge and awareness of disasters.

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