



Disaster Mitigation Education: Challenges and Opportunities in Six Areas of PAUD Development

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ABSTRACT

This article discusses disaster mitigation education, looking at the challenges and opportunities in six areas of PAUD development. The method used is qualitative research in the nature of library research, using books and other literature as the main object. Research data is in the form of library data that has been selected, searched, presented and analyzed. The definition of disaster mitigation education is an individual's efforts to prepare themselves and their potential, process and mature their feelings, thoughts, will, as well as increasing skills or abilities in facing or minimizing the risk of disasters that will occur. An overview of disaster mitigation education, viewed from six areas of PAUD development, namely religious and moral values, physical motor, cognitive, language, social emotional, and arts. The challenges and opportunities that children learn, to stimulate and train appropriate and appropriate behavior, so that good habits are formed in children so that when a disaster occurs, children become individuals who can more easily work together in reducing the risk of disasters or minimizing damage or injury that could occur. happen. Children who are equipped with attitudes and actions that are trained consistently in six areas of development will become children who provide strength and entertainment for their parents during difficult and sad conditions, children will also be able to express their feelings and thoughts appropriately, be responsive, and be more responsive to disasters. , instead of the child crying hysterically or becoming a burden on the parents when the child is difficult to control or becomes more panicked, it actually approaches danger.

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INTRODUCTION

Disaster events in an area always cause sadness and loss for anyone who experiences them, especially for Indonesian citizens, who have always been overwhelmed by deep grief and sorrow in recent years.

Various regions in Indonesia have experienced the most devastating natural disasters, especially the most frightening and vivid events reported in various national and international mass media, including the 2004 tsunami disaster in Aceh; in 2006, the earthquake disaster in Jogjakarta and the tsunami disaster in Pangandaran; in 2009, the earthquake disaster in Padang; in 2010, the Wasior Papua flash flood disaster and the Mount Merapi eruption disaster in Yogyakarta; In 2018, there were three disasters that occurred at once in the cities of Palu, Sigi, Donggala, and the surrounding areas, namely an earthquake with a magnitude of 7.2 (Ritcher Scale), a tsunami, and liquefaction with damage so devastating that one area in several locations was buried. at the bottom of the ground and some have shifted from their original place for tens of kilometers. Still in the same year, towards the end of 2018, the tsunami disaster occurred in Banten.

Disasters still continue from the outbreak of the Covid-19 disease (Corona Virus Disease 2019) which is a disease caused by a new type of corona virus, namely Sars-CoV-2, and was first discovered in Wuhan China, on December 31 2019. For a year Currently, the whole world has experienced all the impacts of the Covid-19 disease until it has become a global pandemic that has affected all aspects of human life up to now. Death from Covid-19 has claimed the lives of hundreds of millions of people around the world. The global Covid-19 pandemic is still being faced today, with all areas of human life currently experiencing many changes and moving towards a new normal condition.

The country of Indonesia has not yet finished experiencing various disasters and is experiencing a very difficult struggle in fighting Covid-19, coupled with various disaster events at the beginning of 2021. The geographical condition of the country of Indonesia is tLocated on the Pacific Ring of Fire, there is at least one significant volcanic eruption and one major earthquake in Indonesia every year and a major tsunami can occur once every five years (UNDP, 2020).

This was explained by BThe National Disaster Management Agency (BNPB) noted that during January 1-23 2021, 197 disasters had occurred in Indonesia. This data was collected until Saturday (23/1/2021) at 15.00 WIB and the data in infographic form was uploaded to the BNPB Twitter account, @BNPB_Indonesia, on the same day. In the infographic there is a map that explains the distribution of disasters per province that occurred in Indonesia. If we look at the quantity of disaster events, East Java is the province with the highest total number of disaster events so far, reaching 32 disasters in a period of 23 days. Next, Central Java with 31 incidents, and Nanggroe Aceh Darussalam with 26 incidents. Apart from that, the disaster that occurred in South Kalimantan was the largest in terms of the number of people affected. As a result of the recent major floods, 875,165 people were affected and had to evacuate. Meanwhile, the province with the highest number of deaths due to disasters is West Sulawesi. There were 91 deaths in the province, most or perhaps all of which came from the large earthquake that occurred some time ago (Source: Kompas.com, 2021).

The description of the various disasters that have been described is a challenge in itself to be faced by truly preparing more thoroughly when these various disasters occur again. The challenges faced in the coming year will be more complex and make it impossible to predict or predict the various existing conditions that will occur. Learning from a number of disasters that have occurred in various regions in Indonesia, individuals and communities should be equipped with knowledge, understanding and experience in dealing with disasters so that the importance of disaster mitigation is studied and prepared so that individuals and communities can become more responsive and resilient individuals. facing disaster.

Mitigation is an effort or effort made to reduce, minimize or even eliminate losses and victims due to natural disasters. A simpler definition of mitigation is preparation before a disaster occurs. This is contained in Law Number 24 of 2007 concerning Disaster Management, mitigation is a series of efforts carried out to minimize the risk and impact of disasters, both through infrastructure development and providing awareness and capabilities in dealing with disasters.

Meanwhile, Akbar (2006:6) explains that mitigation is the main starting point of disaster management. With mitigation, efforts are made to reduce and/or alleviate the impact caused by a disaster on people and property. In principle, mitigation must be carried out for all types of disasters, whether natural disasters or disasters resulting from human actions (man-made disasters). Meanwhile, UNDP (1994: 11) explains that mitigation means taking actions to reduce the effects of a hazard before the danger occurs. The term mitigation applies to a wide range of activities and protective measures that may range from the physical, such as building strong structures, to the procedural, such as standardized techniques for incorporating hazard assessments into land use plans.

Next, it is also explained in accordance with the Law above, regarding the definition of a disaster as an event or series of events that threatens and disrupts people's lives and livelihoods caused, either by natural factors and/or non-natural factors or human factors, resulting in human casualties and damage. environment, property loss, and psychological impacts. Disaster management in accordance with these regulations does not only focus on emergency response when a disaster occurs, but is related to activities before a disaster

occurs or preparedness and also activities after a disaster occurs or the reconstruction/recovery process in areas affected by a disaster.

This was explained by the International Red Cross (IFRC, 2020), which actively works to provide assistance at natural disaster locations, explaining that disasters are based on the severity of the impact, not on the initial impact. Disasters are sudden, horrific events that severely disrupt the functioning of a community or society and cause material and immaterial losses that may exceed the ability of humans to cope using their own resources.

The definition of disaster mitigation, contained in Article 1 Paragraph 6 of Government Regulation Number 21 of 2008 concerning the Implementation of Disaster Management, is defined as an effort to reduce disaster risk, by means of physical development as well as awareness and increasing skills in facing the threat of disaster.

After explaining the various definitions of disaster and disaster mitigation, efforts need to be made for disaster mitigation education to be prepared well and appropriately according to the conditions of disaster-prone areas. What often happens is that after an area is affected by a disaster, they think about a way out or start thinking about the impact of damage that can be minimized or reduced, even though from decades ago and experience from several areas, it can be used as a reference to start implementing disaster mitigation. The challenges faced by families, schools and society are no longer just children's inability or difficulty in learning, children's difficulty staying away from various addictive gadgets, which has an impact on the health of the five senses of vision and physical activity, motor, cognitive, social, emotional, language and children's psychology, but the child's ability to survive, be tough, be better prepared and adaptive to face various events that could threaten the child's life.

Children are still unstable in managing themselves and their emotions so they are very vulnerable in self-recovery, especially if a disaster occurs, they will very easily experience physical and psychological injury, trauma, abuse and even death. The opinion of Peek (2008) makes it clear that children are physically vulnerable, and often most disaster victims are children. They are more vulnerable to death, injury and abuse. They are also psychologically vulnerable and if left untreated can develop into post-traumatic stress disorder (PTSD). Balaban (2006) added that children are vulnerable to experiencing other related symptoms, for example depression, anxiety disorders and behavioral disorders.

The opinion of Fothergill (2017) is that children are vulnerable before, during and after a disaster. Disasters cause ongoing disruption in their lives, from family, school, housing, health services, friendships, and other key areas of life; children face the risk of separation from parents and family, homelessness and having to move, injury, illness and even death. This is in line with the opinion of Balaban (2006), stating that when a disaster occurs, children are the most vulnerable members of society. Ronan & Johnston (2005) also explain that children are at a higher risk of experiencing stress and trauma compared to adults. Meanwhile, Desfandi (2014) emphasized the importance of increasing understanding and resilience to disasters that must be instilled in the surrounding community, especially children at an early age who still do not understand what they should do when an unexpected disaster occurs.

Various article references discussing disaster mitigation in early childhood under 6 years old are still very rarely studied or researched. In contrast to elementary or middle school aged children, several studies discuss disaster mitigation training by Putra and Aditya (2014); Subagia, I Wayan, Wiratma, I G. L, and Sudita, I Ketut. (2015) researched sharing knowledge about earthquake disasters; Meanwhile, disaster mitigation research on junior high school students, including Hasanah, et al. (2016) regarding the development of a disaster mitigation module based on local potential; Supriyadi and Rezki (2020) regarding original science-based disaster mitigation education and training.

The opportunity to research disaster mitigation education in early childhood is wide open, especially if the disaster has occurred in several regions in Indonesia. As an academic or researcher, you should start studying various appropriate learning models or designs in preparing children's psychological conditions during a disaster.

This article will discuss and describe disaster mitigation education, in terms of challenges and opportunities in six areas of PAUD (Early Childhood Education) development, namely religious and moral values, physical-motor, cognitive, language, social-emotional, and

arts. It is hoped that from this article, we can better understand the picture of natural disaster mitigation for early childhood and focus on stimulating six areas of development so that children's knowledge and skills in facing natural disasters become more prepared, responsive to disasters and resilient.

METHOD

This research is qualitative research in the nature of library research which uses books and other literature as the main object (Hadi, 1995:3). According to Sugiyono (2012:291), literature studies are related to theoretical studies and other references related to the values, culture and norms that develop in the social situation being studied. Apart from that, literature study is very important in conducting research, this requires research that cannot be separated from scientific literature. The type of research used is qualitative, namely research that produces information in the form of notes and descriptive data contained in the text under study (Mantra, 2008:30).

In library research, the method used to collect research data is library data that has been selected, searched, presented and analyzed. The data source for this research is looking for library data whose substance requires philosophical and theoretical processing. Literature study here is a literature study without accompanying empirical tests (Muhadjir, 1998: 159). The data presented is data in the form of words which requires processing to be concise and systematic (Muhadjir, 1998:29). Data collection carried out in this research was by collecting several books and articles regarding education, disaster mitigation, and six areas of PAUD development. Then several books and articles were selected, presented and analyzed, and processed so that they were concise and systematic.

RESULT AND DISCUSSION

Education is an effective means of reducing disaster risk by including learning material about natural disasters as a mandatory lesson for every child or student at all levels, especially in schools located in disaster risk areas. However, from several article references related to disaster mitigation, the general term that often appears is disaster management or Disaster Risk Reduction (PRB). Meanwhile, an in-depth definition of disaster mitigation education has not yet been described more specifically from the reviews of several articles that have been reviewed. Therefore, the author formulates from experts' opinions regarding the meaning of education and summarizes the definition of disaster mitigation, then outlines the definition of disaster mitigation education.

In accordance with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state.

Meanwhile, Nurkholis (2013:25) explains in more depth that the meaning of education in Greek comes from the word pedagogik, namely the science of guiding children. The Romans saw education as educare, namely bringing out and guiding, the act of realizing the potential a child brings when they are born into the world. The German people see education as *erziehung* which is equivalent to educare, namely: awakening latent strengths or activating a child's strength or potential. In Javanese, education means *pelvicawentah* (processing), cultivating, changing the psyche, maturing feelings, thoughts, will and character, changing the child's personality.

Kurniawan's (2017:26) opinion regarding education is transferring values, knowledge, experience and skills to the younger generation as an effort for the older generation to prepare the next generation's life functions, both physically and spiritually. According to Djumali, et al. (2014:1), education is to prepare people to solve life's problems now and in the future.

Based on the description of the meaning of education, it can be explained that the definition of disaster mitigation education is an individual's effort to prepare themselves and

their potential, process and mature their feelings, thoughts, will, as well as increasing skills or abilities in facing or minimizing the risk of disasters that will occur. Furthermore, the discussion findings from the book and subsequent articles, with the terms Disaster Risk Reduction (PRB) and/or Disaster Education, become part of the explanation regarding disaster mitigation education.

Since 2010, the Directorate General of Primary and Secondary Education Management has prepared a book on "Strategies for Mainstreaming Disaster Risk Reduction in Schools". The following states that Indonesia, as a member country of the United Nations and active in various international level activities, follows and adopts the DRR concept that applies internationally. Apart from that, Indonesia is also bound by The Hyogo Framework for Action (HFA) 2005-2015. HFA has three strategic objectives and five priority activities for the 2005-2015 period. Three strategic objectives, as follows:

1. More effective integration of disaster risk reduction into sustainable development policies, planning and programming at all levels with particular emphasis on disaster prevention, mitigation, preparedness and vulnerability reduction.
2. Development and strengthening of institutions, mechanisms and capacities at all levels, more specifically at the community level, which can systematically contribute to building resilience in the face of danger.
3. Systematic collaboration of disaster risk reduction approaches into the planning and implementation of emergency response, response and recovery programs in the reconstruction process of disaster-affected communities.

Furthermore, there are five priority activities for The Hyogo Framework for Action (HFA) in the 2005-2015 period, including:

1. Ensure that Disaster Risk Reduction (DRR) is placed as a national and local priority with a strong institutional basis for its implementation.
2. Identify, evaluate and monitor disaster risks and increase the use of early warning.
3. Using knowledge, innovation and education to build a culture of safety and resilience at all levels.
4. Reducing basic risk factors; And
5. Strengthen disaster preparedness with effective responses at all levels. Strengthening capacities at the community level to reduce disaster risk at the local level, where individuals and communities mobilize local resources for efforts to reduce vulnerability to hazards.

After this explanation, it can be clearly seen that disaster risk reduction education or disaster mitigation education, is an implementation of the third priority of the Hyogo framework, namely using knowledge, innovation and education to build a culture of safety and resilience at all levels, so that disaster risk can be minimized. , if everyone is given the opportunity to receive information and is motivated to have a culture of prevention and resilience to disasters by collecting, sorting, processing, compiling and disseminating relevant knowledge and information about disasters, vulnerabilities, security and capacity.

Currently, the implementation of Early Childhood Education (PAUD) refers to the national PAUD curriculum established based on Minister of Education and Culture Regulation Number 146 of 2014, known as the 2013 PAUD curriculum. Apart from that, the curriculum is general in nature and is a reference for all PAUD institutions spread nationally throughout Indonesia. Various PAUD institutions and the like must develop them into operational curricula that are easy to understand and apply, also adapted to the conditions and specificities or potential possessed by PAUD institutions or according to regional conditions.

Meanwhile, PAUD institutions are one of the institutions that can play a role and support in Disaster Risk Reduction (PRB) activities or become a reference for young children in understanding disaster mitigation education from an early age. Apart from providing understanding, fostering self-awareness and being able to manage emotions well, disaster preparedness or response, and resilience in facing disasters, are useful and useful provisions for young children. The importance of providing disaster mitigation education for early childhood in PAUD units in formal education channels which provide educational programs

for children aged 4 (four) years to 6 (six) years, based on Government Regulation of the Republic of Indonesia Number 66 of 2010 which is called Kindergarten. Children (Kindergarten).

The process of implementing disaster mitigation education within the scope of PAUD does not stand alone or separate from discussions in other scientific fields, but through an integration process of various aspects of related scientific fields. Apart from that, there are efforts made carefully, there are careful and planned considerations, and there is seriousness in preparing the various elements involved in it, starting from planning, developing models or designs for disaster mitigation education, implementation in schools, attitude assessment up to the moment the evaluation process.

Furthermore, the content of disaster mitigation education that can be integrated into the curriculum currently and will be implemented in PAUD institutions, related to six areas of development and competency (core competencies and basic competencies) is a challenge to be discussed in depth. Below we will outline an overview of the six areas of PAUD development. In accordance with Minister of Education and Culture Regulation Number 137 of 2014 concerning National PAUD Standards, there are six areas of development in PAUD, including: religious and moral values, physical-motor, cognitive, language, social-emotional, and arts.

1. Religious and Moral Values

The first area of PAUD development is religious and moral values. It is important to note that habits taught by parents at home, such as starting the habit of praying before and after activities, doing or doing something with the right hand, learning to throw away rubbish in the place provided, are examples of the many values contained in the field of religion and morals (good and bad actions).

When linked to disaster mitigation education, the development of religious and moral values that can be pursued and stimulated appropriately, namely:

- a. Children are trained and accustomed to saying various dhikr readings, such as saying 1) Takbir: "Allahu Akbar", meaning "Great is Allah"; 2) Tasbih: "Subhanallah", meaning "Glory to Allah"; 3) Tahmid: "Alhamdulillah", meaning "Praise be to Allah"; 4) Tahlil: "Laa ilaha Illallah", meaning "There is no god but Allah"; 5) Istighfar: "Astaghfirullah hal adzim", meaning "I ask forgiveness from Allah the Most Great"; 6) Ta'awudz or isti'adzah: "Audzubillah himinasyaitonirrajim", meaning "I seek refuge in Allah from the cursed devil". Meanwhile, children who have religions other than Islam can be taught various prayer readings related to safety, protection or asking God for protection from all dangers.
- b. Children are equipped with various prayers that contain the meaning of safety, strength and patience in facing disasters, as well as asking for protection and protection only from Him, including prayers when the wind blows hard; prayer when there is lightning; prayer when it rains; prayer for rainy weather to clear up again; prayer when there is a flood, because of continuous rain; and prayers grateful for the rain.
- c. When children are provided with various safety prayers and patience in facing any disaster or trial, the child becomes focused on the reading being spoken so that the child's psychological condition becomes calmer, resigned or dependent on His power when reciting the prayer, even in confusion or fear, feeling sadness mixed with anxiety, children learn to surrender only to Him and their psychological condition becomes calmer.
- d. Children are taught to always be grateful for all His blessings and accept everything that is present in life for the good of not only themselves, but can be shared with fellow humans and other living creatures.
- e. Children are taught to be attentive, caring and show sincere affection towards parents, siblings, family, friends, teachers and other living creatures.
- f. Children easily empathize and sympathize with the trials or disasters faced by other people, so it is easy to always help according to the situation and conditions experienced without being burdensome or burdensome.

- g. Children are trained to be responsible for various tasks or basic life skills so that they do not become stiff or confused when the situation becomes chaotic, such as washing cutlery or clothes with minimal water, walking long distances without a vehicle, and so on.
- h. Children are accustomed to being independent and disciplined in their daily lives so that when a disaster occurs, children are able to take appropriate and responsive preventive action, without relying on adults.

2. Physical-Motor

The second PAUD development is physical motor skills. The benchmark for achieving a child's growth and development is when the child is able to demonstrate a significant process of change in body weight, height, density of each body member, strength, endurance and the child's speed in movement. One of the most important child developments to pay close attention to is the child's physical and motor development, both gross and fine. Beaty (2013) explains that physical development for children involves two important areas of motor coordination: First, movements controlled by large muscles, involving movements of the whole body, legs and arms, are known as gross motor skills; Second, it is controlled by small or smooth muscles that control the hands and feet, known as fine motor skills.

When linked to disaster mitigation education, physical motor development that can be pursued and stimulated appropriately includes:

- a. Children are accustomed to exercising or moving frequently every day until the child sweats. This indicates that the child's body metabolism becomes healthy, fit, the face becomes bright and radiant, and the child's body parts become more flexible and agile.
- b. Children are trained and routined to carry out various gross motor physical exercises, such as walking, running, jumping, climbing, throwing, catching and kicking, riding or being able to control tools or animals, such as bicycles, horse riding; or do creative movements, such as moving to the rhythm of songs, dancing, and other movements.
- c. Children are trained and routinized to carry out various fine motor physical exercises, such as reflex movements that are regulated so that they become appropriate movements, when children feel hot air coming from a tea cup, children can dodge slowly without dropping or touching other objects; rotating movements of various objects; pouring liquid; fasten or open buttons; forming dough; using drawing tools or writing tools; use scissors, knives or hammers in a controlled manner.
- d. Children are supported, guided, directed and supervised in playing which involves gross and fine motor physical activities, so that children's endurance becomes stronger, more skilled, more agile, more dynamic and more resilient. Especially if parents accompany them to play and go on adventures together, so that children can learn and gain direct experience from their parents' attitudes and actions when deciding on normal or emergency situations and conditions.
- e. Children are accustomed to playing with various tools or media around them so that children become more creative, easily adapt to recycled goods or materials, and are not selective in playing because they feel dirty or unattractive.
- f. Children can be involved in cooking activities in the kitchen, in arranging various objects at home, helping with household tasks so that children become familiar with various tasks that will help children in disaster situations where conditions are more worrying.

3. Cognitive

The third PAUD development is cognitive. The definition of cognitive is the ability to think or the development of thinking power and creative power. This ability is as important as the other aspects discussed above, indicating the child's way of thinking changes from one part to another in getting to know the world around him. Apart from that, cognitive discusses how children actively build their way of thinking about the world around them.

Santrock (2007) stated that Piaget's theory of cognitive development is the process that children use when building their knowledge about the world, including schema, assimilation, accommodation, organization, balance and balancing. They are explained one by one as follows: a) Schema means that when children begin to build their understanding of the world, the developing brain also forms schemas; b) Assimilation occurs when children incorporate new information into existing schemas; c) Accommodation occurs when children adjust their schemas to new information and experiences; d) Organization is the grouping of isolated behaviors and thoughts into a more orderly and higher system; e) Balance (equilibrium) is a mechanism to explain the stages of thinking that move to the next stage of thinking; and f) Balancing. This transfer occurs because children experience cognitive conflict or disequilibrium in their efforts to understand the world. In the end, they will resolve the conflict and achieve a balance of thought.

When linked to disaster mitigation education, cognitive development that can be pursued and stimulated appropriately includes:

- a. Children are given the opportunity to explore their environment by exploring, going on adventures, getting into trouble and finding their own solutions.
- b. Children are guided in several educational activities and exploratory games using various tools and media around them, they are able to play roles when children play with finger puppets or hand puppets, as a form of channeling their feelings of sadness or fear.
- c. Children are trained in various sorting or grouping activities according to color, size, shape, such as puzzles, blocks, meronce, or activities of placing objects in an order or series, comparing, mixing colors, collecting various objects, so that children can easily adapt to their environment when a disaster occurs. .
- d. Children are also trained to recognize, create, form patterns, as well as use various signs, diagrams or bar graphs, symbols of images of animals, plants and others; or number symbols to be recorded so that children are able to describe the objects and things they see correctly.
- e. Children are guided in counting while memorizing the number 20, this can be done by singing, made in the form of a fun game as a way of diverting the child's attention to focus on remembering how many numbers they have mastered so that when the child succeeds in saying it correctly, there is a feeling of pride and joy, because of his ability. valued.
- f. Children are given practice with various simple questions or problems according to their stage of development with concrete objects around the child so that children become accustomed to it and can easily solve the problems they face, not just relying on adults. You can also be trained to solve problems with computer programs or educational games that are designed to help children solve problems. This part of the point is a high-level thinking ability that requires creative, critical thinking and actions that test children's self-confidence.

4. Language

The fourth area of PAUD development is language. A child's ability to express their thoughts and feelings well is one aspect of language development. The main ability that differentiates humans from other living creatures.

When linked to disaster mitigation education, language development that can be pursued and stimulated appropriately includes:

- a. Children are trained to easily convey their thoughts and feelings to their parents or adults around the child, so that children do not harbor or carry negative feelings in their hearts. So it's not just positive feelings that are appreciated, but being able to talk about the bad feelings you're experiencing is something normal, natural and human.
- b. Usually children only listen, but do not speak or respond appropriately, so the things that need to be paid attention to are providing a sense of security, comfort, openness, always respecting and appreciating everything well, being a model or example of the attitude the child wants to emulate.

- c. Parents can make it a routine habit of telling stories before going to bed or try to provide opportunities to listen to each other's stories every day so that children's language skills develop, from a few words, in phrases or short sentences to long sentences.
 - d. Involving children in various casual conversations or in family events or activities at school, such as field trips, picnics, camping, so that children become comfortable and can open up in the community as children grow socially which makes children feel accepted and recognized for their existence.
 - e. Appreciation and support for children when humming, singing, role playing as different characters, telling stories with facial expressions that match the content of the story, telling stories through picture books, telling stories with finger puppets or hand puppets so that children can easily adapt and be comfortable wherever they are with their family .
 - f. Parents can ask several questions and answer various questions from their children so that the children feel cared for and listened to by their parents. So parents also learn to be patient in listening to their children's feelings so that children will be open to telling stories when there is a problem. If parents withdraw or keep their distance from their children, it is certain that the children will become distant from their parents, making it difficult for parents to help their children when they are quiet or more comfortable when talking to their friends.
5. Social-Emotional.

The fifth area of PAUD development is social emotional. One form of individual non-verbal communication is when they are able to show their emotional side which makes a person have an affective feeling, not just a cognitive side. In addition, an individual's ability to relate to other people indicates active interactions that are built in order to establish emotional bonds and appreciate values that are different from those believed by the individual.

The opinion of Dodge, et al. quoted by Beaty (2013) explains that during the early childhood years, social-emotional development revolves around the socialization process, namely the process of learning the values and behavior accepted by society. Apart from that, at this age, there are three goals in social emotional development, namely: a) Achieving a sense of self or self-understanding, as well as connecting with other people; b) Responsible for oneself, including the ability to follow rules and routines, respect others, and take initiative; and c) Displaying social behavior, such as empathy, sharing, and waiting for turns.

When linked to disaster mitigation education, social-emotional development that can be pursued and stimulated appropriately includes:

- a. Train children to release feelings of stress in a way that is appropriate and agreed upon by the child, so that the burden in their hearts and minds becomes relieved or relieved, such as screaming while on the beach or singing to express feelings.
- b. Expressing feelings of anger, disappointment, or annoyance, in the form of words or expressions rather than negative actions.
- c. Children can be trained to be calm in difficult or dangerous situations, by learning from the attitudes and actions taken by parents in solving problems.
- d. Handle surprising or unexpected situations with appropriate self-control. It requires training that must always be supported by parents so that it becomes permanent behavior and can move reflexively which helps children avoid the risk of disaster.
- e. Children are accustomed to expressing their liking or interest in something, feelings of affection and love for their parents, siblings, family, playmates, teachers and other people in a polite way. A hug, a warm hug, a pat on the shoulder, a stroke on the head or hair, a hand grip, a pat on the back or a "Toss" gesture, will provide reinforcement and be a form of strong bodily expression.
- f. Children are trained to always display a friendly, friendly face, smile easily, and look happy in carrying out their activities. Children will be able to show friendly facial expressions and pleasant attitudes, if their parents are able to display the same happy

feelings when meeting or interacting with their children so that children are able to behave appropriately when interacting with other people.

6. Art

Art is the last or sixth area of PAUD development. Art is an interesting and enjoyable area of development, because it brings out the best potential in humans. Apart from being entertainment or real expression in an action or work or product, art is able to bind and deepen stiff or tense friendship or family relationships, making them easier to maintain with laughter. Art as a glue in common interests or favorite hobbies.

When linked to disaster mitigation education, art development that can be pursued and stimulated appropriately includes:

- a. Give children space to express themselves by making various basic forms of scribbles and using various drawing tools, such as brushes, crayons, watercolors, and so on.
- b. Appreciation and support for children in drawing from uncontrolled scribbles to when the child starts to develop scribbles and add several objects that start to be relevant to the real picture. For parents, appreciating a child's actions or actions is something that is simple and seems trivial, but for a child, it is the best achievement that makes the child prouder of himself and stimulates unseen potential, a valuable treasure within the child that is waiting to be discovered. continue to be explored in order to become a person with the best potential.
- c. The process that children go through requires quite a difficult time to express the various ideas and images that are in their heads, especially when children are asked to talk about their drawings and their feelings when they draw, children become very motivated to start drawing again, even though the form of the drawing is still far from their parents' expectations. However, the enthusiasm shown by parents will provide deep meaning and significance for the child.
- d. The art of drawing is one of the most effective therapies for helping children get through sadness. Parents can read their child's messages and hopes in an image. A child's inability to speak to express his feelings and thoughts can be represented by scribbles made by the child. Parents must continue to train sensitivity and sensitivity so that children feel understood and understood, even if only through one or several pictures.
- e. Children can develop musical arts skills by learning directly to play various musical instruments. Playing guitar, drums, angklung, piano, violin and various other musical instruments is a challenge for children so that their artistic spirit continues to grow and their interests or talents can be channeled appropriately into productive activities. It is necessary to foster self-confidence and appreciation for their abilities so that children want to continue to hone, train and develop their passion for art.
- f. Children are also given opportunities for various other forms of art, such as fine arts, drama or theater arts, and movement arts. Sharpening and practicing other artistic skills, giving oneself the opportunity to continue to develop, always exploring unexplored potential, always being challenged and full of curiosity, will make children become individuals who have a gentle side, dare to express appropriately, have self-confidence, have a dream or passion to achieve, appreciation and sensitivity to the surrounding environment, and appreciation for the natural environment.

After describing the overview of disaster mitigation education in terms of the six areas of PAUD development, we can see the challenges and opportunities to stimulate and train appropriate and appropriate behavior, so that good habits are formed in children that will be useful in the future.

Furthermore, Mujiburrahman, Nuraeni, and Hariawan (2020:320) explained that the content of disaster education material can be explained in two ways, as follows:

1. Educators, managers and administrators can integrate disaster education material if they master and have insight from the concept to the impacts of a disaster. Here are some basic materials to master, including: a). Disaster concept, b). Disaster characteristics and

- threats, c). Disaster map in Indonesia, d). Disaster management methods, e). Disaster preparedness, f). The impact and handling of children's reactions to disasters.
2. Disaster education materials that children need to know from an early age which are the most threatening to areas in Indonesia include: a) Content related to earthquakes; b) Loads of materials related to building fires; c) Tsunami-related material loads; d) Load of material related to volcanic eruptions; e) Material loads related to floods and flash floods; f). Load of material related to landslides.

In accordance with this description, the author added six points of content for disaster mitigation education, as applied material for PAUD teachers, related to six areas of PAUD development, including: 1) Simulation exercises for the development of religious and moral values; 2) Psychophysical-motor development simulation exercises; 3) Cognitive development simulation exercises; 4) Language development simulation exercises; 5) Social-emotional development simulation exercises; and 6) Arts development simulation exercises.

Furthermore, disaster mitigation education materials that children also need to know from an early age, so that they are better prepared and respond to disasters, include: 1) Content related to tornadoes and extreme weather; 2) Drought-related material loads; 3) Content related to forest fires; 4) Material loads related to liquefaction; and 5) High wave-related material load.

Based on an in-depth description regarding disaster mitigation education which focuses on the preschool level, namely PAUD children, it is a challenge for teachers, managers and PAUD administrators to prepare a curriculum design that suits the situation and conditions when a disaster occurs. Apart from that, there is an opportunity to always develop appropriate understanding and experience of disaster mitigation to be applied to early childhood.

CONCLUSION

Based on the previous description and discussion, it can be concluded that disaster mitigation education is a very important thing to pursue and is a challenge in itself to implement in the PAUD environment, by focusing on six areas of development, including: religious and moral values, motor physical, cognitive, language, social emotional, and art. Apart from that, the definition of disaster mitigation education has been formulated as an individual's effort to prepare themselves and their potential, process and mature their feelings, thoughts, will, as well as increasing skills or abilities in facing or minimizing the risk of disasters that will occur. Disaster mitigation education is very important for young children so that they can become individuals who are more prepared, brave, confident and resilient in handling difficult and dangerous situations when disasters occur.

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