



**IPS : JURNAL PENGABDIAN
DAN PEMBERDAYAAN SOSIAL
KEMANUSIAAN**



**TRAINING FOR THE DEVELOPMENT OF DISASTER LITERACY LEARNING
DEVICES FOR MGMP SOCIAL STUDIES TEACHERS**

**PELATIHAN PENYUSUNAN PERANGKAT PEMBELAJARAN LITERASI
BENCANA BAGI GURU MGMP IPS**

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Abstract

Indonesia's disaster-prone condition means that its citizens must have disaster literacy. The largest number of disaster victims are children and disaster literacy has not been integrated into education in schools. The purpose of this community service is to contribute to providing education to school communities that are prone to earthquakes or landslides, especially in the West Bandung Regency area in the preparation of learning tools. The use of participatory informative methods is expected to be that this community service activity will provide social studies teachers with knowledge on how to integrate disaster literacy into learning through social studies learning tools. The location for this service was centered on one of the SMPNs in West Bandung Regency which was easily accessible to MGMP SOCIAL STUDIES participants with 30 participants attending. Based on the results obtained from this community service activity, social studies teachers at West Bandung Regency Middle School can properly develop social studies learning tools based on disaster literacy.

Keywords: Disaster literacy, learning tools, social studies teachers.

Abstrak

Kondisi Indonesia yang rawan bencana mengakibatkan warga negaranya harus memiliki literasi bencana. Jumlah korban bencana yang paling banyak adalah anak-anak dan belum terintegrasinya literasi bencana dalam bidang pendidikan di sekolah. Tujuan pengabdian kepada masyarakat ini adalah turut berkontribusi dalam memberikan edukasi kepada masyarakat sekolah yang rawan terhadap bencana alam gempa bumi atau longsor khususnya wilayah Kabupaten Bandung Barat dalam penyusunan perangkat pembelajaran. Penggunaan metode informatif partisipatif diharapkan kegiatan pengabdian kepada masyarakat ini, guru SOCIAL STUDIES dibekali pengetahuan tentang bagaimana mengintegrasikan literasi bencana ke dalam pembelajaran melalui perangkat pembelajaran SOCIAL STUDIES. Lokasi pengabdian ini dipusatkan pada salah satu SMPN di Kabupaten Bandung Barat yang mudah dijangkau oleh peserta MGMP SOCIAL STUDIES dengan jumlah peserta yang hadir 30 orang. Berdasarkan hasil yang diperoleh dari kegiatan pengabdian ini guru SOCIAL STUDIES di SMP Kabupaten Bandung Barat dapat menyusun perangkat pembelajaran SOCIAL STUDIES berbasis literasi bencana dengan baik.

Kata Kunci: Guru IPS, Literasi Bencana, Perangkat Pembelajaran.

INTRODUCTION

Indonesia is in the ring of fire area, which makes it a country prone to natural disasters. Geographical conditions and astronomical location influence the occurrence of disasters that often-hit Indonesia (Desfandi, 2014; Minanto & Ningsih, 2018). According to Mohd. Robi Amri (2016) and Yanuarto (2019) Several government regulations regarding national disaster management policies contained in Law Number. 24 of 2007 concerning disaster management and Minister of Home Affairs Regulation No. 33 of 2006 concerning general guidelines for disaster mitigation is a reference in knowledge regarding disaster studies in Indonesia. Education is an effort to prepare students to have high quality intellectual, emotional, spiritual, and social abilities. So according to Enok Maryani (2016) the competencies developed are skills and expertise to survive in change, conflict, uncertainty, uncertainty, and complexity in life.

Education is a conscious and planned effort to shape the character of students through the cultivation of knowledge and skills. So according to Shaw et al (2016) Education has a goal in shaping the character of the nation's generation. Education can provide students with knowledge and skills in dealing with natural and non-natural disasters. Disaster mitigation education is an essential requirement for students to reduce the impact of current and future natural and non-natural disasters. Disaster education is currently only conveyed to the community with outreach and training that is incidental in nature and not yet in a structured and massive manner. According to Purnama, et al (2022) this is also the reason why Indonesia is still experiencing high death tolls and property losses due to disasters.

Based on Labudasari's research (2020) information data regarding disaster-proneness there are around 126,681 education units located in disaster risk areas with medium and high categories in the West Java region, so from this data disaster-responsive human resources are needed. The school environment equisocial studies its school members to have disaster literacy. Disaster literacy itself is an effort to minimize disasters by providing one's knowledge, attitudes, and skills regarding disaster risk reduction (DRR). The useful side of disaster literacy is a concrete thing in dealing with disasters that often occur in Indonesia. In understanding these disasters disaster literacy is needed by students because disaster literacy is a key word that students must understand so that they fully understand that the geographical location of the country of Indonesia is in an area that is prone to disasters. Research that was conducted by Kimura et al., (2017) states that disaster literacy can improve disaster response for the community, because literacy provides basic knowledge, abilities, and attitudes for disasters.

To equip students with disaster literacy in addition to classroom activities, teachers should also be equipped with preparing learning tools based on disaster literacy. According to Nana Supriatna (2016) Social Sciences education has a contribution in providing disaster literacy to students, because Social Sciences education is a subject that has a multidisciplinary/interdisciplinary/crossdisciplinary/transdisciplinary approach which consists of several fields of study in geography, sociology, economics, and history. The social studies subject has the task of developing the potential of students to be sensitive to social problems that occur in society, to have a positive mental attitude to correct all inequalities, and to be skilled at dealing with any problems that occur daily both that befall themselves and those in society. This goal can be achieved when social studies education and learning in schools is properly organized and prepared by teachers through learning tools, this is in line with the opinion of Maryani (2021).

The purpose of this community service activity is to provide information and education to teachers regarding disaster literacy prepared in learning tools. Specifically, this paper

will look at how disaster literacy is integrated into learning tools. It is hoped that the disaster literacy-based learning tools that have been prepared by the teacher can provide education to students who live in the West Bandung district about earthquakes or landslides. The research that has been carried out by Raibowo et al (2021) remembers that not a small number of children are victims of disasters because children do not yet have an early warning system and there is no integration of disaster literacy in the education sector.

Based on an interview with one of the teachers in West Bandung Regency, it is known that teaching materials that can build disaster literacy are not yet available, and the teacher's skills are still weak in developing learning tools or teaching modules integrated with disaster literacy. Therefore, it is very important to carry out empowerment in the form of training or workshops in preparing disaster literacy-based social studies learning tools for MGMPs in Kab. West Bandung.

METHODS

This community service implementation used Creswell's (2014) participatory informative method for social studies teachers in West Bandung Regency which was held from 31 August to 2 September 2022 with a total of 30 SOCIAL STUDIES MGMP participants consisting of 18 female teachers and 12 male teachers. The choice of implementation in West Bandung Regency was on the grounds that schools in the West Bandung area have a vulnerability to natural disasters of earthquakes and landslides. The parties involved in this community service activity were social studies teachers at junior high schools who were involved in the SOCIAL STUDIES Subject Teacher Consultation (MGMP) in West Bandung Regency as partners. Participation of partners, namely as a forum that can provide information back to social studies teachers in West Bandung Regency, especially schools that are prone to natural disasters.

This participatory information method requires social studies teachers to have theoretical and practical insights about disaster literacy-based learning tools with several stages of activities which include presenting information by 2 presenters, workshops, discussions, performance, and simulations of learning tools by participants in community service activities public. The following is a description of the activities carried out in community service activities: (1). Presentation of information by 2 presenters; the first presenter provided information and motivation to social studies teachers regarding the importance of disaster literacy and integrating this literacy in learning at school, as well as creating an early warning system for students. Followed by the second material is the mapping of disaster literacy in the curriculum (Learning Outcomes/Core Competencies/Basic Competences). (2). Conducting practical discussions and workshops on preparing disaster literacy-based learning tools with SOCIAL STUDIES MGMP participants. (3). Presenting the results of a presentation on the preparation of disaster literacy-based learning tools. Previously at this stage, MGMP SOCIAL STUDIES participants were asked to make disaster literacy learning tools.

Evaluation of the implementation of community service programs are: (1). The initial evaluation was carried out to find out the participants' initial understanding of disaster literacy-based learning tools and the student early warning system using a questionnaire that had been provided by the service implementer. (2). Evaluation during the process of implementing the workshop, this evaluation was carried out when the social studies teacher made learning tools based on disaster literacy and presented learning tools for social studies based on disaster literacy with learning tools in the 2013 curriculum content standard rules. (3). The final evaluation was carried out to describe the final

understanding of social studies teachers after receiving training in empowering learning tools.

RESULT AND DISCUSSION

Result

Based on the results of the service interview with participants in the MGMP SOCIAL STUDIES activities, the unavailability of integrating disaster literacy in social studies subjects in the education sector (in this case learning tools include worksheets, textbooks, assessment instruments, and learning media) is the most important reason for carrying out community service activities. Technical training in empowering social studies teachers in the form of providing knowledge about mapping and integrating disaster literacy in learning through learning tools made by teachers.



Figure 1. Resource persons for community service

The implementation of the MGMP empowerment training activities on social studies learning tools based on disaster literacy is carried out through three main activities, namely: presenting information, discussing, and presenting learning tools. Presentation of information Based on Figure 1 above, it can be explained that at this stage the speaker conveys information regarding disaster literacy material and the importance of disaster literacy to social studies teachers and integrates this literacy in learning in schools to build a student early warning system. Furthermore, the first resource person explained the importance of disaster literacy to students from an early age by the social studies teacher. This is intended so that students have an awareness of the natural conditions around the student's residence and introduce natural disaster mitigation measures. Explanation of this material is expected to create an early warning system for students from an early age. The presentation of the second material conveys the mapping and the characteristics of the 2013 Curriculum and the Independent Curriculum through a scientific approach to the 2013 Curriculum and project-based learning to the Independent Curriculum. In addition, it also explains the approaches, models, and learning methods that can support social studies learning activities based on disaster literacy, of course adapted to the characteristics of the 2013 Curriculum and the Merdeka Curriculum.

The next stage also conveyed the stages that must be carried out by a social studies teacher to integrate disaster literacy in learning tools made by the teacher, while the stages that must be carried out are: (1). Analyzing curriculum; at the stage of analyzing the curriculum the teacher must pay attention to their respective regions and apply what is the demand for the applicable curriculum in the school where the teacher teaches. Implementation of community service in preparing learning tools is divided into 98% using the 2013 Curriculum with a scientific approach and 2% using the Independent Curriculum with a project-based learning approach. (2). Mapping Core Competency (KI) and Basic Competence (KD) in the 2013 Curriculum and Learning Outcomes (CP) Phase D in the Independent Curriculum; In this stage it is also explained how teachers must have the ability to map KI and KD or CP which can be integrated or integrated into material that can be used as a theme in building disaster literacy.

KD and CP positions that can be integrated into social studies learning based on disaster literacy. (3). Analyzing KI and KD in the 2013 Curriculum and (CP) Phase D in the Merdeka Curriculum; after being able to map KI/KD and CP The next step is to analyze KI/KD/CP, determine material, competency achievement indicators (GPA), learning objectives, learning resources, learning models, learning activity steps, and assessment. (4). Making learning tools (2013 Curriculum) or teaching modules (Independence Curriculum); after analyzing the KI/KD and CP which serve as a guide in making learning tools and teaching modules the next step is to prepare Student Worksheets (LKPD), textbooks, assessment instruments, and learning media.

Discussion

In the discussion stage, presenters distribute Graduate Competency Standards (SKL) in the 2013 Curriculum and learning elements in the Independent Curriculum and teachers are asked to do mapping and analysis of KI/KD/CP with the guidance of resource persons through workshops as well as drafts of disaster literacy-based learning tools that have been regulated in the guidelines. curriculum issued by the Ministry of Education and Culture. Presentation Presentation and simulation the final stage in this community service activity is the presenter presenting a social study learning simulation in class.

This is done to give an idea to the activity participants that SOCIAL STUDIES material can be integrated with disaster literacy to find out the effectiveness of the implementation of community service, before and after the implementation is carried out tests. The questionnaire was conducted by making 15 closed questions using the gform application which can be accessed by social studies teachers via their respective smartphones. Based on the pretest and posttest scores in Figure 2, there has been an increase in teachers' understanding of disaster literacy-based learning tools. In addition, at the end of the social studies teacher's activity, they are given the task of making learning tools according to the steps described. Activity participants are provided with online assistance by the presenters while completing assignments. Assistance is carried out directly or indirectly (via whatsapp group/WAG).

The discussion phase involves presenters distributing the Graduate Competency Standards (SKL) from the 2013 Curriculum and learning components from the Independent Curriculum. Teachers are then asked to map and analyze the Core Competencies (KI), Basic Competencies (KD), and Learning Implementation Plans (CP) with the guidance of resource persons through workshops. Drafts of disaster literacy-based learning tools, as specified in the curriculum guidelines issued by the Ministry of Education and Culture, are also provided.

The next stage involves the presentation and simulation of social studies learning. Presenters simulate a social study learning session in a classroom. This simulation aims to provide participants with an understanding that social studies content can be integrated with disaster literacy. This integration helps assess the effectiveness of the community service. To measure this effectiveness, pre-tests and post-tests are conducted before and after the implementation of the service. A questionnaire consisting of 15 closed questions is designed using the gform application. Social studies teachers access this questionnaire via their smartphones.

The results are depicted in Figure 2, showing an increase in teachers' understanding of disaster literacy-based learning tools based on their pretest and posttest scores. Additionally, at the end of the social studies teacher's session, they are assigned the task of creating learning tools following the provided steps. The participants receive online assistance from the presenters while completing these assignments. This assistance is provided through direct interaction or indirectly through communication channels like WhatsApp groups.

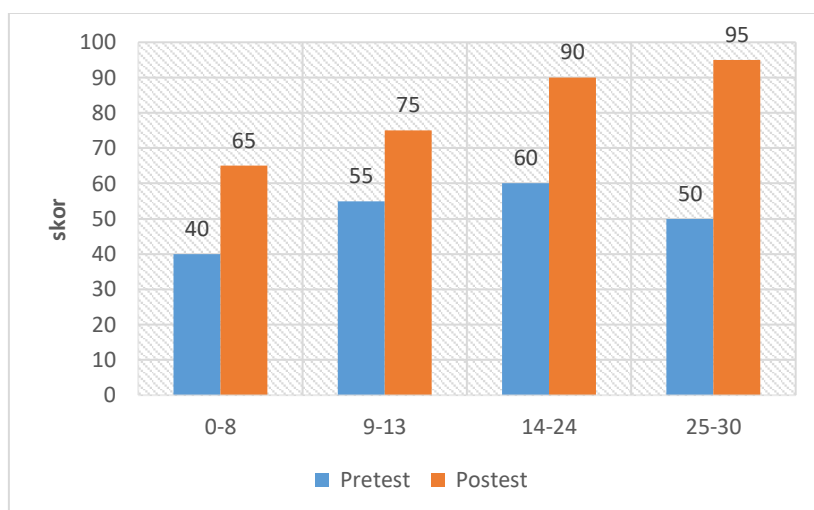


Figure 2. Pretest and Posttest Results

Awards for social studies teachers who have completed learning tools and teaching modules will be given a certificate within 30 hours of lessons (JP) and submission of assignments via Google Drive which has been provided by the committee. The results obtained were that activity participants who had collected social studies learning tools based on disaster literacy had integrated disaster material in a systematic way that explained disaster literacy knowledge, attitudes, and skills. The approaches, models and methods used by activity participants are adjusted to the level of disaster vulnerability in the school environment. As many as 85% of activity participants made literacy-based learning tools for earthquake disasters and 15% of activity participants made literacy-based learning tools for landslide disasters.

Disaster literacy plays a crucial role in enhancing a community's resilience and preparedness in the face of natural or human-made disasters. By imparting knowledge about potential hazards, emergency protocols, and response strategies, disaster literacy equips individuals with the tools to make informed decisions during times of crisis. This understanding enables communities to respond effectively, reducing the loss of life and property damage. Moreover, disaster literacy fosters a culture of proactive engagement, where citizens take an active role in disaster risk reduction and mitigation efforts. This not only empowers individuals to protect themselves but also contributes to the overall safety and well-being of the community.

Furthermore, disaster literacy extends beyond immediate crisis management. It empowers individuals to play an active role in disaster prevention, preparation, response, and recovery. With a comprehensive understanding of potential risks and vulnerabilities, people can take measures to safeguard their homes, businesses, and loved ones. This knowledge also informs urban planning and development practices, ensuring that infrastructure is designed to withstand potential hazards. Disaster literacy thus has a ripple effect on a community's long-term sustainability and growth by fostering resilience in both physical and socio-economic aspects.

In an interconnected world, disaster literacy becomes a global necessity. As climate change and other global factors contribute to the increasing frequency and intensity of disasters, individuals and communities must be equipped with the skills to navigate these challenges. Disaster literacy encourages international collaboration and knowledge-sharing, allowing regions to learn from each other's experiences and best practices. By fostering a global network of informed and prepared individuals, disaster literacy contributes to a more resilient and adaptable global society that can collectively address the complex and evolving nature of disasters.

CONCLUSION

Based on the results of the implementation of community service involving 30 participants in the Social Sciences MGMP activities in West Bandung Regency, it can be concluded that training or workshops for preparing social studies learning tools based on disaster literacy in West Bandung Regency can be a means for Social Sciences teachers to develop disaster literacy-based learning tools that according to the geographical conditions in the area. Integrating disaster literacy into social studies learning tools prepares students to be resilient to disasters in terms of knowledge, attitudes, and skills. In an interconnected world, disaster literacy becomes a global necessity. As climate change and other global factors contribute to the increasing frequency and intensity of disasters, individuals and communities must be equipped with the skills to navigate these challenges. Disaster literacy encourages international collaboration and knowledge-sharing, allowing regions to learn from each other's experiences and best practices. By fostering a global network of informed and prepared individuals, disaster literacy contributes to a more resilient and adaptable global society that can collectively address the complex and evolving nature of disasters.

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