

**EDUCATION AND SOCIALIZATION OF DISASTER PREPAREDNESS TO CHILDREN IN
MIS AL-WASLIYAH VILLAGE TIMBANG LAWAN**

Tamimi Mujahid¹, Nurul Sufni², Zoe Zarka Syafiq³

¹²³Fakultas Ilmu Tarbiyah dan Keguruan, UIN Sumatera Utara Medan

Correspondence Email : mujahidtamimi8@gmail.com

ABSTRACT

Preparedness for natural disasters is an important aspect in building community resilience, especially for vulnerable groups such as children. This study aims to describe the results of disaster preparedness education and socialization activities carried out for students at MIS Al-Washliyah Timbang Lawan Village. The method used was a descriptive qualitative approach with the implementation of activities in the form of delivering disaster material and simple evacuation simulations. The results of the activity show that students have high enthusiasm and are able to understand basic concepts about disasters, including types of disasters, causes, impacts, and self-rescue steps that must be taken when a disaster occurs. In addition, teachers and educators also showed openness to this material, considering that most of them have never participated in similar training. This activity had a positive impact not only for students as the main participants, but also for the school who realized the importance of integrating disaster education in teaching and learning activities. The conclusion of this activity confirms that disaster education from an early age is an effective strategy in building a culture of disaster awareness and preparedness at the school community level. Therefore, similar activities are strongly recommended to be carried out periodically by involving various stakeholders so that the impact is wider and more sustainable.

Keywords: Disaster education; preparedness; children; simulation; disaster awareness.

INTRODUCTION

Community service is a self-empowerment process movement for the benefit of society, (Triwoelandari et al., 2019) . Community service activities are also one of the tasks of students in implementing the knowledge they have learned in the hope of providing benefits to the community. The concept of community service activities must be right on target and directed at activities that can directly have a positive impact on society, (Putra & Khairul Nuzuli, 2022)

The community service program carried out by universities (PT) is one of the implementations of the Tridharma of Higher Education. As is well known, universities carry out three main tasks of academic activities, namely organizing education, research, and community service (Emilia, 2022) . Students and lecturers are required to have creativity and innovative behavior to fulfill these three things, (Albab Al Umar et al., 2021) . Students of the Islamic Education Management Study Program (MPI) 2, State Islamic University of North Sumatra realized this through community service activities that took place in Timbang Lawan Village, Bahorok District, Langkat Regency.

Timbang Lawan Village, located in Bahorok District, Langkat Regency, North Sumatra, is known as an area with great potential in agriculture and tourism. The natural beauty of this village makes it a promising destination for environmentally-based economic development. However, behind this potential, Timbang Lawan Village also faces serious challenges in the form of high vulnerability to natural disasters, especially floods and landslides.

This vulnerability is closely related to the geographical conditions of the village through which the Bahorok River flows, one of the main rivers in the area. The existence of the river does provide many benefits for people's lives, ranging from the need for clean water, agricultural irrigation, to fisheries. However, this river also has the potential to cause disasters when the rainy season arrives and the water discharge increases drastically. Several flash flood incidents in the past are clear evidence that disaster mitigation is an urgent need that must be prepared well.

In response to this condition, students of the Islamic Education Management Study Program (MPI) 2 conducted a community service program aimed at instilling awareness of disaster preparedness from an early age. This program was designed in the form of education and socialization of disaster mitigation to students of SD MIS Al-Washliyah, which is one of the basic educational institutions in the village. This program is a real manifestation of student contribution to the community, as well as a preventive effort to create a young generation that is resilient in facing the threat of disaster.

Disaster preparedness education and socialization are very important in the context of disaster risk reduction and mitigation in Indonesia, which is a disaster-prone country. Disaster education plays a strategic role in equipping the community, especially the younger generation, with the knowledge and skills needed to deal with various types of disasters. Through effective education and socialization programs, individuals can develop an attitude of alertness and responsiveness to disasters that may occur in their environment, (Safitri et al., 2023). The results of the study also showed that socialization and simulation of disaster mitigation in schools can significantly improve students' knowledge and preparedness for disasters, especially in emergency situations such as earthquakes or floods, (Fitrianto et al., 2023).

Therefore, this article will discuss the importance of disaster preparedness education for elementary school children as a strategic step in reducing disaster risk in vulnerable areas such as Timbang Lawan Village. The main focus of this article is how education and socialization programs designed by MPI 2 students can contribute to instilling awareness, knowledge, and skills for disaster mitigation from an early age. This article also reviews the relevance of an educational approach to disaster preparedness, as well as how its implementation can strengthen community resilience in the future through a more prepared and resilient young generation.

RESEARCH METHODS

Socialization and education activities for natural disaster preparedness in children were held on July 23, 2023, with participants coming from children at MIS Al-Wasliyah in Timbang Lawan village. Socialization and education activities are also carried out to coincide with teaching and learning activities and of course this has the support of the teachers, so that the socialization and training participants who attend are children in grades 4-6 of MIS. Of course this is an opportunity and aims to open up opportunities and also become an innovation and information for them in their readiness to face natural disasters.

The approach used in this research is a qualitative research approach. Which according to Lincoln and Denzin qualitative research is a type of research that uses a natural setting with the intention of interpreting phenomena that occur by involving various methods. existing research, (Sidiq & Miftachul Choiri, 2019).

The type of data contained in this study is qualitative data through data collection obtained through observation or interviews conducted with data reduction, data presentation and conclusion drawing is one of the data analysis. According to Moleong, the main data in qualitative research are and actions, the rest is additional data such as documents and others, (Mujahid et al., 2024)

The data collection methods include:

1. Observation, namely systematic recording and observation of the facts being investigated. This method is carried out in conjunction with the activities of the MPI-2 UINSU Student Community Service Team in Timbang Lawan Village by being directly involved in every community activity, such as religious events, and social activities.
2. Interview, this method is a method that is carried out using a way of communication with data sources through dialog or question and answer expressions both exclusively and indirectly with various elements of society in Timbang Lawan, such as village heads, religious leaders, and local community leaders, (Sugiyono, 2010)
3. Documentation. In using this documentation method, researchers investigate written objects such as activity documents/photos, regulations, books, and others.

RESULTS AND DISCUSSION

Disaster preparedness education and socialization activities carried out at MIS Al-Washliyah Timbang Lawan Village are a concrete effort from students of the Islamic Education Management Study Program (MPI) UIN North Sumatra in implementing community service programs. The location of this activity, which is located in Bahorok District, Langkat Regency, is geographically located in an area that is quite prone to natural disasters such as floods, landslides, and earthquakes. The rich and beautiful natural environment, while offering a lot of tourism and agricultural potential, also holds many threats, especially for children who are a vulnerable group when a disaster occurs, (Gunawan, 2016) . With this in mind, the students initiated an activity that did not only focus on theoretical learning in the classroom, but sought to bring practical understanding to students about what to do before, during, and after a disaster occurs.

When the students first conducted field observations, they found that the awareness of the community, especially children, towards disaster mitigation was still very minimal. In schools, there is no structured system for disaster education. There are no clear evacuation instructions, no emergency evacuation aids such as whistles or alert bags, and no simulations have been conducted before by the school or related institutions. This condition is exacerbated by the fact that MIS Al-Washliyah is located in an environment with land contours that are prone to landslides and quite close to the watershed, which in the rainy season is very at risk of overflowing water. Through an in-depth observation of the physical condition of the school, including the position of the classrooms, entry and exit points, and emergency assembly points, the team identified the need to develop a simple yet functional disaster management system.

On the other hand, interactions with the students showed high enthusiasm for applicable activities. Elementary school-aged children, especially those in grades IV to VI, showed great interest when they were given information about natural disasters in the form of stories, pictures and live demonstrations. They were even seen actively answering questions and recounting their experiences when there was heavy rain or other natural disturbances. This is a starting point that children are not only objects of protection in disaster conditions, but can also be subjects who are able to understand and convey important information back to their families and surrounding communities. In this case, children act as an effective medium for knowledge dissemination.

When the socialization began, the students divided the activities into several sessions based on a fun and educational approach. They utilized stories, games and simple simulations to introduce basic concepts about disasters and how to respond to them. In the initial session, an introduction to the types of disasters that may occur in the environment around them was conducted. The children were invited to recognize natural features that can be indicators of disasters, such as the sound of the ground rumbling, changes in the flow of river water, or the ground cracking. They were given the understanding that recognizing these signs can help them take action faster.



Figure1. Activity documentation

In the evacuation simulation, students were invited to follow the scenario of an earthquake. This activity was carried out with enthusiasm and guided directly by the students. The children learned to take shelter under a table, cover their heads, and then exit in an orderly manner to a predetermined gathering point. This process not only introduced technical steps, but also practiced discipline and cooperation in emergency situations. One of the important findings of this activity is the importance of regular practice so that children not only understand the theory, but are also skilled in practice. It was clear that with communicative and participatory methods, their understanding improved significantly in a relatively short time.

Most students have never previously received disaster education either at school or from parents at home. This is proof that there is a big gap in our basic education system that has not integrated disaster response curriculum as part of character and citizenship education. In fact, disaster education should be a cross-curriculum matter because it is directly related to the safety of human life. Therefore, this activity does not only have a short-term impact in terms of individual awareness, but also opens opportunities for systemic transformation at the school and community levels.

Interestingly, during the activity, the teachers also showed interest and active involvement. Some teachers said that they had never received special training in disaster management. In other words, the educators were in the same position as their students, that is, they did not have basic knowledge or skills regarding disaster mitigation. Through this activity, not only the students, but also the teachers, received knowledge transfer and practical learning on the importance of preparedness. Improving the quality of education in schools in the era of digital transformation requires an approach that sees schools as an interconnected system, where technology plays an important role in supporting the learning process, (Nasution et al., 2024)

During interactions with students and teachers, it was also found that one of the main challenges in disaster education in this area is the lack of support from local government agencies and disaster organizations such as BPBD. Not many training or simulation activities have been conducted in the village. This certainly makes it difficult to strengthen the community's capacity to deal with disasters independently, (Noor et al., 2024). The lack of teaching aids, learning materials and learning resources is also a major obstacle. In discussions with the school, they expressed the hope that activities like this can be carried out regularly and involve external parties such as universities or NGOs.

From a psychological perspective, children are also introduced to the concept of the importance of maintaining calm during a disaster. They are taught how to catch their breath, encourage frightened friends, and communicate with adults if something is suspicious. This approach is important because panic is often the main cause of chaos during the evacuation process. Training children's courage to stay calm is an important part of mental disaster preparedness. It can be seen

that after several training sessions, the children started to show confidence to carry out their respective roles, (Emilia, 2022)

The discussion of the results of this activity shows that strengthening children's capacity in disaster preparedness can be done effectively through an age-appropriate approach. Khadijah stated that the selection of creative and interactive methods greatly influences the understanding and retention of information. Children learn faster and remember procedures better when they are actively and emotionally involved, (Khadijah, 2023). This is in line with Arifin et al., who also stated that the ability of teachers to attract students' attention is the core of the educational process, (Suarni Arifin et al., 2023). Disaster education is not only a matter of knowledge, but also the formation of attitudes and habits that must be built from an early age. This requires the integration of various parties, including schools, families, communities, and governments.

In addition, this activity also shows that community service programs from students have a real contribution to social development at the grassroots level. Activities carried out by students are not only a place to implement lecture theories, but also a form of moral and social responsibility as part of the academic community. By bringing the knowledge gained in college to the community, students not only learn about complex social realities, but also have a positive impact that is directly felt by the community.

From the field findings and results of the activities, it can be concluded that disaster education at the elementary school level still requires more attention from all stakeholders. MIS Al-Washliyah Timbang Lawan Village is a clear example that with adequate support, disaster education can be an important part of building an early disaster awareness culture. With a collaborative spirit and high level of concern, the students have succeeded in building awareness and providing valuable knowledge to the younger generation in this disaster-prone area. Hopefully, activities like this can be replicated in various other areas with approaches tailored to their respective local characteristics.

The enthusiasm and active involvement of the students, as well as the positive response from teachers and school authorities, are strong indicators that this activity has high value in the education process outside the formal curriculum. The fact that most students and teachers have never received disaster training before indicates a gap in the basic education system, which should be filled through activities like this on a more regular and sustainable basis. Another important finding that emerged from the field was the role of students as a link between the academic world and the real community.

This activity also shows the importance of synergy between educational institutions, families and local governments in building a disaster-aware culture. Schools as learning centers should be the main motor in instilling preparedness values, not only in the form of subject matter but also through planned habituation and simulations. When students begin to understand the importance of evacuation, maintaining calm during disasters, and helping each other, the educational process has touched the most basic dimension of character. In a broader context, this activity illustrates that disaster education is not merely about knowledge, but about forming responsiveness, empathy and social solidarity.

CONCLUSION

From the whole process of disaster preparedness education and socialization activities that have been carried out, a red thread can be drawn that early disaster education is a necessity that can no longer be delayed, especially for children living in disaster-prone areas such as Timbang Lawan Village. This activity proves that with the right approach, children are able to absorb information about disasters well, even demonstrating the initial skills needed to deal with emergency situations. They not only understand the types of disasters and their impacts, but can also practice self-rescue steps with structured and educational directions. Through this service activity, it is also seen that strengthening community capacity can start from the most basic elements, namely school children. They are potential agents of change, capable of bringing new information into their families and neighborhoods. By equipping them with basic disaster knowledge and skills, we have planted an important foundation to build a community that is more resilient and ready to face disaster risks in the future. Therefore, this kind of education and socialization is not only relevant, but also very urgent to expand its reach, both in terms of area and intensity of implementation. Hopefully, this kind of activity model can be an inspiration and reference for various parties in developing policies and programs for community-based disaster mitigation and education.

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