

## Integration of Disaster Education Through Learning of Social Studies in Junior High School in Effort to Prepare Disaster Resilient Students

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### ABSTRACT

This research aims to prepare students to be ready to face disasters in their surrounding environment through disaster education. Even though preparing for disaster preparedness requires a long process, disaster education is very important to be implemented from basic to higher education, especially for countries with high levels of disaster vulnerability. The research method used is the literature method or literature review, namely by reviewing relevant literature. The results of data analysis show that disaster education can be integrated into social studies learning through 6 basic competency standards, and can be maximized by utilizing the environment around students as a source of disaster learning. Disaster education in the Philippines is an effort to provide knowledge, skills and awareness to the public regarding natural disasters and their management. Disaster education improves society's ability to face, respond to, and recover from disasters.

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## 1. INTRODUCTION

Disaster education is very important to increase public awareness about potential disasters that could occur around them and how to deal with them. With disaster education, people can learn about actions that must be taken before, during and after a disaster occurs. This can help reduce the risk of loss and loss of life caused by disasters. Apart from that, disaster education can also help improve the community's ability to respond quickly and appropriately to disasters. Therefore, disaster education must be part of the educational curriculum in schools and must also be provided continuously to society in general (Arfian, et al., 2021; Arfian and Urfan, 2020).

Disaster education in the Philippines aims to increase public awareness and knowledge about the various types of disasters that often occur in the country. The Philippine government has taken steps to include disaster education in school curricula. Disaster education is taught from elementary to tertiary level. The material taught includes knowledge about types of disasters, emergency actions that must be taken when a disaster occurs, and how to reduce disaster risks. Apart from that, the Philippine government also carries out disaster awareness campaigns through mass media and government programs. Communities are taught to make emergency plans, build disaster-resistant households, and take part in disaster training. Disaster education in the Philippines also involves active participation from the community. Various community groups, such as volunteers and non-governmental organizations, play an important role in disseminating disaster knowledge and skills to the community. They conduct disaster training and simulations, and assist in post-disaster recovery efforts. Although disaster education efforts have been made in the Philippines, there are still many challenges to be faced. Some areas in this country still lack access to disaster education, especially in remote and poor areas. Apart from that, the lack of budget and trained human resources is also an obstacle in implementing effective disaster education (Hoffmann R, & Muttarak R, 2017) .

However, disaster education in the Philippines continues to grow and is becoming a priority for the government and society. By increasing awareness and knowledge about disasters, it is hoped that the Filipino people can be better prepared and responsive in facing disasters and reducing the negative impacts caused by these disasters. This causes floods, landslides, forest fires, and other disasters to further emphasize that natural disasters are also influenced by human behavior. Earth is the only place for human habitation to live, humans are also creatures who are equipped by God with their minds so that they are expected to be able to maintain the continuity of life and save the earth from damage so that it has the potential for disaster. because the younger generation is the heir to the inhabitants of the earth in the future. Education is the most appropriate vehicle in providing knowledge, skills, and attitudes regarding disaster education. Disaster education is education that can integrate disaster material in formal education, one of which is social studies learning so that students can play a role in building the knowledge, skills, and attitudes needed to prepare for and overcome disasters, as well as help students and the community to return to normal life. after the disaster (Arfian, et al., 2021; Arfian and Urfan, 2020; Al-Momani and Jawarneh, 2022).

Several studies that show the importance of disaster education can be found in several research results, namely, (Al-Momani and Jawarneh, 2021) states that the importance of disaster education in the community, this is because the community is a direct object that can become a victim due to disaster risk, but the community can also be used as a subject. that can adapt to disasters. (Daniel, et al., 2022) describe that an early understanding of disaster risk is very important and can be realized by integrating the content of disaster education in learning activities. (Hafida, 2018) in the results of his research also describes the importance

of disaster education for students so that they can become disaster-resilient people. (Hamid, 2020) describes that disaster education can be integrated through various subjects in schools such as social studies, science, Indonesian language. This aims to make disaster education more massive and truly firmly embedded in each individual student. Disaster education is carried out by generalizing education which is intended to increase awareness training for emerging disasters (Labudasari and RE, 2021).

Exercises should be carried out regularly in family and community education, volunteer civilian disaster medical assistance teams should be formed in each ward and pro-disaster collection area transferred to families. Based on the results of the research above, it is very important that disaster education is integrated through learning in schools, whether it can be done by teachers with other subjects or through extracurricular activities. Research on integration into social studies learning is still very minimal, so this paper can provide an overview for teachers to insert disaster education materials in social studies subjects.

This research is very important considering that disaster education must be provided by students and taught to students or children who are victims of the highest disaster risk among students at school, especially given the condition that the philippines has a high level of disaster vulnerability. A lot of research has been carried out on disasters and disaster education, but there is still very limited research on disaster literacy in the philippines. The limitations of research on disaster education are highlighted as an exploration of students' or children's understanding of disasters and resilience to disasters that occur around them.

## 2. METHODS

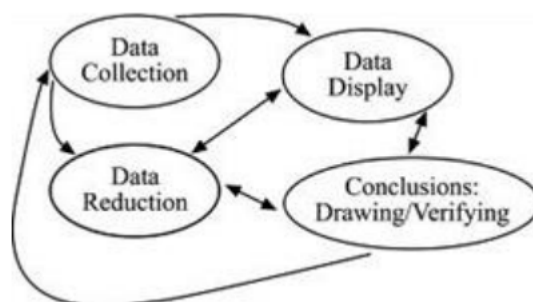
Research carried out using research literature so that the methods used in research is a literature study. The special characteristics that used as a basis for development research knowledge includes; this research confronted directly with data or text presented, not with field data or through eyewitnesses in the form of events, researchers only face them directly with existing sources libraries or ready-to-use data, as well as secondary data used (Liu, 2005).

Tella (2007) stated the library research process carried out by reviewing the literature and analyzing relevant topics combined. Library search can utilize sources in the form of journals, books, dictionaries, documents, magazines and other sources without conduct field research. Providing new theories with the support of appropriate data collection techniques is a form there is a literature review. Techniques used in Data collection in this research used a secondary data, namely by collecting data randomly indirectly by examining the object concerned (Johnston, 2014; Sørensen, H. T., et al., 1996). Secondary data can be used responsible in connection with Use of integrated disaster education in the curriculum.

The writing of this article was compiled using a qualitative approach with descriptive type and library research methods (Arfian and Urfan, 2020; Borrego, M., 2009; Liu, X., et al., 2005). Library research is a type of research conducted using literature, it can be in the form of reference books, reports on research results by previous researchers, and scientific articles. Sources of data used are secondary data obtained from the study of literature or literature relevant to the research objectives. Data collection techniques are documentation and analysis techniques in this study refer to qualitative descriptive analysis techniques. After the data is collected, then data analysis is carried out.

Data analysis in this study is to analyze and synthesize these documents to be reviewed and come up with new ideas in supporting research results (Gurevitch, J., et al., 2018; Mosteller, F., 1996). . The purpose of using this library method is expected to foster new conceptions in the study of disaster education, especially in social studies subjects in junior high schools and become a consideration for future disaster research. Considering that the

opportunity for developing disaster research based on natural disaster mitigation is very open in the Philippines because of the high potential for natural disasters in the Philippines). After collecting several journals related to the feasibility of integrating disaster education, then analyzing the data using descriptive qualitative analysis through studies library, the results of the analysis are descriptive data in the form of written sentences and behavioral outcomes observed from the results research conducted by previous researchers. **Figure 1** Present reviewing (Miles & Huberman), there are several stages, namely:



**Figure 1.** Analysis Interactive Model dari Miles & Huberman (Asipi, 2022)

Data collection is a process collect data in the field from review process of journals regarding integration of disaster education so get the information needed to research purposes. Data reduction, is a technique for analyzing data which explores, categorizes, directs, separate unneeded data, and organize data in such a way obtain final and verified conclusions. Classifying journals and articles related to the integration of disaster education. Presentation of data, examining patterns useful for research and providing conclusions and taking action from data which allow. Collect secondary data in the form of journals and articles regarding the integration of disaster education, so that several conclusions are obtained general from journals and articles regarding integration of disaster education. Drawing conclusions/verification, is the act of concluding new findings that have not yet been made been there before. Analysis was carried out with produce general conclusions that lead on specific conclusions so find new findings regarding the integration of disaster education in the curriculum.

### 3. RESULTS AND DISCUSSION

The disaster education law in the Philippines is Republic Act No. 10121 or what is known as the Philippine Disaster Risk Reduction and Management Act of 2010. This law aims to strengthen community capacity in dealing with disasters by involving disaster education in the education curriculum. This law stipulates that disaster education must be part of the curriculum at all levels of education, from kindergarten to college. This aims to increase public awareness and understanding of disaster risks, as well as teach the basic skills and knowledge needed to deal with disasters.

(Maryani, 2010) explains that education is something of value that can be transmitted intentionally in a morally acceptable way. The concept of disaster education begins by providing special knowledge related to disasters in their environment, the community is provided with experience and understanding related to disasters that often occur in their surroundings.

Apart from that, this law also asks local governments to provide disaster training and education to the community, especially to vulnerable groups such as children, the elderly and

the disabled. The government is also instructed to develop disaster education programs that are integrated with local communities and involve active community participation.

This law also emphasizes the importance of research and development in the field of disasters, as well as the use of technology and geographic information systems to increase understanding of disaster risks and strengthen early warning systems. With this disaster education law, it is hoped that the Filipino people can be more prepared and responsive in facing disasters, and can reduce the negative impacts caused by disasters. Of course, with the problem of disaster victims, it shows that the importance of knowledge about disasters and disaster risk reduction from an early age to provide understanding and direction of steps that must be taken when a threat occurs in the vicinity to reduce disaster risk (Maryani, 2010; Mujiburrahman and Nuraeni, 2020).

With this explanation, knowledge and experience regarding disasters is a valuable value and must be given to people in need. Through this disaster education, of course, has a specific goal in building a society that is more aware of environmental sustainability, understands environmental problems, and understands bad environmental conditions that will cause disasters (Oktavia, 2020; Porter, 2020; Rababa and Al-Momani, 2022). The stages in disaster education cannot be separated from a process that will lead to the final goal, in the process it is very emphasized in the involvement of the community in doing everything, because society is not an object that is the goal or result of the process, but the community is thousands of processes of continuous change. continuously.

Disaster education is now recognized as an important element in formulating an appropriate disaster risk reduction strategy for any country. Over the last few decades, there has been tremendous progress in developing a theoretical basis for disaster management (Mujiburrahman and Nuraeni, 2020). Advances in science and technology allow for a better understanding and presentation of risk and vulnerability issues. Various knowledge that develops allows the development of disaster science which is directed at disaster education. It is undeniable that disaster education is very important, considering that the Philippines is a "disaster market" (Arfian, et.al., 2021 ; Suarmika, 2017 ; Tomaszewska. Et.al., 2020). Which has vulnerability to several types of disasters, both natural and social disasters. However, there is a need for a special method in disaster education with the aim that the education provided to the community can be targeted and useful (Valverde, et al., 2020; Wahyuni, et al., 2018).

Perceptions of disaster education in social studies learning are also needed to harmonize learning activities carried out by students. Potential areas that are prone to disasters with the implementation of education require an in-depth study related to the perception of disaster with concrete steps in the development of disaster education (Tomaszewska, et al., 2020) of course the alignment of learning with the environment where students live related to the potential that arises in the interaction of students with the surrounding environment. Disaster can be defined as an event that can lead to a turning point, often resulting in physical or psychological suffering, stress, or dysfunction (1). In 2019, several the Philippines schools that are prone to natural disasters have initiated the Disaster Preparedness School (SSB) as an effort to develop procedures and actions within schools to facilitate swift and effective coordination and response when a disaster occurs.

Regulation of disaster education in the Philippines is governed by several laws and government policies. In addition to these regulations, the Philippine government has also made various efforts to strengthen disaster education, such as providing teaching materials and training for teachers, as well as establishing committees and working groups to oversee the implementation of disaster education at the national and local levels. With this regulation,

the framework for disaster preparedness education must be given to the the philippines people from an early age. Disaster preparedness schools also include pre-establishment of command posts, evacuation areas, disaster teams and their roles, preparation of equipment and supplies, simulations, and preparedness practices with partners from multiple institutions.

Indirectly, Disaster Preparedness Schools are schools that can cope with disasters in their surrounding environment as measured by disaster management plans (pre-disaster, emergency, and post-disaster), logistics, security in the learning environment, infrastructure, emergency systems, operational procedures. standardized, and early warning systems. Disaster preparedness schools are also discussed in detail regarding the values, principles, and basic strategies to assist schools and stakeholders in building Disaster Preparedness Schools. The School Watching method is used as one of the models in the Disaster Preparedness School with 4 stages that must be considered, namely observation, reporting, discussion, and presentation. In this way, the Disaster Preparedness School indirectly fosters preparedness to anticipate disasters that arise in the area (Maryani, 2020).

## CONCEPTS OF SOCIAL STUDIES EDUCATION IN JUNIOR HIGH SCHOOL

Social studies subjects are given at the school level, namely elementary, junior high and senior high school. At the elementary and junior high school levels, it is given in an integrated manner, but in the Content Standards there are still separate materials, in high school as separate social sciences, although the umbrella in the curriculum is still social studies. Social Sciences is an integrated study material which is a simplification, adaptation, selection and modification of the concepts and skills of the disciplines of history, geography, sociology, anthropology, and economics organized scientifically and psychologically for learning purposes. Social studies are part of the school curriculum whose main responsibility is to assist students in developing the knowledge, skills, attitudes, values needed to participate in community life at the local, national, and global levels. Thus, it can also be explained that social studies aim to train students to think systematically, critically, behave and act so that they are adapted to people's lives (Valverde et al., 2020).

Social Studies subject is one of the compulsory subjects in junior high school which integrates the concepts of geography, sociology, economics, and history. Social Studies subjects use geography as a starting point (platform) for studies by considering all places, objects, resources, and events tied to location (Tomaszewska et al., 2020; Valvede, et al., 2020; Wahyuni, et al., 2018). The aim is to emphasize the importance of space as a place of life and resources for humans, recognizing the potential and limitations of space, that's why space is always interconnected (inter-space connectivity) to complement each other. As a result of the interaction between nature and humans, as well as connectivity between spaces, the conditions of space are constantly changing according to time and the development of technology used by humans. Social studies learning is organized with an interdisciplinary, multidisciplinary, or transdisciplinary approach from Social Sciences, Humanities, and Psychology according to the development of students.

Social studies learning is expected to develop a sense of love for the homeland, strengthen the unity and integrity of the the philippines. As for the context of the formation of the philippines people, social studies learning in junior high school is expected to provide an understanding of the environment and society in the national and international scope so that they can develop knowledge, attitudes, logical thinking, systematic, critical, analytical, and social skills.

All of that, in the end, can increase understanding of the potential of the Philippines territory, also develop nationalism, strengthen national attitudes, and be able to work together in a pluralistic society as citizens, citizens and citizens of the world. In the Curriculum, Social Studies subjects have contributed to the formation of knowledge, attitudes, and skills as well as the mastery of ICT (Information and Communication Technology) of students to face global challenges in the 21st century (Inaya, 2018). As part of the world community, students must understand the environment and society locally, nationally, and globally, be aware of cultural diversity (multicultural), develop social skills and master technological developments. The social studies competencies in junior high school are expected after learning as follows:

a. Students in grades VII and VIII are expected to understand the concept of space and inter-space interactions within the national and ASEAN spheres as well as their influence on life, the dynamics of socio-cultural interactions and economic activities in supporting the sustainability of community life, change and continuity of the Philippines people's lives from the pre-aksara period to the national movement.;

b. Students in class IX are expected to understand the concept of space and inter-space interactions on a global scope, social, cultural changes, and economic dependence in the face of globalization, changes, and the continuity of the Philippines people's lives from the independence period to the reformation period. Social studies learning in junior high schools is expected to integrate disaster education, in accordance with the competencies and objectives of social studies learning, students can think critically, creatively, solve social problems, and be sensitive to the surrounding environment, especially disasters. awareness of disasters, especially how students know the surrounding environment to disasters, what to do before, during, and after a disaster is important for students to think and act. The role of social studies learning is expected to be able to instill knowledge, attitudes, and skills in disaster (Faturahman, 2018).

### **STRATEGY FOR INTEGRATING DISASTER EDUCATION INTO SOCIAL STUDIES LEARNING IN JUNIOR HIGH SCHOOL**

The strategy for integrating disaster education into social studies learning in junior high schools can be through the themes of people, environment, and places (Afrain, et al., 2020). The following are the steps of the disaster education strategy into social studies learning:

- a. The selection of social studies learning materials in junior high schools, by analyzing the standards of social studies learning content in junior high schools, understanding the selected competency standards and basic competencies or the content of the material content as indicator development is expected to be disaster-oriented education, which includes cognitive, psychomotor, and affective.
- b. Analyze the learning objectives of social studies and disaster education to be achieved.
- c. Conduct objective analysis of disaster events that have been linked to the subject matter.
- d. Develop evaluation tools.
- e. Create a learning concept map oriented to disaster education.
- f. Making lesson plans
- g. Establish a learning model. The selection of learning models is expected to adjust the selected material, school environment, school advice and infrastructure.
- h. Setting Learning media.

## INTEGRATION OF APPROPRIATE DISASTER EDUCATION IN SOCIAL STUDIES LEARNING IN JUNIOR HIGH SCHOOL

The integration of disaster education into social studies learning in junior high schools cannot be done just like that but must be adjusted to the objectives of social studies learning in junior high schools. The integration of disaster education into social studies learning in junior high schools by reviewing the standards of social studies learning content in junior high schools grouped into generic secondary education competency levels covering 3 domains of attitudes, knowledge, and skills.

In the realm of attitudes, it is divided into spiritual attitudes and social attitudes. Thus, generic competence consists of 4 dimensions, hereinafter referred to as Core Competencies. The basic competencies possessed by social studies subjects for grades VII-IX are 24 basic competencies of knowledge and skills. Based on the analysis of the basic competencies of social studies learning in junior high schools that can be integrated into disaster education, it can be seen in the following **table 1**:

**Table 1.** The basic competencies possessed by social studies subjects for grades VII-IX

No	Class and Semester	Basic competencies
1.	Class VII semester 1	3.1 Understanding the concept of space (location, distribution, potential, climate, shape of the earth, geology, flora, and fauna) and the interaction between spaces in the philippines and their influence on human life in economic, social, cultural, and educational aspects 4.1 presents a study of spatial changes and interactions between Asian countries and other continents caused by natural, human factors and their influence on the sustainability of human life in economic, social, educational, and political
2.	Class VIII semester 1	3.1 Understanding spatial changes and interactions between spaces in the philippines and ASEAN countries caused by natural and human factors (technology, economy, land use, politics) and their influence on the sustainability of economic, social, cultural, political life 4.1 presents the results of a study on spatial changes and interactions between spaces in the philippines and ASEAN countries caused by natural and human factors (technology, economy, land use, politics) and their influence on the sustainability of economic, social, cultural, political life
3.	Class IX semester 1	3.1 Understanding the spatial changes and interactions between Asian countries and other continents caused by natural, human factors and their influence on the sustainability of human life in economic, social, educational, and political 4.1 presents a study of spatial changes and interactions between Asian countries and other continents caused by natural, human factors and their influence on the sustainability of human life in economic, social, educational, and political

The **table 1** above is a description of the basic competencies of social studies learning in junior high schools that can be integrated into natural disaster education. The teacher can prepare according to the conditions of the area or the student's school so that they have disaster preparedness (Anwar, 2017).



## PREPARING STUDENTS RESPONSIBLE FOR DISASTER

To prepare students who are resilient to disasters, two things must be done by students, namely disaster preparedness and disaster preparedness. First, preparedness is the key to safety for every individual in the face of any natural disaster. Preparedness is a series of activities carried out to anticipate disasters through organization and through appropriate and efficient steps. Many preparedness measures can be useful in various disaster situations, important measures for preparedness are:

1. Understand the dangers in the environment of learners
2. Understand local early warning systems and know evacuation routes and age plans
3. Have the skills to quickly evaluate the situation and take the initiative Actions to protect oneself
4. Have a disaster preparedness plan for the family and put the plan into practice with Exercise
5. Reducing the impact of hazards through Mitigation exercises
6. Engage by participating with training

Second, disaster preparedness is an individual's effort to identify the types of disasters and what disaster mitigation should be done and aims to reduce risk in the event of a disaster. Disaster preparedness is trained on everyone regarding before a disaster occurs, during a disaster until after a disaster occurs. Each natural disaster has its own disaster characteristics so that everyone must understand the characteristics of the region. Another research described by Afrian (2020) prepares disaster-resilient students in the current digital era, many of which can be used, one of which is through social media. The current trend of students is 75.5% (25) this can be utilized by teachers in schools by providing disaster education through social media.

Disaster education is very important to be given to students considering that the Philippines is a disaster-prone country. However, there are very few studies that examine disaster education in schools, especially those contained in subjects. Therefore, the purpose of this research is to provide information and education to teachers and students regarding disaster literacy. Specifically, this paper will look at how disaster education is included in social studies learning (Logayah, 2017).

Disaster education is an important part of education in the Philippines. This country often experiences natural disasters such as earthquakes, floods and typhoons. Therefore, it is important to prepare society to face natural disasters. One way to prepare the community is through the integration of Social Studies in disaster education. The integration of Social Studies in disaster education can help students understand the history of natural disasters in the Philippines and their impact on society. Students can learn how communities respond to natural disasters and how they recover after disasters. They can also study the role of government and non-government organizations in helping communities during and after disasters. In addition, the integration of Social Studies in disaster education can help students understand their role as citizens in facing natural disasters. They can learn about their responsibility to help the community during and after a disaster. They can also learn about the importance of preparing before a disaster occurs, such as making an evacuation plan and stocking up on food and water.

The integration of Social Studies in disaster education can also help students understand the importance of cooperation and solidarity in dealing with natural disasters. They can learn about how communities work together to help each other during and after disasters. They can also learn about the importance of helping society's most vulnerable, such as children, the elderly and the sick. In order to integrate Social Studies in disaster education in the

Philippines, the government could develop a curriculum that covers these topics. Teachers can also use creative teaching methods, such as case studies, role plays, and collaborative projects, to help students understand these concepts better. By integrating Social Studies into disaster education in the Philippines, students can understand the importance of preparation before a disaster occurs, their responsibilities as citizens, and the importance of cooperation and solidarity in facing natural disasters. This can help prepare Filipinos to face natural disasters and minimize the negative impacts caused by these disasters (Usami, et al. 2017).

#### 4. CONCLUSION

The Philippines is a disaster-prone area. This is based on the reality that the Philippines is surrounded by three active tectonic plates, a series of active volcanoes as part of the ring of fire and a geographical location that is crossed by the equator. With these geographical conditions, knowledge becomes material in knowing and understanding the context of disaster management. One of them is knowledge about the steps taken by individuals in responding to situations that can lead to disasters. The education sector has a vital function in disaster management efforts. Schools play a strategic role in disaster management efforts; this is because schools are a source of knowledge. Schools can improve students' knowledge and skills in dealing with disasters. Teachers can support students in developing psychological responses, including in responding to disasters. Disaster education in junior high schools can help children play an important role in saving lives and protecting community members. Through social studies subjects in the 2013 curriculum, integration with disaster education can provide knowledge, attitudes, and disaster preparedness skills to produce disaster-resilient students or individuals.

#### 5. RECOMMENDATION

Integrating disaster education in social studies learning in the 2013 curriculum is still not widely done by social studies teachers in the field because there are still many social studies teacher graduate profiles in social education so that for further research, disaster education can be integrated in social studies learning, of course with easy and fun implementation for teachers and students. Disaster education in social studies learning needs to be carried out at every level of education considering that the Philippines is prone to natural disasters.

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