

IMPLEMENTATION OF POST-EARTHQUAKE DISASTER SAFE EDUCATION UNIT

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IMPLEMENTATION OF POST-EARTHQUAKE DISASTER SAFE EDUCATION UNIT PROGRAM IN THE SUB-DISTRICT CUGENANG, CIANJUR DISTRICT

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ABSTRACT

The earthquake that occurred in Cianjur Regency with the point of the worst earthquake disaster in Cugenang District has claimed the lives of more than 600 people died with the condition of the ravaged area having an impact on people's lives, including school-age children who had to accept the fact that their school buildings collapsed level with the ground. The following is an article related to the implementation of post-earthquake education programs in several schools in Cugenang District based on the provisions of the Minister of Education and Culture Number 33 of 2019 concerning Implementation of the Disaster Safe Education Unit Program.

Keywords: *Earthquake, Program, Education, Safe, Disaster.*

INTRODUCTION

Indonesia is a disaster-prone area, especially earthquakes because it is traversed by the meeting point of 3 tectonic plates, namely: the Indo-Australian Plate, the Eurasian Plate and the Pacific Plate. The Indo-Australian plate moves relatively northward and intrudes into the Eurasian plate, while the Pacific plate moves relatively westward. This condition will greatly affect the condition of districts/cities, sub-districts, villages throughout Indonesia.

The earthquake that occurred in Cianjur Regency with the point of the worst earthquake disaster in Cugenang District has claimed the lives of more than 600 people died with the condition of the ravaged area impacting the community no longer having shelter and daily livelihoods. Furthermore, the Geological Agency has mapped the location and level of damage to buildings and locations of ground motions which were collected both through surveys and information from the mass media and residents, with the following summary:

1. The most severe damage occurred in areas composed of breccia deposits and G. Gede lava (Qvyg) Morphologically, the areas that were damaged were generally areas with undulating hill morphology characterized by massive building damage, especially in the villages of Gasol and Sarampad, Cugenang, a unique phenomenon occurred, many 2-3 storey buildings suffered heavy damage and even a mini market building completely collapsed.
2. In addition to building damage, earthquake shaking also triggers ground movements. with the dimensions of length, width, height and area, respectively 70 m, 70 m, 2 m and 3,400 m²

The Geological Agency has made a Map of Earthquake Prone Areas for the Cianjur and Sukabumi areas. The map is made using a probabilistic approach for a return period of 500 years. On the map it appears that all the damage to buildings and ground movements are located in areas that are highly prone to earthquake shocks.

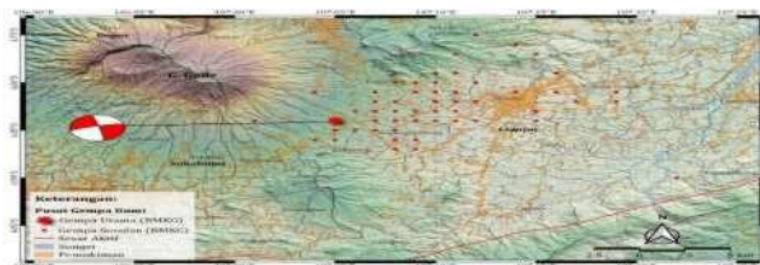


Image.1

Map of the epicenter of the 2022 Cianjur earthquake including the main shock and aftershocks, showing the moving fault area (blue box).

Based on the earthquake phenomenon that occurred in Cianjur, it can be ascertained that the affected people have never received educational knowledge about earthquake disasters. For this reason, a strategy is needed to provide innovation that will be able to become an effective solution for dealing with earthquake disasters, especially for the world of education. Great for the learning process of school students with school building infrastructure and traumatized students.

The government has issued a policy related to the implementation of the Disaster Safe Education Unit (SPAB) program during the Pre-Disaster by the Education Unit based on Permendikbud Number 33 of 2019 concerning Implementation of the Disaster Safe Education Unit Program. Based on this, this paper aims to raise interesting issues related to the implementation of such policies in several schools affected by the earthquake in Cugenang sub-district, Cianjur Regency.

METHOD

This study uses a descriptive qualitative research method using an inductive approach as a step to answer the research focus and answer the problem formulation. This research method is used because it can clearly and comprehensively describe the problems taken, and can answer problems and draw conclusions based on the data that has been taken. Researchers collect data through observation, interviews, and documentation. In collecting qualitative data, the researcher conducted in-depth interviews with informants consisting of the BPBD Chief Executive, Head of Prevention and Preparedness, Head of Disaster Mitigation Section, Head of Disaster Preparedness Section, Principal, teachers, volunteers and students of SDN 3 Ciherang, SDN Pasir Sarongge, SMPN 2 Pacet, SDN 2 Ciherang. The current research uses several stages in conducting data analysis.

DISCUSSION

The Impact of the Earthquake in Cianjur Regency on Education

The world of education is a matter that receives serious attention from the Government both during normal times, during earthquake events, and during the recovery transition period, bearing in mind that education is a means of preparing generations who will shape the future of the nation.

Education is one of the government's goals in an effort to increase public awareness of the low quality of the nation's generation. During a disaster, the government is obliged to protect the nation's generation from disaster risks experienced by the community, especially school-age

children. The policy for disaster-safe education units was formed to become one of the alternative programs implemented by BPBD based on Regulation of the Head of the National Disaster Management Agency Number 04 of 2012 concerning Guidelines for Implementing Disaster-Safe Schools/Madrasahs. The Disaster Safe Education Unit (SPAB) program has the goal of instilling a culture of safety and disaster preparedness in schools. This is based on the large number of schools/madrasahs located in disaster-prone areas.

Realization of the Disaster Safe Education Unit (SPAB) program policy

Based on the results of the interviews and evaluation results to the informants consisting of the Head of BPBD Implementation, Head of Prevention and Preparedness, Head of the Disaster Mitigation Section, Head of the Disaster Preparedness Section, Principal, teachers, volunteers and students at SDN 3 Ciherang, SDN Pasir Sarongge, SMPN 2 Pacet, SDN 2 Ciherang can be conveyed that during the earthquake disaster of course technically and practically the teaching and learning process was not carried out considering the conditions were not yet possible because aftershocks were still often felt, besides that school-age children were still traumatized after the incident the earthquake destroyed buildings and classrooms and the children at the time of the incident around 13 o'clock were at school.

However, considering that Indonesia is a disaster-prone area including earthquakes, to ensure that school-age children receive adequate education, a policy for implementing the SPAB program was born which aims to:

- a. Improving the ability of resources in the Education Unit in overcoming and reducing Disaster Risk;
- b. Improving the quality of Education Unit facilities and infrastructure so that they are safe from disasters;
- c. Provide protection and safety to Students, Educators, and Education Personnel from the impact of Disasters in Education Units;
- d. Ensuring the continuity of education services in the Education Unit affected by the Disaster;
- e. Providing education services in accordance with the characteristics of Disaster Risk and the needs of the Education Unit;
- f. Recovering the impact of the Disaster in the Education Unit; and
- g. Building the independence of the Education Unit in running the SPAB Program.

2
 Based on this, there are 16 standards as a reference for policy implementation, since the pre-disaster period, the Education Unit is responsible for:

1. Form a Disaster Preparedness Team in the Education Unit;
2. Conduct an assessment of Disaster Risk in Education Units;
3. Update the Education Unit Disaster Risk data periodically at least 1 (one) time in 1 (one) year;
4. Make a map of Disaster Risk and evacuation routes;
5. Prepare an action plan to support the implementation of the SPAB Program;
6. Prepare standard operating procedures to deal with disaster emergencies;
7. Arrange the interior space and environment of the Education Unit so that it is safe from disasters;
8. Check and maintain disaster equipment in the Education Unit so that it continues to function;
9. Providing disaster preparedness equipment;
10. Carry out disaster preparedness simulations independently and continuously at least 1 (one) time in 1 (one) semester;
11. Establish partnerships with competent parties in supporting the implementation of the SPAB Program;

12. Include the SPAB Program in the activity plan and school budget in each Education Unit;
13. Include materials related to disaster prevention and management efforts in intra-curricular, co-curricular and extra-curricular activities;
14. Carry out learning related to disaster prevention and management efforts that are integrated in intra-curricular activities;
15. Evaluate the level of security and preparedness of the Education Unit on a regular basis; and
16. Make an annual report on the implementation of the SPAB Program in each Education Unit.

The implementation of the SPAB Program in each Education Unit is based on the 16 standards as mentioned above, that based on the results of observations and field observations in several schools that were research locations, especially at SDN 3 Ciherang, SDN Pasir Sarongge, SMPN 2 Pacet and SDN 2 Ciherang, it shows several points have not been implemented as is the case with the Education Unit Disaster Risk data update periodically at least 1 (one) time in 1 (one) year considering the disaster that occurred on November 21 2022 means that it has only happened a few months and in January it has entered a period recovery. Disaster risk maps and evacuation routes have been prepared by the Regional Disaster Management Agency, although they have not been disseminated to all students in these schools.

The arrangement of the interior space and the disaster-safe Education Unit environment still uses temporary shelter facilities in the form of tents installed in the school area, with relatively simple and straightforward disaster equipment. Conducting independent and sustainable disaster preparedness simulations carried out and assisted by volunteers from various elements of society including the involvement of universities and students as disaster preparedness teams by providing donation activities and giving trauma healing.

The disaster preparedness team is a group of school communities that have the ability to help and assist school residents before (pre-disaster), during and after a disaster (post-disaster) consisting of educators, teaching staff, student representatives and representatives of community elements (committees). To anticipate the possibility of a disaster occurring in order to avoid loss of life, loss of property and changes in the order of people's lives, preparedness is needed. Preparedness efforts are carried out when a disaster is identified as imminent. Preparedness is a series of activities carried out to anticipate disasters through organizing and through appropriate and efficient steps.

There is no education about safety in schools (safety education) by the education unit to equip all the elements contained therein, especially for students who are included in the category of vulnerable to disasters that can occur at any time, both natural and non-natural disasters as described above exacerbated the impact of the two disasters. Safety education in schools which is expected to be able to create students' knowledge and attitudes that are realized through the character of students must be encouraged to be actively involved in disaster management has not yet been implemented in educational units.

There are partnerships built with education observers and the latest thing is involving teachers to understand the SPAB Program which is included in the content of school activity plans and budgets by including material related to efforts to prevent and deal with the impact of Disasters in intracurricular, co-curricular and extracurricular activities; have also carried out learning related to disaster prevention and management efforts that are integrated in intra-curricular activities; and of course at any time during the learning process there is always regular evaluation and monitoring of the level of security and preparedness of the Education Unit in the form of reports to the local education office.

The process of monitoring and evaluation by the school principal is carried out, to ensure the implementation of activities in a planned, integrated, coordinated and comprehensive manner. Knowing the progress and also the achievements of the activities that have been carried out as well as to find out the obstacles and challenges encountered during the implementation of

activities that are guided by the principles of efficiency, effectiveness, benefits, impacts and principles of sustainability.

The acceleration of the implementation of the Disaster Safe Education Unit program also received support from the government to provide competency for school residents to deal with disasters. This is shown by providing simulations, training, and providing disaster materials so that students can be prepared to face disasters. In addition, the creation of infrastructure that supports disaster preparedness so that schools located in disaster-prone areas can take swift action in the event of a disaster so as not to cause casualties.

Based on the things mentioned above, government policies related to disaster-safe school units with 16 standardizations of course require evaluation by the parties, both local governments, education offices, education observers, the community as well as students in terms of their effectiveness, because a policy or program can be said effective if it has achieved the goals in accordance with what has been set.

CONCLUSION

Based on the results of research and analysis of 16 standardization programs for the Disaster Safe Education Unit at SDN 3 Ciherang, SDN Pasir Sarongge, SMPN 2 Pacet and SDN 2 Ciherang, relatively the teaching process has been running with reference to Permendikbud Number 33 of 2019 concerning Implementation of the Disaster Safe Education Unit Program, although not all of them well realized considering that there are still many technical obstacles, especially during the recovery period, so it requires a process and time to translate these policies to a technical level. The existence of guidance in the form of workshops and training attended by teachers related to understanding and technical elaboration of the Permendikbud is a very good first step.

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