

Flood Disaster Literacy Through Mitigation Pocket Books for Scout Extracurricular Students

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ABSTRACT

The flood disaster literacy skills of students at SMP Negeri 2 Sidareja are still low because disaster education has not been implemented in schools. This study applies a flood disaster mitigation pocket book to scout students. The objectives of this study were 1) to compile a flood disaster mitigation pocket book, 2) to determine the application of the flood disaster mitigation pocket book to scout students, 3) to analyze flood disaster literacy in scout students. The research method used is a quantitative approach with descriptive analysis techniques and frequency distribution. The results of this study indicate that 1) the average percentage of the eligibility value of the flood disaster mitigation pocket book is 87.17% including the very feasible criteria, 2) scout learning with the application of the flood disaster mitigation pocket book was carried out well with a percentage value of 91,67%, 3) the results of flood disaster literacy of scout students using the mitigation pocket book showed an increase in the average value between the pretest and posttest, in the knowledge aspect there was an increase of 12.88% while in the attitude aspect there was an increase of 4.2%. Based on the results of the study, it can be concluded that the pocket book is very feasible to be implemented, the implementation of the flood disaster mitigation pocket book was carried out well

according to the learning implementation plan that had been prepared. There is an increase in the value of students' flood disaster literacy results with the application of the pocket book.

Keywords: Flood disaster literacy; flood disaster mitigation pocket book; scouts

INTRODUCTION

Flooding is a situation where the river water level is higher than usual so that it often overflows and inundates the river flow area. Floods can disrupt human activities and even cause loss of life and property so that flooding can become a problem in an area. Flooding has become a significant urban problem for Indonesia in the last decade. Flooding in Indonesia is driven by annual rain during the rainy season which occurs between November and March when Asian and Pacific air masses influence weather patterns. Meanwhile, the dry season occurs between June and October which is determined by the conditions of the Australian continent (1,2).

Cilacap Regency is one of the districts in Central Java Province which is hit by natural disasters almost every year. Based on BPBD data from Central Java Province, in the period 2019-2021 in Cilacap Regency every year there is a flood disaster. The area of Cilacap Regency that is prone to flood disasters is an area with relatively sloping

topography. Flood events in the large intensity flood category occurred in 2020 and 2022, floods inundated residential areas, causing severe impacts. SMP Negeri 2 Sidareja is one of the schools in Sidareja District, Cilacap Regency which is prone to flood disasters. The school environment is flooded during the rainy season with relatively high rainfall. Apart from that, it is influenced by the school's location close to the river.

Humans in the context of disaster are both objects and subjects of the disaster itself. They must face pre-disaster threats, face risks resulting from disasters, and must face post-disaster conditions. Therefore, efforts need to be made to increase a person's capacity to face disasters (3). Disaster education is an effort to reduce the risk of disasters occurring. Education is also a conscious and planned effort to shape students' character through developing knowledge and skills. Junior High School students are among the younger generation who determine society's resilience to flood disasters. Middle School level students are among the younger generation who determine community resilience to flood disasters (4).

SMP Negeri 2 Sidareja should make efforts to provide flood disaster education in schools to increase awareness of the potential for flood disasters, students' readiness to face floods, and minimize the risk of floods from an early age. Students who receive disaster education will have a better understanding of the disasters experienced in their lives and can disseminate knowledge related to disasters to their families and surrounding communities (5). Schools are formal educational institutions that play a role in disaster mitigation efforts. Therefore, schools need to develop disaster mitigation strategies based on individual needs so that if a flood disaster occurs, they are better prepared and can minimize the risk of flooding (4). Disaster mitigation education can be implemented effectively by including learning material about natural disasters for

every student at all school levels, especially in schools located in disaster risk areas (6).

Government efforts in disaster risk management can coordinate with agencies or institutions to formulate activity programs focused on disaster management (7). Based on the results of interviews with school principals and teachers, disaster learning related to flood disasters, both intracurricular and extracurricular, has never been carried out systematically. BNPB collaborates with the National Scout Movement Quarter as an effort to improve disaster mitigation education and character education for students effectively and efficiently which is carried out through the scout front group. Researchers in this study applied flood disaster mitigation learning to extracurricular scout raising students at SMP Negeri 2 Sidareja. One effort to mitigate disasters is through disaster education by integrating it into the curriculum in educational units (8).

The flood disaster mitigation learning implemented by researchers in this research uses the concept of literacy. Based on observations, it is known that flood disaster literacy among students at SMP Negeri 2 Sidareja is currently still low because there has been no implementation of learning related to flood disasters, both intracurricular and extracurricular. Low literacy levels can cause wrong actions when facing natural disasters (9). Disaster mitigation efforts through increasing disaster literacy among students are very important for schools to implement. The main target of this effort is students because their age is among those vulnerable to disasters, so they must have sufficient knowledge and capacity (10).

The ability to read is one part of literacy which is a way to gain knowledge. The knowledge and attitudes that students have before and after learning can be a benchmark for students' literacy levels. It is important for children to have knowledge and attitudes in facing the threat of disaster because it helps them to determine what actions they should take and as an effort to

reduce the impact of disasters (11,12). Learning media is a tool that can help the learning process and clarify the meaning of the message conveyed so that it can achieve learning goals well (13). The flood disaster mitigation pocket book is a learning medium in the form of visual media used in this research to increase literacy in students as a guide for dealing with flood disasters whenever and wherever they are.

Based on the background of this problem, researches are interested in researching the application of the flood disaster mitigation pocket book among scout students and analyze flood disaster literacy among scout students before and after the implementation of the mitigation pocket book floods at SMP Negeri 2 Sidareja.

MATERIALS & METHODS

The location of this research was carried out at SMP Negeri 2 Sidareja which is located on Jalan Jendral Ahmad Yani No. 55, Tegalsari Village, Sidareja District, Cilacap Regency, Central Java Province. The research location is presented in (Figure 1). Based on its geographical location, Sidareja District borders Ciamis Regency to the west, borders Gandrungmangu District to the east, borders Cipari District to the north, and borders Kedungreja District to the south.

This research uses a quantitative approach with a Pre-Experimental research design, One Group Pretest Posttest Design model. The implementation of this research used pretest and posttest measurements in the experimental class by implementing learning using a pocket book on flood disaster mitigation, which is described as follows.

The variable are flood disaster mitigation pocket book and flood disaster literacy of students. The population of this research was all 224 class VII students who were scout members. Determining the research sample used Proportional Random Sampling by taking 22% of the population to obtain a sample of 50 students who were representatives of each class VII.

Figure 1. Location Map of SMP Negeri 2 Sidareja, Cilacap Regency



Source: Research Documentation, 2024

The data in this research was collected through observation, tests, questionnaires, interviews, documentation. The analysis techniques used in this research are descriptive analysis and frequency distribution analysis. Raw data that has been obtained from the field is then processed using Microsoft Excel.

DISCUSSION

Flood Disaster Mitigation Pocket

Literacy activities of students at SMP Negeri 2 Sidareja regarding the current flood disaster are still low due to the lack of literacy facilities or references available at school. Apart from that, students' interest and motivation to read. It is hoped that this flood disaster mitigation pocket book can become an innovative learning media in increasing literacy and awareness of being prepared to face flood disasters among scout students. Books act as a source of information, but currently students tend to have low interest in reading if the book is thick and the design is not attractive. Therefore, it is necessary to design and prepare interesting media so that it can provide motivation for students to be interested and enthusiastic about reading it (14). Teaching material that initially looks complicated can become simple with the existence of learning media such as pocket books with small print sizes with the aim of making them more efficient, practical and easy to use (15). Apart from that, pocket

books also support students to be able to learn independently and be more active in using them. Pocket books are simple, light, easy to carry anywhere and read at any time (16).

The design of the flood disaster mitigation pocket book in this research was prepared using the Canva and Photoshop applications with a paper size of 10 x 12 cm or A6 paper size. The color composition uses relatively bright colors to attract and increase students' enthusiasm in reading and understanding the book material. The structure of the book's contents includes a foreword, table of contents, introduction, material content, and bibliography. The content of the material explained in the pocket book on flood disaster mitigation includes the concept of hydrometeorological disasters, the concept of flood disasters, the potential for flood disasters in Cilacap Regency, disaster mitigation, anticipation of flood disasters, flood disaster alert signs, as well as institutions that play a role in disaster management. The display can be seen in (Figure 2.).

Figure 2. Design view of the Flood Disaster Mitigation Pocket Book



Buku Saku Mitigasi Bencana Banjir	
DAFTAR ISI	
PRAKATA.....	ii
DAFTAR ISI.....	iii
PENDAHULUAN.....	1
BAB 1 Bencana Hidrometeorologi.....	4
Pengertian Bencana Hidrometeorologi.....	4
Jenis Bencana Hidrometeorologi.....	4
BAB 2 Bencana Banjir.....	7
Pengertian Bencana Banjir.....	7
Jenis Bencana Banjir.....	8
Penyebab Terjadinya Bencana banjir.....	9
Dampak Terjadinya Bencana Banjir.....	12
BAB 3 Potensi Bencana Banjir di Kabupaten Cilacap.....	15
BAB 4 Mitigasi Bencana Banjir.....	21
Pengertian Mitigasi Bencana.....	21
Mitigasi Bencana Banjir di Kabupaten Cilacap.....	22
BAB 5 Upaya Antisipasi Bencana Banjir.....	23
BAB 6 Rambu Siaga Bencana Banjir.....	35
BAB 7 Lembaga yang Berperan di Bidang Penanggulangan Bencana di Indonesia.....	38
DAFTAR PUSTAKA.....	42
	iii

Source: Research Documentation, 2024

The pocket book that has been prepared is then validated by validators to obtain suggestions and input so that it can be suitable for use in disaster mitigation learning Based on (Table 1), it is known that the results of the pocket book feasibility assessment from media expert lecturers obtained a percentage value of 75% (feasible), disaster material expert lecturers and scout leaders obtained the same percentage value of 93.18% (very feasible). Based on the assessments of the three validators, it can be concluded that the flood disaster mitigation pocket book includes criteria that are very suitable for use in learning with an average percentage of 87.17.

Table 1. Percentage of Media Appropriateness Assessments

Indicators	Validator Media	Validator Material	Validator Scout master
Contens	15	19	19
Presentation	6	7	7
Language	6	8	8
Graphics	6	7	7
Amount	33	41	41
Percentage	75%	93,18%	93,18%

Source: Research Data, 2024

Implementation of the Flood Disaster Mitigation Pocket Book

Education and disaster simulations significantly increase a person's capacity to face disasters (17,18). Disaster education in

schools is very important because children are part of society who are very vulnerable to becoming victims of disasters. Disaster education also aims to equip students with knowledge, skills and awareness so that they have good capacity in managing disasters in their area (19).

Learning implementation planning must be prepared, planned and designed systematically by researchers before carrying out learning activities so that they can run well and achieve the expected learning objectives. The implementation of the flood disaster mitigation pocket book was carried out on June 14 2024 with a time allocation of 2 JP (120 minutes) for scout students using valid media and instruments. Disaster learning activities using the flood disaster mitigation pocket book are carried out through several stages including preliminary activities, core activities and closing activities. Based on observations of the implementation of learning, it is known that obtaining a percentage of 91.76% is classified as very good criteria. The conditions for implementing the pocket book can be seen in (Figure 3).

Figure 3. Flood Disaster Mitigation Pocketbook Literacy Activities



Source: Research Documentation, 2024

Disaster literacy is an individual's ability to read, understand and utilize disaster knowledge, understanding and prevention information that will be used as information policy by following instructions in the context of mitigation, preparedness, response and recovery from disasters that

occur (20,21). Disaster literacy is also a non-structural disaster mitigation effort that can be used to measure and improve a person's preparedness in facing disasters. In short, disaster literacy is a person's ability to obtain information related to a disaster, how to mitigate it, and how to recover when a disaster occurs so that patterns of thinking, behavior and building human character are formed to care, be responsible and help others (22,23). Literacy has a very important role in forming knowledge of disaster mitigation and critical attitudes in obtaining information in society. Currently, literacy skills are very important for everyone to have, including students (24).

The flood disaster literacy carried out in this research is a reading literacy activity using a pocket book on flood disaster mitigation for scout extracurricular students. Literacy activities are carried out at the core activity stage in learning. The researcher in this study is a teacher who accompanies the flow of learning activities, especially literacy. Pocket books in print out form were distributed to students and then students were directed to read them for 30 minutes. Based on researchers' observations, students' conditions during literacy activities are conducive. Each student was focused and enthusiastic about reading the pocket books that were distributed according to the time provided.

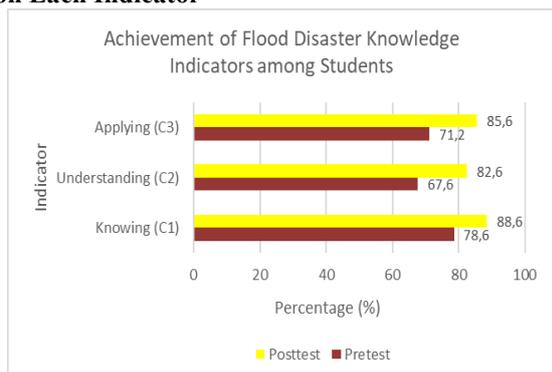
The results of flood disaster literacy in this study were measured including aspects of knowledge about floods and students' attitudes towards flood disasters using pretest and posttest.

a. Knowledge

Conveying knowledge about disaster mitigation is part of the pre-disaster stage of disaster management. Knowledge about disaster mitigation is part of disaster literacy. Disaster knowledge is information that can be used to make decisions and take certain strategies. Experiences held by oneself or from others can influence a person's knowledge (25). For someone who lives in a flood-prone area, it is very important to understand flood disasters to

reduce vulnerability and loss of life. Students who understand flood disasters will know the actions to take to save themselves if a flood occurs at any time (26). The student knowledge test questions consist of 25 questions with indicators of knowing (C1), understanding (C2), and applying (C3).

Figure 4. Knowledge Percentage Diagram Based on Each Indicator



Source: Research Data, 2024

Based on (Figure 4), it can be seen that the knowledge indicator with the highest score obtained from 50 students is the knowledge indicator (C1) with a percentage of 78.6% on the pretest and 88.6% on the posttest. The average student knowledge score on the pretest was 72.72% which was classified as high and on the posttest the average was 88.6% which was classified as high. It can be concluded that there is an average increase between pretest and posttest knowledge of 12.88% after implementing the flood disaster mitigation pocket book in scout learning. This media supports the delivery of flood disaster material to students and makes it easier for students to understand the material being studied.

Based on (Table 2), it can be seen that out of a total of 50 students there was a decrease in the frequency score between the pretest and posttest knowledge in the very low category and the low category.

Table 2. Categorization of Students' Flood Disaster Knowledge

No.	Category	Interval	Pretest		Posttest	
			F	%	F	%
1.	Very High	$X \geq 90$	0	0	16	32
2.	High	$75 \leq X < 90$	29	58	31	62
3.	Low	$60 \leq X < 75$	16	32	3	6
4.	Very Low	< 60	5	10	0	0
Amount			50	100	50	100

Source: Research Data, 2024

Meanwhile, in the high and very high categories there is an increase in frequency values. Most students in the pretest knowledge were in the high category with a frequency of 29 students or 58% and in the posttest knowledge were mostly in the high category with a frequency of 31 students or 62%. This shows that even though the pretest was not supported by the delivery of detailed material about flood disasters by scout leaders using learning media, the majority of students already had knowledge and insight based on their experiences or were aware of the condition of their surrounding environment which was prone to flooding. However, there are still students who fall into the low knowledge category after implementing the pocket book. Therefore, it is necessary to increase

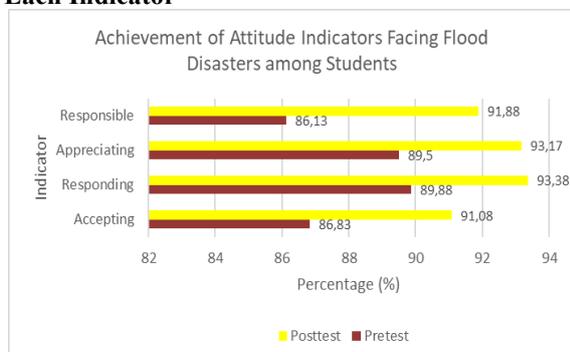
disaster mitigation efforts, especially through disaster education for students because they are one of the groups who are vulnerable to disasters so that students are better prepared and alert when a flood disaster occurs.

b. Attitude

Preparedness to face natural disasters is absolute and must be prepared proportionally. Children are the age most vulnerable to the risk of becoming victims in a disaster. Disaster preparedness education needs to be developed starting at the basic education level to build a culture of safety and resilience (27). Someone who has experienced a disaster usually tends to be better prepared when the disaster occurs again compared to those who have never experienced a disaster (28). Students'

attitudes towards facing flood disasters were measured using a questionnaire consisting of 20 statement items using Likert scale answers.

Figure 5. Attitude Percentage Diagram Based on Each Indicator



Source: Research Data, 2024

Based on (Figure 5), it can be seen that the indicator with the highest score is the responding indicator with a percentage of 89.88% on the pretest and 93.38% on the posttest. The average student attitude score on the pretest was 88.22% which was classified as high and on the posttest the average was 92.42% which was classified as very high. This shows that there is an average increase in attitude of 4.2%.

Table 3. Categorization of Students' Attitudes Facing Flood Disasters

No.	Category	Interval	Pretest		Posttest	
			F	%	F	%
1.	Very High	$X \geq 92$	14	28	29	58
2.	High	$86 \leq X < 92$	23	46	20	40
3.	Low	$80 \leq X < 86$	9	18	1	2
4.	Very Low	< 80	4	8	0	0
Amount			50	100	50	100

Source: Research Data, 2024

Based on (Table 3), it can be seen that in the pretest the highest frequency was in the high category at 23 or 46% and in the posttest the highest frequency was in the very high category at 29 or 58%. It can be concluded that there is a decrease in frequency values between the pretest and posttest in the very low category and the low category. Meanwhile, in the high and very high categories, there was an increase in frequency values after the pocket book was implemented.

The positive attitude shown by students is influenced by, among other things, having personal experience of flood disasters so that students have the adaptive capacity to respond if a flood disaster occurs at another time (29).

CONCLUSION

Conclusions from the research include a pocket book on flood disaster mitigation used in scout extracurricular learning at

SMP Negeri 2 Sidareja based on a feasibility test assessed by material expert lecturers, media expert lecturers and scout leaders, obtained an average of 93.18% included in the criteria very feasible, the implementation of learning using the flood disaster mitigation pocket book was carried out very well with a percentage score from observers obtained of 92.5%. Based on the results of the analysis of students' knowledge tests, it was found that the average pretest result was 72.72% is included in the high category and the average posttest result is 85.6%, which is included in the high category, thus showing an increase in the knowledge aspect of students' flood disasters by 12.88%. Meanwhile, based on the results of the analysis of students' attitudes, it is known that the average pretest result was 88.22%, which was included in the high category and the average posttest result was 92.42%, which was included in the very high

category, thus indicating an increase in the attitude aspect of facing flood disasters. students by 4.2%. These differences in results indicate that the implementation of learning using pocket book media on flood disaster mitigation can support the increase in scores obtained by students.

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