Natural Disaster Education in School: A Bibliometric Analysis with a Detailed Future Insight Overview

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Abstract: In some places of the world, disasters occur virtually every day. If disasters are not properly foreseen, they may result in many fatalities. This research aims to examine the growth and pattern of literature on natural disaster education in schools. This analytical strategy combines quantitative and statistical methods to discover trends, assess quality, and track development. A total of 216 documents were chosen from the 403 documents collected. Following 2015, there was a considerable increase in four-year publications. Authors from the United States contributed to 45 papers with 37% citations and ranked first, followed by authors from Japan (31 documents; 15% citations) and Indonesia (31 documents) with rankings citations below the top 10. Most publications were published in the International Journal of Disaster Risk Reduction (12 docs; Q1 Scimago Journal Rank 1.1 (SJR 1.1)). The Journal of Child Psychology and Psychiatry and Allied Disciplines had the most citations (100; Q1 SJR 3.6) and was ranked first in its discipline. The existing core literature on school education on natural disasters demonstrates that this topic is developing rapidly, but with insufficient international research collaboration. Research cooperation in this area must be strengthened to better the global response to natural disaster mitigation, which should begin in schools worldwide. There is a need to widen the scope of study in this field to include natural disaster preparedness education in the school curriculum, assessments, learning media, disaster response education, and instructional designs. Finally, disaster education in schools must be addressed as soon as possible to contribute to disaster preparedness.

Keywords: *Bibliometric analysis; natural disaster; natural disaster education; natural disaster literacy.*

Introduction

Natural disasters (Parwanto & Oyama, 2014; Ritchie & Roser, 2019), nuclear leaks (Carless et al., 2021; Imanaka, 2020; Kimura et al., 2015; Onda et al., 2020), biological warfare (Hays, 2007; Powell, 2019; Wu, 2021), epidemic and pandemic diseases (Karim & Mishra, 2022; Lu et al., 2020; Ma et al., 2022; Mika, 2020; Vardoulakis et al., 2021), and other disasters directly threaten the survival and development of mankind (Tavakoli et al., 2013; Zhou et al., 2019). In recent years, disasters have occurred virtually every day in various regions of the world (Ritchie & Roser, 2019). Pesantez (2018) estimates that by 2050, 68% of the world's population will be concentrated in places at high risk of disasters, such as metropolitan areas, which are also significantly at risk of causing numerous fatalities if not well foreseen. However, disasters must be anticipated even in locations with fewer populations, particularly in residential areas along the shore, near volcanoes, landslide-prone areas, flood-prone areas, and areas prone to other natural forces. Environmental degradation, mining that ignores environmental implications, and enormous housing complexes all lead to an increased risk of humans being exposed to natural and human-caused disasters, resulting in an increase in victims following the disaster (Pepe et al., 2006).

Haiti earthquake (Blanc et al., 2020; Cénat et al., 2020; Daniels, 2021; Fath et al., 2020; Mika, 2020), Palu earthquake (Ho et al., 2021; Koul & Mulchandani, 2021; Rohit et al., 2021; Zhao, 2021), Nepal earthquake (He et al., 2018; Lay et al.,