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JIECR
Journal of Innovation in Educational and Cultural Research
jiecr.org | ISSN 2722-9688, E-ISSN 2722-9696

Decree of the Director General of Higher Education, Research, and Technology, No. 158/E/KPT/2021

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#48 Review

SUMMARY   REVIEW   EDITING

Submission

Authors	Muhsinah Annisa, Asrani Asrani, Serlinda Serlinda, Simpai Kasih, Sayyidil Maulana
Title	Analysis of Students' Knowledge About Natural Disaster Mitigation in Wetland Areas
Section	Articles
Editor	Parmin Parmin

Peer Review

Round 1

Review Version	48-169-1-RV.DOCX 2021-05-25
Initiated	—
Last modified	—
Uploaded file	None

Editor Decision

Focus and Scope
Peer Review Process
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SUMMARY | REVIEW | EDITING

Submission

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Review Version	48-169-1-RV.DOCX 2021-05-25
Initiated	—
Last modified	—
Uploaded file	None

Editor Decision

Decision	Revisions Required 2021-05-26
Notify Editor	Editor/Author Email Record 2021-05-26
Editor Version	48-170-1-ED.DOCX 2021-05-26
Author Version	48-175-1-ED.DOCX 2021-06-04 DELETE
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Analysis of Students' Knowledge About Natural Disaster Mitigation in Wetland Areas

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Abstract: Indonesia has high potential disasters. It was recorded that more than 1,800 disasters occurred in 2005-2015, of which 78% of the disasters were hydrometeorological (floods, landslides, drought, forest, and land fires). Previous research also stated that the West Kalimantan region has several threats of disasters, such as the threat of floods, landslides, forest fires, which are scattered with a percentage of the area of 82.96%. This study explores students' initial knowledge about their understanding of disaster mitigation in the Kalimantan area. This research is essential because there is no single research data that shows the condition of students' prior knowledge of disaster mitigation in Kalimantan. This research uses a quantitative descriptive approach. Samples were taken using the purposive sampling technique. Data were collected by observation and questionnaires. Data analysis techniques using percentages. Overall, the level of students' knowledge regarding natural disaster mitigation in wetlands was in the moderate category, namely 44.85%. Understanding of natural disaster mitigation includes aspects of learning, emergency response planning, disaster warning, and resource mobilization. The government alone cannot take all mitigation measures in society. Therefore, disaster education is limited to school students and must also be promoted to families and communities, which is very important for elaborating mitigation knowledge.

Recommended citation: Permanasari, A. (2021). STEM Education in Indonesia: Science Teachers' and Students' Perspectives. Journal of Innovation in Educational and Cultural Research, 7-16. Pratama, H. (2020). The Trend in Using Online Meeting Applications for Learning During the Period of Pandemic COVID-19: A Literature Review. Journal of Innovation in Educational and Cultural Research, 1(2), 58-68. Purnami, W. (2021). Investigation of Science Technology Ecocultural Society (STEcS) Model to Enhance Eco Critical Thinking Skills. Journal of Innovation in Educational and Cultural Research, 2(2), 77-85.

INTRODUCTION

Every year, natural disasters such as landslides, earthquakes, floods, wind and ice storms, droughts, volcanic eruptions, and tsunamis worldwide cause more than 318 natural disasters nationwide that killed almost 9,503 peoples and affected more than 96 million peoples (CRED, 2017). The disaster situation at the local level is even worse. BNPB reports that data shows Indonesia as one of the countries with the highest earthquake rate globally, ten times higher than the earthquake in the United States (BNPB, 2021). Natural disasters, earthquakes, tsunamis, cyclones, typhoons, and hurricanes are the deadliest and most expensive and are also responsible for the enormous annual loss of life and property in the world. Every time a disaster occurs, many school children became victims, and many of them never return; For example, in 1988, the Spitak Earthquake (Armenia) killed more than 17,000 students while in school, which is 2/3 of the total death toll from the earthquake; Likewise in 2001, 971 students and 31 teachers died in the Bhuj earthquake in India; In 2004, fire tragedy caused by a cooking gas cylinder explosion in Tamil Nadu (India) killed 93 school children; The most terrible disasters at schools were recorded in 2005 after the Kashmir (northern Pakistan) Earthquake, which killed 17,000 students in various schools while another 50,000 were seriously injured; In 2006, an elementary school in the Philippines was buried in a landslide, and 245 children and teachers were killed; What's more, in 2008, more than 10,000 children died during the Sichuan Earthquake in China (Tuladhar, 2013).

The potential for disasters in Indonesia is also high. It is recorded that there have been more than 1,800 disasters in 2005-2015, of which 78% of the tragedies that have occurred were hydrometeorological (floods, landslides, drought, forest and land fires, tidal waves) and 22% of geological disasters. Many disaster events could cause loss of knowledge assets, accounting for 12 million US dollars per year for re-working lost information. In general, the disastertrend in Indonesia increased from 2002 - 2014 (Kurniawan, 2019). The potential for a tsunami disaster in Indonesia is ranked first out of 265 countries globally. Even the risk of a tsunami threat in Indonesia is higher than Japan, affecting 5,402,239 people (BNPB, 2021). Based on previous research in parts of West Kalimantan regarding disaster analysis based on events and physical hazard analysis, it was found that the area had several disaster threats

such as the threat of floods, landslides, tornadoes, forest fires, and residential fires with moderate levels of vulnerability with percentage area of 82.96%, and the rest areas are a low level of exposure, as much as 10.15% with a high level of vulnerability as much as 6.88%. (Wahyuningtyas, 2015). The latest fact was the floods that occurred in South Kalimantan resulted in a total of 21,990 people submerging 6,346 houses (Jati, 2021), and the flood that occurred in 2021 was the first flood since 92 years ago. School-related world disaster data and past disasters show that school children are also at extreme risk of natural disasters, especially when they are supposed to be in school. Disasters not only threaten the lifes of children but also have an impact on education, economy, and children's psychology and their families. When schools are hit by disasters, children's hard-earned educational rights are always disturbed. In addition, most of the time is lost after the disaster resulting in irreparable deterioration in the quality of education. Sometimes, some children cannot even continue their education resulting in permanent dropouts. The former lack of resilience and empowerment can tear down the deliverable and established systems of the school community. This effect was well observed after the 1988 Udaypur Earthquake and the Sikkim-Nepal Earthquake in September 18, 2011 (Tuladhar, 2013).

The research findings previously revealed that the symptoms of post-traumatic stress in school students were usually moderate to severe. Therefore, disaster risk reduction (DRR) education for school students and teachers is crucial to building teachers 'and students' understanding of the causes, nature, and impacts of natural disasters. It also cultivates a range of competencies and skills to enable teachers and students to contribute proactively to disaster prevention and mitigation. Many studies have also examined that the effect of student participation in disaster education programs is always promising and the results are very effective (Ronan K, 2010). Likewise, school-based disaster education programs help improving community disaster preparedness (Rahma, 2018).

In this context, this research aims to explore students' initial knowledge about their understanding of disaster mitigation in the Kalimantan area, namely mitigation-related educational programs. More specifically, it examines aspects of initial knowledge of mitigation among school children. Although many studies discuss mitigation in Indonesia generally and Kalimantan particularly, there is no single research data that shows the condition of students' initial knowledge of mitigation. disaster in Kalimantan. Therefore, this research is very fundamental as the initial information obtained to be used for further research to be targeted directly at the areas in need.

METHOD

This research method is a survey research with a quantitative descriptive approach. This research describes students' initial knowledge about natural disaster mitigation in wetland areas. Research was held from January to May 2021. Purposive sampling was used as sampling method. Observation, questionnaires, and interviews were used as data collection techniques. Percentages were used as data analysis technique.

Sample

In this research, the total samples was 121 of high-grade elementary school students from 8 elementary schools in Wetland areas of South Kalimantan.

Instrument

The instrument in this study was a semi-open questionnaire. There are 38 questions used to find out students' knowledge about natural disaster mitigation in wetland areas. The survey criteria used in this study were made in one survey, which was divided into four parameters which refer to previous research conducted (Tuladhar, 2014) in Nepal.

Knowledge. The questions asked to discuss disaster experiences. Respondents were asked to indicate whether they had any experienced on disaster in their life and any terrible tragedy they experienced or were aware of.

Emergency response planning. The questions posed are used to find out information on the respondent's readiness. Questionnaires about various natural disasters were used to assess respondents' knowledge and the best course of action they would take in the event of a disaster. Questions related to their understanding of three types of disasters that often occur in South Kalimantan (namely floods, landslides, forest fires) were asked where the answers used were yes / no format accompanied by reasons. For various types of disasters, students are also invited to show

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what behaviors or behaviors they would support in a particular disaster event according to the disaster education they receive in their schools, if any.

Disaster warning. The questions posed serve to find out the respondent's knowledge regarding several disaster warning methods that are often used in the wetlands of South Kalimantan.

Mobilization of resources. The questions posed are used to determine disaster awareness, adaptation, and risk perception. Respondents were given about 14 questions that discussed their knowledge of some issues related to disasters and some knowledge about disaster mitigation that occurred related to the factors of resources in the surrounding area to local wisdom owned and government efforts.

Data Collection

The method of collecting data through non-tests, namely by giving questionnaires to students, interviews, and observations in the school environment. The questions are provided with yes and no answer choices, accompanied by a column for answering questions in the questionnaire. Interviews with teachers were also conducted to strengthen students' knowledge about natural disaster mitigation in wetland areas.

> **Commented [MP7]:** Adjust according to the data in the results. Describe it more completely.

Analyzing Data

The data analysis technique used the percentage technique. Students who answered yes and true were then tabulated and categorized according to the following criteria.

$$P = \frac{F}{N} \times 100\%$$

> **Commented [MP8]:** It would be better to just describe the formula.

Information:

P: The amount of percentage

F: Answer Score

N: Overall answer score

From the students' knowledge, they will be categorized based on the range of values as follows: in

table 1 below:

Table 1. Categories of Students' Knowledge Levels

Tingkat Pengetahuan	Kategori
76%-100%	Baik Sekali
56%-75%	Baik
40%-55%	Cukup
40%-55%	Kurang
<40%	Gagal

RESULT AND DISCUSSION

Result.

Overall, the level of students' knowledge regarding natural disaster mitigation in wetlands was in a suitable category, namely 44.85%. Understanding natural disaster mitigation includes the first aspect, namely the knowledge aspect, the second aspect, namely emergency response planning; the third aspect, namely disaster warning; and the fourth stage, namely the mobilization of resources. Student knowledge data is presented in Figure 1, and the details are shown in Table 1.
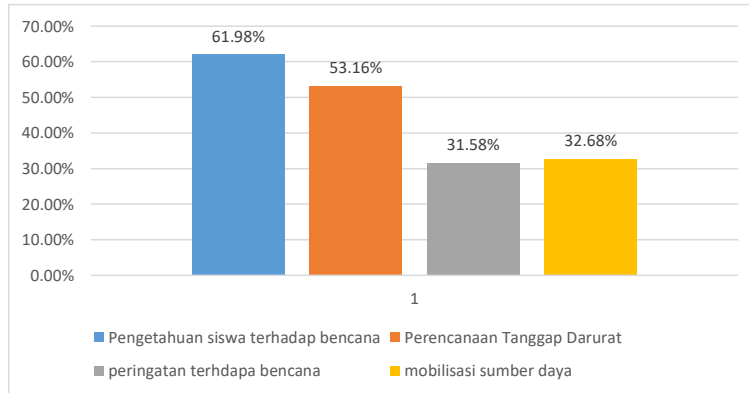

Figure 1. Student Knowledge Level Data on natural disaster mitigation

Table 1. Student Knowledge Level Data on natural disaster mitigation

Questions	Know	Don't Know
Knowledge		
1. Knowing the causes of flooding	100,0	0
2. Knowing the causes of landslides	89,5	10,5
3. Knowing the causes of forest fires	78,9	21,1
4. Knowing the losses caused by flooding	68,4	31,6
5. Knowing the losses caused by landslides	63,2	36,8
6. Knowing the losses caused by forest fires	73,7	26,3
7. Knowing the classification of floods, fires, and landslides that occurred in the area around as a disaster	71,1	28,9
8. Getting information about areas or areas from the government regarding areas prone to flooding. Knowing what to do in the event of a flood	39,5	60,5
9. Knowing what to do in the event of a landslide	68,4	31,6
10. Knowing what to do in the event of a forest fire	47,4	52,6
11. Knowing how to prevent flooding	65,8	34,2
12. Knowing how to prevent landslides	81,6	18,4
13. Knowing how to prevent forest fires	47,4	52,6
14. Knowing about natural disaster mitigation	34,2	65,8
15. Knowing lessons about flooding in schools	5,3	94,7
16. Learn lessons about forest fires in schools	76,3	23,7

17. Knowing lessons about landslides at school	68,4	31,6
18. Knowing what the government has done to deal with floods, landslides, and forest fires	60,5	39,5
Emergency response planning		
19. Knowing the action of contacting the family in case of flooding	28,9	71,1
20. Knowing the action of contacting the family in the event of a forest fire	73,7	26,3
21. Knowing the action of contacting the family in the event of a landslide	52,6	47,4
22. Knowing the action of saving favorite items such as toys during a flood	57,9	42,1
23. Knowing the action has a means of communication to use in an emergency	34,2	65,8
24. Knowing self-rescue training when a disaster occurs	47,4	52,6
Disaster warning		
25. Knowing the school bell can be used as a disaster warning system	18,4	81,6
26. Knowing the action, if there is a notification of a flood, fire, landslide, you have to scream and cry	44,7	55,3
Mobilization of resources		
27. Knowing that taking part in a disaster simulation event is a tedious activity	21,1	78,9
28. Understand how to reduce the risk of natural disasters	18,4	81,6
29. Knowing reading books/textbooks following games that contain lessons about how to deal with floods, landslides, and forest fires	68,4	31,6
30. Knowing the existence of local knowledge or wisdom related to natural disasters	44,7	55,3
31. Knowing about natural disasters that have occurred in your area in the past	21,1	78,9
32. Knowing the feelings of loss of life or material loss caused by natural disasters	47,4	52,6
33. Knowing that government actions in your area have/have made risk reduction efforts to reduce the impact of natural disasters	2,6	97,4
34. Knowing the vital action to talk or discuss how to save yourself and your family in the event of a disaster	15,8	84,2
35. Knowing preparedness equipment/facilities and disaster mitigation in your area	26,3	73,7
36. Know what facility actions can be used to reach a safe place in the event of a natural disaster	13,2	86,8
37. Knowing how to save yourself	55,3	44,7
38. Knowing safe evacuation routes (road routes) in the event of a disaster	57,9	42,1

First Aspect: Knowledge. All students knew the causes of flooding, they also answered what caused of flood are, namely by littering, deforested forests or logging forests carelessly, clogging of water gutters. 89% of students also knew the causes of landslides, which one of them was due to soil depletion, and 81% of students knew the causes of forest fires, namely, reckless burning, uncontrolled human activity, and burning forests carelessly. 86% of students learn the losses caused by floodings, such as damage to their homes, economic losses, difficulty getting clean water, obstructed community activities, and casualties. 92% of students knew about the losses caused by forest fires, for example, forests were deforested, and animals had no shelter or damage to animal habitats. Based on all information regarding natural disasters in floods, landslides, and forest fires, 55% of students get information about areas or areas from the government regarding flood-prone areas/areas. Students if do not know what to do in the event of a landslide disaster. This is evidenced by 58% of students claiming they do not know what to do if a landslide occurs, besides that, 55% of students learn how to prevent landslides, namely by doing reforestation, 34% of students know how to prevent forest fires, for example by not lighting fires carelessly, especially on dry trees and during the dry season. 7% of students know about natural disaster mitigation, 28% of students learn the efforts made by the government to cope with floods, landslides, and forest fires, for example, by carrying out reforestation**.**

Second Aspect: Emergency response planning. 28.9% of students would contact their families when natural disaster occured, however none of the students have ever participated in a rescue simulation.

Third Aspect: **Disaster warning.** 18% of students stated that the school bell could be a warning for natural disasters, and 44% would scream and cry if a natural disaster occurred.

Fourth Aspect: Mobilization of resources. 45% of students have seen some reading books/textbooks following games containing teaching material on how to deal with floods, landslides, and forest fires. 44% of students know local knowledge or wisdom related to natural disasters, 44% students know all of past natural disasters occurred

or happened in the student area. 21% students experienced relative loss or material loss due to natural disasters. 47% students knew any efforts from the governments to reduce natural disaster impacts. 2.6% students spoken or discussed on how to save themselves and their families when a disaster occurred, 15% students saw disaster preparedness and mitigation equipments/facilities in the area, for example, boats or jukung, which are local means of transportation in river areas. 26% of students know the facilities used for evacuation to safe places, such as flood disasters, such as boats or jukung. 13% of students learn how to save themselves in the event of a disaster. For example, in a flood disaster, can protect themselves by looking for a high area; 57% have an evacuation route (save route) during disaster.

Discussion

The findings of this research support the value of mitigation knowledge in wetland student schools in South Kalimantan. Although the relevant agencies (namely, organizations working in the mitigation sector) have demonstrated the concept of disaster mitigation and education (Asep Koswara, 2012), students have a large gap between knowledge of mitigation and its achievement. Students apparently still puzzled in matter of disaster adaptation and its risk. Only one result satisfies students with knowledge of disaster status. Most students think that disaster knowledge is fundamental, but only a few students know about disaster adaptation procedures. The analysis shows that most students have moderate knowledge about disasters and the students' lack of mitigation methods. Although 61% of the students questioned were aware of disasters, their opinions on disaster adaptation and behavior were somewhat surprising. They do not consider that disaster preparedness, and adaptation behavior is essential tools for mitigation.

The main limitation of this study is the student mitigation analysis methodology based on the percentage. However, given the limited sample size, the main findings of this study are not sufficient to describe the current disaster education system in the wetlands of South Kalimantan. Nevertheless, the recent results should encourage relevant agencies, which have worked in the disaster education sector in South Kalimantan and Indonesia in general, to make further modifications to their programs. Furthermore, this type of independent research demonstrates the status of mitigation knowledge among school students in general.

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A study conducted by LIPI in 2006 showed that the readiness of school community against earthquakes and tsunamis anticipation is poor (Asep Koswara, 2012). This is very unfortunate because students are part of the community most vulnerable to natural disasters. This causes the lack of experience in dealing with disasters to become a significant factor. Disaster knowledge in dealing with disasters included in the category of understanding has preparedness in facing disasters like being almost ready (Khoirunisa, 2016). Lack of knowledge on disasters will increase the vulnerability of the community. This fact shows that community knowledge of disaster mitigation needs to be improved. Therefore training activities for elementary school teachers such as those carried out in Long Pujungan District, Malinau District, shows that 84% of teacher training is very helpful in implementing teacher improvement because 88% of participants gain additional knowledge. And skills (Annisa, 2016) so that mitigation as one of the main ingredients of training needs to be improved. Another alternative approach is science learning which involves the inquiry process and engineering design because it can build skills and readiness in STEM learning which is currently the government's attention (Permanasari, 2021). In addition, there is also the STEcS Model, which strongly supports Environmental Critical Thinking Skills (Purnami, 2021). It is also necessary to remember the spread of the Covid-19 virus, which has led to the emergence of technological innovations in learning which have led to new learning styles (Pratama, 2020).

The National Strategy for Disaster Risk Management announced for 2020-2024 by BNPB (National Disaster Management Agency) has shown that the level of disasters in Indonesia is moderate and high and for the South Kalimantan region it is high (BNPB, 2020). Even so, mitigation education has not been included in formal education, mitigation is not fully included in the formal curriculum at all school levels or through universities. Therefore, BNPB provides recommendations for strategic activities to develop and modify policies on education and implement them in such a way as to make schools an important center for disseminating knowledge about mitigation issues (BNPB, 2020).

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Disaster management framework in the role of education, school disaster education to form a culture of disasters. However, the findings of this independent study are due to insufficient initiatives taken for education in South Kalimantan. The main challenge for mitigation in school communities in a country like Indonesia is the implementation of implementation, especially at the individual level. The role of disaster education is to provide knowledge and information to students and take mitigation actions. To achieve these goals, school students can help

to acquire basic knowledge of disasters, preparedness behavior, program awareness, adaptation processes, and risk perception techniques. To improve disaster management, more appropriate information should be disseminated to school students. Extra-curricular activities and disaster management campaigns can provide an independent educational environment for students. Likewise, teachers can also prioritize topics related to disaster in the curriculum. It is time for teachers to think about disaster management so that they can provide information through lectures because pedagogy always has a key role in the transmission of knowledge and learning competencies. In addition, the community can determine in school disaster education and students can participate in school activities and community organizations. This activity can help students to build good relationships with the community.

CONCLUSIONS

It is a common fact that to develop an understanding of mitigation, the government alone cannot take all mitigation actions in the community. Therefore, disaster education is limited to school students and must also be promoted to families and communities, which is very important for elaborating mitigation knowledge, which will ultimately contribute to building a disaster-safe society in Indonesia. In addition, it is necessary to carry out further research on the development of teaching materials that can increase students' knowledge about mitigating natural disasters in wetland areas.

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