Enhancement of dissaster understanding through dissaster learning media of PGSD students in Peradaban University academic year 2017/2018

by Erni Suharini

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Table of Contents

1

Diagnostics of hydrostatic power transmission on hydraulic excavators, using work fluid analysis 115
Almir Osmanovic, Elvedin Trakic, Bahrudin Saric, Mirza Hadzismajlovic, Mirza Becirovic

Several issues related to present-day teaching process of physics in technical universities and enhancement of creative abilities and personal aptitudes 121
Evgeniya Kiselyova, Natalya Efremova, Vera Rudkovskaya, Ludmila Semkina, Elena Lisichko, Vladimir Sypchenko

Enhancement of dissaster understanding through dissaster learning media of PGSD students in Peradaban University academic year 2017/2018 129
Yuni Suprapto, Eka Farida Fasha, Dewi Liesnoor Setyowati, Erni Suharini

Planning and organizing interactive learning in the classroom and learning mother language 136
Dragana Aleksic, Mensura Kudumovic

Integrative learning pattern (science and religion) in high school 141
Muh. Shofi Mubarok, Ahmad Sanusi, Dedi Mulyasana

Instructions for the authors 148

Enhancement of dissaster understanding through dissaster learning media of PGSD students in Peradaban University academic year 2017/2018

Yuni Suprapto[1], *Eka Farida Fasha*[2], *Dewi Liesnoor Setyowati*[3], *Erni Suharini*[3]

[1] Primary Teacher Education Program, Teacher College and Education Faculty (FKIP), Peradaban University Indonesia,
[2] Mathematic Education Program Matematika, Teacher College and Education Faculty (FKIP), Peradaban University Indonesia,
[3] Geography Education Program, Geography, Social Science Faculty, Semarang State University, Indonesia.

Abstract

The aims of this research are: 1) improving Disaster Learning Media of social science education subject, chapter disaster of primary teacher education students at peradaban university 2017/2018; 2) Expanding disaster material of social science education on primary teacher education study program of Peradaban University; 3) understanding improvement of social science education subject of primary teacher education students at peradaban university. This research use *Research and Development (R & D),* and also stages of instructional development which covered Penelitian ini menggunakan tahapan pengembangan instruksional, meliputi fase *analysis* (analisis), *planning* (perencanaan), *design* (perancangan), *development* (pengembangan), *implementation* (implementasi), *evaluation* and revision (evaluasi dan revisi). Result of this research shows that; 1) enhancement of disaster teaching and learning material is in proper category and can be used, by average counted per aspect: 78,9; 2) Validation result of RPS (Semester Learning Plan) disaster enhancement also in proper category by average counted per aspect: 80,21; 3) Result of *pre* and *post*est of this research has significant value that R *Square* is 0,821=82,1%, it means that enhancement of disaster teaching and learning is proven that it can increase disaster understanding of social science material in Elementary Teacher education Programs (PGSD) at Peradaban university. Their understanding of landslide disaster in Brebes district is caused by high intensity rainfall and the worst condition of upstream in Salem sub-district, Brebes. While for the floods is caused by the broken dyke of Pamali river. Their understanding of readiness in facing disaster is increased for about 89%.

Key words: *Enhancement, teaching and Learning Media, Disaster, Social Science Education, Elementary Teacher Education Programs (PGSD)*

1. Introduction

Education is a process of forming a whole person; it means that there is a mutual activity and constituent series to succeed human journey to be a smart, intellectual and social person series. It corresponds to the goal of Indonesia establishment; participate in educating nation's life. This is not individual or social intelligence, but it covers national life intelligence, it understood as a general condition that experienced by citizens, such as economic, social and culture condition [1]. Achievement effort in education on University level, government has made efforts to increase education quality, in example revitalizing curriculum on highest education (University) level to the Framework National Indonesia Qualification (KKNI), it included KKNI for S1 degree graduate of Primary Teacher Education on level 6, they are hoped to have ability in mastering theoretical concept of certain knowledge and skills in general and specifically the theoretical concept of skills and knowledge deeply in primary education, because a good teacher must create a good teaching and learning material [2]. This corresponds to Nelitawati's statement that the teacher must have academic and pedagogical competence in order able understanding students [3].

The main competency that must be have by S1 degree students of Primary Teacher Education pro-

gram, Peradaban University, they are: 1) Applying knowledge, technology, and/or art in their science through teaching and learning activity in primary school; 2) Developing teaching and learning process in elementary school which helpful for education; 3) Problem solving of Teaching and Learning based on research that helpful to increase teaching and learning quality; 4) Responsible to the task of elementary school educator. In achieving main competence in Primary Teacher Education program, so there is a course of Social Science Education [4] which consist of basic philosophy of Social Science Education, theory, goal, function and scope of Social Science Education, Teaching and Learning Social Science Media in Elementary School, material of Social Science education in elementary school, analyzing the content of the Social Science education of elementary school, approach in Social Science education, the model of teaching, learning and evaluation of Social Science teaching and learning in elementary school, preparing of Teaching and Learning of Social Science in elementary school, and disaster Education. Disaster Education has been campaigned by Hyogo Framework for Action as part of priority 3, focusing on the *"use [of] knowledge, innovation and education to build a culture of safety and resilience at all levels"* (UNISDR 2005). More recently, the 2006-7 UNISDR campaign "Disaster risk reduction begins at school" aimed to promote the integration of disaster risk reduction into government plans for school curricula and to ensure that school buildings are safe from the impacts of natural hazards (UNISDR 2006, Wisner 2006) [5].

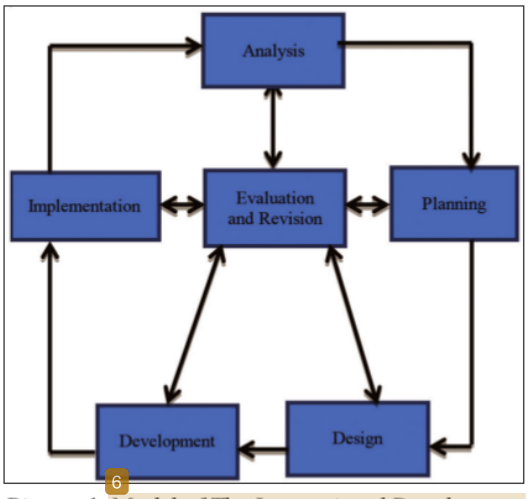
The importance of disaster education material on Scholar, because people around the world know that Indonesia is located on 3 plates they are; Indo-Australia, Pacific, and Eurasia plate which caused that Indonesia has high potential disaster. Because of this potential, it is hoped that Indonesian aware about disaster. The process of plate dynamic that quite intensive creates typical of earth relief surface and has very variety in form of mountain area with steep cliff that implies high potential landslide to the sloping area along the beach that potentially floods, land subsidence and tsunami [6]. In addition flood and tsunami thread, Indonesia also has many volcanoes which spread from the west to the east that known as *Ring of Fire* [7]. Landslide and floods is an annual disaster in Indonesia, these disasters threaten Indonesian survival [8], because of the intensity and disaster spreading that almost surge in Indonesia. By this potential Indonesian are hoped aware of disaster. Awareness of it can be reach through education; this corresponds to the research of Leleito [9]. So because of the high disaster potential, need awareness of the society. At the need level government must explore the disaster hazard, know how to overcome it and the frame work [10]. In spite of government role, University roles are needed to serve disaster education to the Students in order to have complete knowledge of disaster. University becomes a most important part of citizens' awareness about disaster. So they always ready to face disaster. Ohnishi told that *"Some elements of disaster prevention education were added to the new curriculum on Social Studies and geography. Disaster education's role becomes much more important for saving children's lives"* it means that the other element of preventive action related to disaster is implicating disaster education to the social science and geography curriculum, disaster education is a new important role to save students life from disaster [11] [12] [13]. So disaster education is university's responsible, in this context it must apply disaster education to the curriculum of Geography and Social Science, this statement is supported by Wang [14], deliver his result research that; school more implemented approach and manage integrated disaster risk, readiness in organizing comprehensively of environmental readiness practices, software planning, disaster simulation of injuries, death, property damage, can be reduced effectively and schools' resilience of disaster can be improved successfully. Social science education has important role in preparing students in their daily life, Irem and Mehmet did a research about social science in German, America and Japan, and the result research of it *"Teaching activities that resemble real life experiences from these countries by presenting photos and/or other visuals and discuss how it is possible to get student involved in these nonfictional activities"* it means that the teaching activity of Social Science more emphasize to the practice in real life, then they present picture and the other visual object, then discussed it, students involve directly

in teaching and learning activity [15], in teaching and learning activity emphasize the social values, this suitable with delivered by Alimcam and Altunay *"Importance of values which is a building stone of individuals' character, the effect of media on values and how it affects people's behavior and what can be done to decrease negative effect was dealt with"* which means that the importance of social value which is a learners foundation to be a characterized human, the effect of media and social value, of how they reduce their negative behavior [16]. Social value role is very important to help them in interacting with society because social value is very important in overcoming disaster in Indonesia, so it needed to integrate material and curriculum of disaster included in University material. And the prevail curriculum must be able to prepare students in their daily life, through implementation of direct social science learning/ practice in real disaster phenomenon by taking picture the development of the recent community, in order they can be an active citizenship, and have ability of good disaster responsiveness [17]. Based on the test result of social science material on 4th Semester academic year 2017, cognitively got A score from a total students as big as 2% and the B score; 44% while C score; 54% (Final Test score of Primary Teacher Education 2017) and in disaster education material students are still face difficulties, so it needed to develop disaster education device which is hoped can increase the understanding of disaster. Based on the background so it is held a research entitled *"Developing disaster learning device to increase disaster understanding of Social science education scholar of Elementary Teacher Education, Peradaban University 2017/2018*".

2. Research Method

The method of this research is *Research and Development* it means that the method of this research is used to produce certain product. And test the product effectiveness of the product [18]. Research and Development research that well known R and D is a research that produce a certain product that is used in research that characteristically the need analysis and test the product effectiveness, so it can be functioned in wide community [19] this research developed disaster learning media at social science education, and the development is on Semester Learning Plan (RPS), the disaster learning material is completed with the answer. Result of social science development learning covered three criteria: a) Knowledge and Definition/ Cognitive; b) Skill and Habit/ Skill; c) Purpose and Attitude/ Affective. Based on the explanation above, so the result of the disaster learning developing is to prepare the student of elementary teacher education program (PGSD) to have good understanding of disaster.

Subject of this research are the 4th semester students of elementary teacher education program (PGSD) academic year 2017/2018 at Peradaban University. This study uses research stages and development of disaster learning media. According to Fenrich [20] stated that development of disaster learning pointed to the *development cycle*. The instructional development of cycle covers *analysis*, *planning, design, development, implementation, evaluation and revision* phase. Revision and evaluation phase is a phase that is done in every phase along the development of disaster learning media cycle.



Picture 1. Model of The Instructional Development Cycle
Source: (Fenrich, 1997: 56)

Analysis phase of this research are; 1) disaster potential identification in Brebes district; 2) analyzing achievements of students learning outcomes; 3) creating disaster curriculum of social science material at elementary teacher education (PGSD); 4) achievement indicator identification.

The arrangement phase of this research are; 1) arrangement of disaster learning media in the form of RPS and disaster material; 2) arranging the test of learning outcomes; 3) validate learning media; 4) revision and evaluation

Development phase of this research is done after arrangement phase that has been applied by testing the disaster learning media to do analyzing and revising, so produce the final device. Designs of the research are *one group pre test dan post test design*. Result study before treatment (*pretest) and after treatment (posttest)* by picture of research design of *one group pre-test-post-test)* is shown on picture 2.

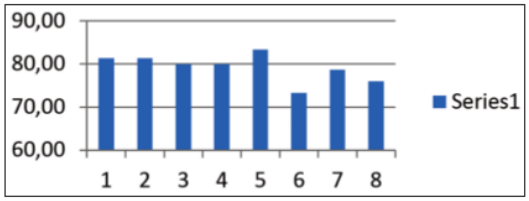
O1 X O2

Picture 2. Research design of One Group Pretest-Post test

Research variables cover three: 1) free variable and 2) controlled variable; and 3) bounded variable. Free variable of this research is disaster learning media of social science material that is used by students of elementary teacher education. Controlled variable of this research is disaster learning media material, trial test and learning time allocation. Bound variable here is the students' cognitive understanding of disaster material on social science subject. Data collection of this research are: 1) Validation; 2) and 2) tes. Instrument of this research is a tool to collect research data which is needed to answer researchers' question. Instrument of this research are: 1) validation instrument of learning media; 2) instrument test of study result. Learning media in the form of RPS disaster learning media of social science material must be validated before used in the research. Validate of disaster learning media are the 15 teachers of social science. Before used in *pre* and *posttest,* the question of the test must be tested to know about the appropriateness of the question to be used. The result of understanding learning (cognitive) is got by doing posttest.

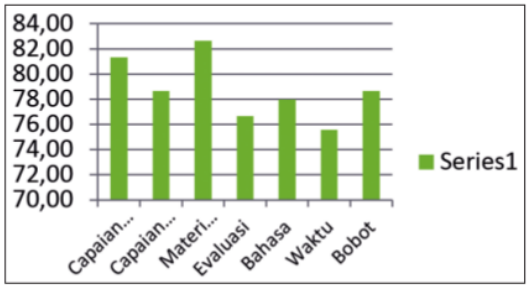
3. Result and discussion

Validate of this research covers disaster learning tool/ media validation, learning material validation, and the question validation by social science lecturer in Brebes district. The result of disaster learning RPS validation which has been validated by social science lecturers got average total score aspect 78,9 and appropriate stated to be used in disaster learning of social science material, below is the validation acquisition of disaster learning media, and the percentage score average per aspect in picture 3. For material validation got average percentage 80,21 can be seen on picture 4



Picture 3. Gaining the aspect of average percentage score

Source: Validation result of 2018 disaster learning RPS.



Picture 4. Acquisition of average score percentage per aspect

Source: Result of material validation of disaster learning material 2018

Table 1 shows that counting scheme of teaching and learning media and the validation of learning material.

After the learning disaster material and RPS stated appropriate by the validator, so the disaster learning media ready to use. Then the question item of *pre* and *post* is examined by *Kolmogorov-Smirnov* and counted by using SPSS, to know the distribution population is normal or not, is shown in Table 2.

At table 2, Shows that pretest score 0,703, and significant posttest 0.717. Because the significance of 2 samples is ≥ 0.05, so H1 is received. Shows that significant score of pretest is 0,703 and the significant score of posttest is 0.717. Since the significant of both sample ≥ 0.05 so H1 is received. It can be concluded that the 2 samples have normal

Table 1. Counting result of scheme validity instrument

NO	Research Instrument	Result Rating (%)	Criteria Validity	Information
1	disaster Learning RPS	78,9	Appropriate	Can be used
2	Material disaster learning	80,21	Appropriate	Can be used
Average		79,55	Appropriate	Appropriate can be used

Table 2. Normality test of Pre and posttest

One-Sample Kolmogorov-Smirnov Test			
N		Pretest	Postest
		31	31
Normal Parameters[a]	Mean	66.58	73.19
	Std. Deviation	10.363	9.050
Most Extreme Differences	Absolute	.126	.129
	Positive	.126	.090
	Negative	-.087	-.129
Kolmogorov-Smirnov Z		.703	.717
Asymp. Sig. (2-tailed)		.707	.682

a. Test distribution is Normal.
b. Calculated From Data

Table 3. Output Anova Regresi X to Y ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2645.690	1	2645.690	133.236	.000[a]
	Residual	575.859	29	19.857		
	Total	3221.548	30			

a. Predictors: (Constant), disaster understanding of social science material Y.
b. Dependent Variable:Disaster Learning Media X

Table 4. Output Coefficient persamaan regresi X to Y

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-9.374	6.629		-1.414	.168
	Y	1.038	.090	.906	11.543	.000

a. Dependent Variable:
b. Disaster Learning Media X

distribution. The influence test result of disaster learning media to increase understanding of social science education material: The Hypothesis:

H_0 = (there is no linear influence of disaster learning media to increase the understanding of social science material).

H_1 = (there is linear influence of disaster learning media to increase understanding of social science material).

In this research calculation of the data is counted by using SPSS program. The result can be seen at table 3.

Table 3, above showed that The F Score =133.236 and the significant score 0.000= 0% <5%, so H_0 rejected. It means that there is linear influence significant of social science material. Regression coefficient can be seen at table (4)

From the table 4 above known that a score = -9.378, b= 1038 so it was got equality regression Y=-9.374+1.038 X. it means that every variable adding of disaster teaching and learning media as many as one unit, so it will increase the understanding value of social science material as much as 1.038 shown the positive regression coefficient, so disaster teaching and learning media react posi-

Table 5. Output Model Summarry X to Y

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.906[a]	.821	.815	4.456

a - Predictors: (Constant), Y

tively to the understanding of social science disaster material. In this case, students understanding of natural disasters are floods and landslide, which is occurred in Brebes district. Their understanding of it, is caused by the high intensity of rainfall and the worst condition of upstream in Salem Sub-district, Brebes district. While for the floods is caused by the broken dyke of Pamali river. Their understanding of readiness in facing disaster is also increased for about 89%.

Their understanding of readiness covers instructional evacuation of pre warning media and the disaster guidance of landslide and floods.

This research result supports a research that is conducted by Setiawan, that there is significant effect by adding disaster curriculum to the teaching and learning activity, it also strengthen by Adiyoso's research that, the school that adopted disaster issue on the curriculum, it could enhance students' disaster understanding, and also enhance the students' readiness in facing disaster.

The influence can be seen on table 5.

From the table 5 above obtained that R *Square* 0.821 = 82.1%. That score shows that disaster learning media variable influence the understanding of disaster social science education material in the amount of 82.1% or there 17.9 is affected by other factors.

Conclusion

Based on the result analysis and discussion can be concluded that; there is significant influence and enhancement about natural and non-natural disaster, many kinds of natural disaster and readiness how to overcome or face floods and landslide which is occurred in Brebes district in KKNI level at 6 stages. Then all colleges in Brebes district are recommended to integrate the disaster teaching and learning activity in social science material, because by applying it, which has proven that students' understanding about natural disaster and the mitigation especially floods and landslide which is occurred in Brebes District increased. Their understand athat they are able to of disaster learning media to the understanding of disaster social science material at elementary teacher education (PGSD) program of Peradaban University academic year 2017/2018, Their increased understanding of disaster, any kinds of disaster and preparedness of natural disaster in Brebes district. While for the Brebes people this research gives the new concept about the understanding of natural disaster through integrated disaster learning at the media of Semester Learning Plan.

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Corresponding Author
Yuni Suprapto,
Primary Teacher Education Program,
Teacher College and Education Faculty (FKIP),
Peradaban University,
Indonesia,
E-mail: asuprapto666@gmail.com

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