THE IMPORTANCE OF ANALYSIS LEVEL IN THE DEVELOPMENT OF DISASTER MITIGATION LEARNING MODEL FOR EARLY CHILDHOOD IN BANDA ACEH AND ACEH BESAR

1Lina Amelia

1STKIP Bina Bangsa Getsempena, Banda Aceh, Aceh, Indonesia

lina.smartest@gmail.com

ABSTRACT

Aceh is one of the disaster-prone provinces, especially the earthquake disaster. In the presence of an earthquake, there are vulnerable communities who become the victims of disasters, they need to provide knowledge and skills in dealing with disasters. Children are vulnerable communities and they need good knowledge and skills in disaster preparedness for disaster mitigation. To see the level of usefulness research on disaster preparedness in an education of disaster mitigation for early childhood, it is required the importance of analysis level in the development of disaster mitigation learning model for early childhood in Banda Aceh and Aceh Besar. The purpose of this study is to look at the importance of analysis level for the disaster mitigation learning of the early childhood. This research is descriptive qualitative, which the subjects of it consists of 30 teachers at Banda Aceh and Aceh Besar kindergarten (RA) and early childhood. The results of the questionnaire for the importance of analysis level in the development of learning diseases mitigation for early childhood is 73.33% that stated is very important, 16.66% is stated important, and 10% is stated not important.

Keywords: Model, Disaster Mitigation, Early Childhood

INTRODUCTION

Early childhood education is a systematic effort that controlled by the teachers or nannies of the children at 0-8 years old. Marjory Ebbeck (in Hibana, 2005: 3) says "early childhood education is a ministry to children from birth to eight years old." In general, the purpose of early childhood
education programs is to facilitate the growth and the development of children based on the norms and the values of life. PAUD is an investment for children in facing their life in the future. Asmani (2009: 14) says "PAUD is a systematic and effective instrument in the effort to educate the children, so they find the golden age that determines his future life."

Early childhood education institutions are the basis of the children community. They are some institutions that must be protected and simultaneously that need to be improved. The school is an institution that is very trusted by Indonesian people to 'entrust' their children. Based on 23 law in 2002 mandates, it stated about the importance of education and protection, especially for children. Therefore the duty of the government and the competent authorities, as well as competent and caring institutions to ensure the fulfillment of such educational and special protection needs. Early childhood education is a community of children who are generally under the seven years old. They need the educators to handle it in a disaster or earthquake rescue while in school. One educator who controls 10 to 15 students will be difficult to secure their students during a disaster. To facilitate the educators in evacuating the children in reducing the risk in the disaster, especially earthquakes, these children need to be equipped with some knowledge and skills to save themselves.

The data of Indonesia Disaster Risk Index (IRBI:2013) in Renstra BNPB 2015-2019 shows that 80% of districts/cities throughout Indonesia are areas is in the high-risk level of disaster. A total of 322 districts/cities from 497 districts enter the high-risk class. Aceh is one of the provinces has a high index of earthquake risk. Early childhood in Aceh is a community that needs to receive critical attention in disaster prevention and preparedness especially in areas with high risk of disaster. Children are vulnerable communities. In the age group of children, the impact of the disaster is considered more worrying, so that in Law No. 24 of 2007 on Disaster Management they are categorized as vulnerable groups. Sulistyaningsih (2012: 32) states that the different reactions of children's adjustment to this disaster are influenced by the mental condition and ability of the child and the support from the environment given to them. In tough children, they have three forming factors: external support and power that strengthen the child's mental, social and interpersonal skills, and personal strength in the child. To defend the child then the child needs to be
equipped with knowledge and skills in the disaster one of which earthquake disaster.

Providing knowledge and skills in dealing with disasters is one of earthquake disaster for early childhood, so it takes a business in the world of education to bring learning model of disaster mitigation for early childhood. The development of a good learning model is a model that matches the expectations of it and needs level goals. The purpose of this research is to see the perception of early childhood Educator about the importance of disaster mitigation education for early childhood, the perception of early childhood Educator is such an indicator of the level of development needed in disaster and mitigation learning model for early childhood.

The formulation of this problem is: What is the picture level of development needs of learning model of disaster mitigation for early childhood? The purpose of this study is to see the description of the level of development needs of disaster mitigation learning model for early childhood. The benefits of this Research are: to provide information to the reader about the level of development needs of the development model of disaster mitigation learning for early childhood for all parties in need. In addition, also in improving learning innovation for early childhood, especially in areas prone to earthquakes.

METHODS

The type of this research is qualitative descriptive, the subjects of this research are 30 educators TK / RA, and early childhood from Banda Aceh and Aceh Besar. The instrument used is an open questionnaire with 10 questions: there are 9 closed questions and 1 open question. It used in order to find out the reasons for the level of development needs of earthquake mitigation learning model for early childhood. The technique of questionnaire data is analyzing by calculating the same percentage of answers and drawing conclusions from one open question.

RESULTS AND DISCUSSION

The questionnaire distributed as much as 60% (18 people) educators come from Banda Aceh city and 40% (12 people) pendulous Paud from Aceh Besar. The results of open questionnaire analysis of 30 samples indicate the importance of learning diseases mitigation for early childhood with the percentage of 22 people (73.33%) stated very important,
5 people (16.66%) stated important, 3 people (10%) stated no important. Two common reasons for disaster mitigation learning are crucial and important are (1) equipping children with disaster mitigation knowledge, (2) providing children with self-preservation skills. Providing a child with knowledge of disaster mitigation may be (a) the child knows how to save himself independently no longer need to wait for help from the teacher because it is very unlikely that the teacher will save all children at the same time besides saving themselves, (b) Concepts related to disasters. Equipping children with skills can be seen from (a) when the child's simulation will be able to control themselves and emotions during a disaster, (b) the child becomes capable of determining a place of self-salvation and self-preservation such as running to a large field, not standing under a tree, running without Have to put shoes first, running no longer waiting for the instruction of the Educator.

CONCLUSION

The conclusion of this research is about the disaster of mitigation learning is important, since the early childhood. It means the children have knowledge and skill in self-salvation without depending on instruction and help by the educator.

REFERENCES


The Importance of Analysis Level in the Development of Disaster Mitigation Learning Model for Early Childhood in Banda Aceh and Aceh Besar. (Lina Amelia)


Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak
Undang Nomor 24 Tahun 2007 Tentang Penanggulangan Bencana