

Implementation of Disaster Mitigation Educational Policies in Pre-school: A Case Study of Effective Steps in Preparing Children for Disaster

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Received: 12 February 2024; Approved: 26 June 2024; Published: 30 June 2024

Abstrak

Mitigasi bencana untuk anak usia dini melibatkan pengenalan kesiapsiagaan sebelum dan sesudah bencana untuk mengurangi risiko kerentanan. Tujuan dari penelitian ini adalah untuk mengeksplorasi implementasi kebijakan pendidikan mitigasi bencana dalam pendidikan anak usia dini. Penelitian kualitatif deskriptif ini menggunakan wawancara, observasi, dan dokumentasi sebagai teknik pengumpulan data. Subjek penelitian meliputi dua guru dan kepala sekolah di PAUD IT Insan Madani Meukek, Aceh Selatan. Hasil penelitian menunjukkan bahwa implementasi kebijakan pendidikan mitigasi bencana dalam pendidikan anak usia dini telah dioperasionalkan secara efektif, seperti integrasi konsisten kesiapsiagaan bencana dalam kegiatan kurikulum dan penyediaan pelatihan dan dukungan yang memadai kepada pendidik. Selain itu, peran guru sangat penting sebagai perencana, penyelenggara, pelaksana, komunikator, pengarah, dan fasilitator dalam pendidikan mitigasi bencana untuk anak usia dini. Selanjutnya, menurut teori implementasi kebijakan Van Meter dan Van Horn, keefektifan implementasi pendidikan mitigasi bencana di PAUD dipengaruhi oleh kejelasan tujuan kebijakan, ketersediaan sumber daya, komunikasi antar organisasi, serta sikap para pelaksana.

Kata Kunci: Implementasi Kebijakan Pendidikan; Mitigasi Bencana; Pendidikan Anak Usia Dini

Abstract

Disaster mitigation for early childhood involves introducing preparedness before and after a disaster to reduce vulnerability risks. The objective of this study is to examine the implementation of disaster education policies in early childhood education. This descriptive qualitative research employs interviews, observation, and documentation as data collection techniques. The research subjects include two teachers and the principal at PAUD IT Insan Madani Meukek, South Aceh. The findings indicate that the implementation of disaster mitigation education policies in early childhood education has been effectively operationalized, such as consistent integration of disaster preparedness into curriculum activities and adequate training and support provided to educators. Furthermore, the teacher's role is critical as a planner, organizer, implementer, communicator, director, and facilitator in disaster mitigation education for early childhood. Additionally, according to Van Meter and Van Horn's policy implementation theory, the effectiveness of implementing disaster mitigation education in preschools is influenced by the clarity of policy objectives, availability of resources, inter-organizational communication, as well as the attitudes of the implementers.

Keywords: Implementation of Educational Policy; Disaster Mitigation; Early Childhood Education

INTRODUCTION

Natural disasters are generally linked to natural hazards, but they are not synonymous. A natural hazard is a physical event: an earthquake, a landslide, a flood, a storm, a volcanic eruption, etc. However, a hazard only becomes a disaster when it affects a community at risk. An earthquake in a desert region will not cause a disaster, but one that hits an informal settlement on poor soil usually does (Schilderman, T, 2004). Children do not just passively experience the process of development, but are actively engaged in it in purposeful ways, even from the earliest days (Bartlett, 2008). On the same level, even smaller children often know what they need and they contribute to create the circumstances of their own development (Nche & Okoli, 2019).

Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of 6 years which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (Law of the Republic of Indonesia No. 20 of 2003). Early childhood, typically defined as the in utero period through age five, is widely viewed as a critical period for development (Maclean & French, 2016). Early childhood is also often referred to as the golden age or commonly referred to as the golden age, because in that age range children experience very rapid growth and development to receive all information (Mukti, 2014). Because it is an important period to optimize growth and development, the first five years of the child are a critical period for the child. There are several aspects of development that can encompass a wide range of early childhood development. In general, early childhood development includes physical, social, emotional, and cognitive development (Munawwarah & Husna, 2021). Therefore, the role of teachers is very important for the growth and development of children.

A teacher is a professional educator in educating, teaching a science, training, guiding, assessing and evaluating students. A teacher is someone who has devoted himself as a teacher of a science, educates, directs, and trains so that students understand the knowledge they have taught (Safitri, 2019). According to Abuddin Nata in his book "Education in the Perspective of the Qur'an" a teacher is someone who carries out teaching and learning process activities and provides knowledge, skills and education (Nata, 2016).

Teachers have a major role in educational development, especially in education held at the formal level, a teacher is also required in the success of education in the teaching and learning process (Ratnawilis, 2019). The role and responsibility of a teacher begins from the formation of the child, from the moment the child is born. Because at the time when the child begins to receive all the influence of stimuli that come from outside. The child when learning how he begins to receive and react to these stimuli (Singgih, 2017). Teachers also play a role in very important educations, one of which is disaster mitigation education. Based on Law No. 24 of 2007, disaster mitigation is an effort to reduce disaster risk, both through physical development and by awareness and capacity building when facing disaster threats such as natural disasters such as tsunamis, earthquakes, landslides, Merapi volcano eruptions, droughts and typhoons.

Some of the results of previous researches related to the disaster mitigation literacy are: a research on disaster mitigation training in early childhood which is conducted in the village of Tlogolele which concluded that by means of the direct involvement of children in disaster mitigation practices, making children understand what actions should be taken when a disaster occurs so that children have the potential to be survived from the disaster that has occurred (Hakim, A., Inten, D. N., & Mulyani, D, 2020). The exercise is simulated every month. If they are outdoors, they are taught to immediately run to an open space to avoid debris from buildings and other city facilities. The Japanese fire department also possesses an earthquake simulation tool. The goal is to familiarize school children to experience the earthquake sensation so that they are more sensitive to taking steps to save themselves. There are also rules that require schools with two floors or more equipped with evacuation routes that can be used by children to go to a safe place. Schools can also be an emergency shelter when students' homes are damaged by the earthquake. This earthquake mitigation program in Japan produced a great level of tranquility among children and adults every time the earth began to vibrate (Navalina, 2019).

Moreover, Aceh is a very disaster-prone area. As stated on the official website of the Aceh Social Service, Aceh is a province prone to disasters. This is because Aceh's

geological and geographical conditions are in the ring of fire which can cause some volcanoes and subduction zones to become the center of earthquakes and tsunamis.

Table List of Aceh Provincial Disasters that Occurred in the Last 4 Years according to data (DIBI)

No	Disaster	Number of Occurrences	Year
1.	Flood	203	2019-2023
2.	Landslide	33	
3.	Floods accompanied by landslides	12	
4.	Abrasion	13	
5.	Tornado	191	
6.	Drought	1	
7.	Forest and land fires	243	
8.	Earthquake	4	

Source: BNPB, Indonesia disaster information data, 2020 (online) (<http://bnpb.cloud/dibi/tabella>, accessed March 3, 2023)

From the table we can see that it is very important that disaster mitigation education is introduced for early childhood to prepare themselves to be able to take self-protection measures, so that children are independently able to reduce the occurrence of greater disaster risks. Through the implementation of disaster mitigation education in schools from an early age, it will help students in increasing understanding and knowledge of natural disasters, finding solutions in mitigation efforts and the importance of protecting the environment to prevent disasters (Hayudityas, 2020). Related to the issue of disaster mitigation, the Qur'an has provided several instructions related to the command to protect the environment as a form of solution to disaster management in Surah Al-A'raf Verse 56.

When a disaster occurs, people who are vulnerable to the adverse effects of the disaster are children. Children have not been able to realize and have not been able to cope when disasters occur. In the early childhood group, the impact of disasters is seen as more worrying, until Law Number 24 of 2007 concerning Disaster Management states that infants, toddlers, children, the elderly, pregnant mothers and also people with disabilities are among the vulnerable groups most at risk of being affected by disasters (Law Number 24 of 2017).

Based on the author's initial observations at PAUD IT Insan Madani Meukek, South Aceh, on Monday, January 20, 2023, the school has begun to introduce disaster mitigation education in the form of natural disasters, floods and earthquakes. Based on the results of the author's interview with the principal, he said that the school had introduced disaster mitigation education in accordance with the Service Operational Standards (SOP) written in the independent curriculum with natural disaster evacuation activities, making natural disaster-themed Educational Game Tools (APE) and other activities.

With disaster mitigation education in ECCE services, it is hoped that it can balance the intelligence and scope of early childhood development to be more effective and optimal, so that after they grow up children will be trained to face situations in the event of disasters, especially natural disasters (Hasbi, 2020). From the description above, it can be concluded that it is necessary to provide knowledge about disaster mitigation education in order to be ready to face disasters early on in children. So that children have a good understanding in reducing risks when disasters occur. The author is interested in researching disaster mitigation education in early childhood, but the author examines more into the role of teachers in PAUD IT Insan Madani Meukek South Aceh. Therefore, the purpose of this study is to determine the role of teachers in introducing disaster mitigation education in PAUD IT Insan Madani Meukek South Aceh, and to determine the obstacles of teachers in implementing disaster mitigation education in early childhood in PAUD IT South Aceh.

METHODS

The research conducted is descriptive qualitative research. What is examined in this study is human experience through descriptions of people who are research participants so that researchers can understand the life experiences of participants (Saebani, 2017). This qualitative descriptive is more in the form of collecting data by describing or describing the situation in the present and based on reality collected in the form of words or images (Rukin, 2019). This study uses a type of descriptive qualitative research with the target of the study, namely to describe the role of teachers in disaster mitigation education. This research is used to obtain a picture of the reality that occurs in

the field. This research will be carried out by researchers at PAUD IT Insan Madani Meukek South Aceh. From August 14 to August 25, 2023.

According to Bambang Prasetyo, the subject of research is a case or person who is included in the research. The subject of research is the main source to be observed in order to obtain data along with information sources needed by researchers (Prasetyo, 2005). The data sources used by the authors in this study are primary sources and secondary sources. Primary sources are data sources obtained directly to provide data to researchers, and secondary sources are sources that do not directly provide data to researchers, for example through documents or other people (Sugiyono, 2019).

a) Primary data source

Primary sources are data in the form of verbal or spoken words, behavior or gestures carried out by trustworthy subjects (Siyoto & Ali, 2015). The informants in this study were the principal and two teachers who taught at TK B PAUD IT Insan Madani Meukek South Aceh.

b) Secondary data sources

Secondary data is data obtained by the author from graphic documents, photographs, films, video recordings, objects and others (Sari et al., 2022). Secondary data sources in this study are information about schools through documents, namely, SOPs, RPPs, and curriculum documents and journals related to supporting data

Data collection techniques in this study are observation, interviews and documentation. This study used observation, interview and documentation instruments related to the role of teachers in disaster mitigation education in PAUD IT Insan Madani Meukek South Aceh. The data analysis techniques used in this study are through data reduction, data presentation, and conclusions.

RESULTS

1. The Role of Teachers in Implementing Disaster Mitigation Education for Children in PAUD IT Insan Madani Meukek in Kindergarten B

a. The Role of Teachers as Planners

Teachers as planners are teachers who prepare and compile Learning Implementation Plans (RPP) / Teaching Modules, in order to carry out disaster mitigation education learning for students and make learning strategies in disaster mitigation education. Based on the data obtained from observations, teachers play an important role in learning planning and have an understanding of the education planning process for natural disaster mitigation in the form of tsunamis and landslides as well as making learning strategies and teachers in PAUD IT Insan Madani Meukek, especially in TK B, have performed this role well. From the results of the documentation that researchers have obtained in schools, teachers compile and print disaster mitigation teaching modules before new teachings are used for the learning process.

Based on the results of interviews with respondents, it is known that the learning planning process in disaster mitigation education in early childhood at TK B Insan Madani Meukek is carried out by teachers well in accordance with existing procedures in schools such as teaching modules for natural disasters, tsunamis and landslides. This is seen based on the results of interviews, documentation and documentation, namely teachers prepare their own natural disaster teaching modules in accordance with natural disasters taught in class and make learning strategies for disaster mitigation learning as compiled in the natural disaster teaching module.

b. The Role of the Teacher as an Executor

Teachers as implementers are teachers who introduce disaster mitigation education, teachers in managing classes, providing disaster mitigation learning materials and preparing children to be ready to face natural disasters. In the research that the researchers conducted, researchers saw firsthand the process of implementing disaster mitigation learning in kindergartens B1 and B2. Teachers play an important role in the process of implementing disaster mitigation learning and have knowledge and understanding of the process of implementing disaster mitigation education in early childhood. In addition, school principals and teachers collaborate with parents to increase

family awareness and preparedness in facing disasters. During the process of implementing disaster mitigation learning, teachers deliver material according to disaster mitigation teaching modules and use natural materials as experimental and observation media related to natural disaster materials.

From the results of interviews with respondents, namely with kindergarten B teachers, school principals, reinforced by observations and documentation, they have carried out the process of implementing disaster mitigation learning well starting from introducing landslide and tsunami natural disaster mitigation learning with several activities, namely playing earthquake and tsunami simulation dramas, making mountain landslides from sand and soil, floating and sinking experiments, Provide material on tsunami and landslide natural disaster mitigation education according to children's age, manage classes well and provide understanding to children to be ready when disasters occur.

c. The Role of Teachers as Evaluators

Teachers as evaluators are teachers who provide assessments of disaster mitigation learning using instruments and also reflect on the learning. Based on data obtained from observations, in the evaluation process on disaster mitigation education in early childhood, kindergarten B teachers have carried out their roles in the form of introducing disaster mitigation education according to the age of children, providing assessments of disaster mitigation learning by observing children, assignments, questions and answers, performances. The instruments used by teachers are in the form of daily notes in the form of checklists, anecdotes and reflections along with journals and assessments.

Based on the results of interviews with respondents and reinforced by observations that have been made, it can be concluded that in the process of evaluating disaster mitigation learning that teachers in TK B also evaluate disaster mitigation education learning in early childhood, especially in kindergarten B using instruments such as daily reflections, anecdotes, portfolios, checklists, journals and assessments. Teachers conduct evaluations in the form of reflection every day, once every 10 days doing managerial with the head of the school and once every 1 month as a summary for teachers.

From the results of the evaluation of the results of disaster mitigation education, teachers hope to provide understanding for children about disaster mitigation education, help children in the process of growth and development, build a brave and independent attitude, children understand about protecting the environment and taking care of themselves or saving themselves in the event of a natural disaster. In addition to the role of teachers as planners, implementers and evaluators, there are several roles of teachers in general, including: teachers as informants, teachers as organizers, teachers as directors, teachers as initiators, and teachers as facilitators.

2. Inhibiting Factors in Implementing Disaster Mitigation Education in Early Childhood in PAUD IT Insan Madani Meukek in Kindergarten B

Van Meter and Van Horn's (1975) implementation theory provides a comprehensive framework for understanding the inhibiting factors in policy implementation, which can be applied to analyze the challenges faced in disaster mitigation education at PAUD IT Insan Madani Meukek in Kindergarten B.

Policy Standards and Objectives

One inhibiting factor is the lack of clarity or consistency in policy standards and objectives. Teachers at PAUD IT Insan Madani Meukek struggle with the evaluation process, particularly in writing daily reflections on disaster mitigation learning. This indicates a possible gap in the policy standards or objectives set for teacher evaluations. The lack of explicit guidelines on how to document and reflect on daily activities can hinder the implementation process.

Resources

Adequate resources are essential for effective implementation. The observed lack of teacher preparation in managing classroom dynamics and handling active students during disaster mitigation lessons points to insufficient training and support resources. The teachers' difficulty in using age-appropriate language for explaining disaster mitigation concepts further underscores the need for more comprehensive training and resources.

Inter-Organizational Communication and Enforcement Activities

Effective communication and enforcement activities are crucial for implementation. If there is a lack of systematic communication regarding the importance of daily reflections and appropriate classroom management strategies, teachers may not prioritize these aspects. Furthermore, without proper enforcement mechanisms to ensure adherence to these practices, implementation can be inconsistent.

Characteristics of Implementing Agencies

The characteristics of the implementing agencies—teachers and the school administration—can significantly impact policy implementation. The data indicates that some teachers at PAUD IT Insan Madani Meukek may lack the necessary skills or experience to handle various classroom dynamics effectively. This variability in teacher capabilities can be an inhibiting factor, suggesting a need for targeted professional development programs.

Economic, Social, and Political Conditions

The broader economic, social, and political context can also affect implementation. In regions with limited educational resources or where teachers face additional socio-economic challenges, implementing comprehensive disaster mitigation education can be more difficult. The specific challenges at PAUD IT Insan Madani Meukek may reflect broader systemic issues within the local educational context.

Disposition of Implementers

The attitudes and dispositions of the implementers—teachers in this case—are critical. Teachers who may not fully understand the importance of daily reflections or who feel overwhelmed by managing active students might not be fully committed to the implementation process. Ensuring that teachers recognize the value of these practices and feel supported in their roles is essential for successful implementation.

Analysis

Based on Van Meter and Van Horn's implementation theory, the primary inhibiting factors in implementing disaster mitigation education at PAUD IT Insan Madani Meukek in Kindergarten B include:

1. Policy Standards and Objectives: There may be a lack of clear guidelines on evaluation processes and classroom management strategies related to disaster mitigation education;
2. Resources: Insufficient training and support for teachers in handling classroom dynamics and using age-appropriate language;
3. Inter-Organizational Communication and Enforcement Activities: Potential gaps in communication and enforcement of best practices for disaster mitigation education;
4. Characteristics of Implementing Agencies: Variability in teacher skills and experience in managing disaster mitigation education;
5. Economic, Social, and Political Conditions: Broader contextual challenges that impact the availability of resources and support;
6. Disposition of Implementers: Teacher attitudes and understanding of the importance of daily reflections and effective classroom management.

Addressing these factors through targeted interventions, such as professional development, clearer guidelines, and enhanced support systems, can help mitigate these challenges and improve the implementation of disaster mitigation education in early childhood settings.

DISCUSSION

The role of teachers in disaster mitigation is an effort to disseminate disaster risk reduction information. Where students should be responsive in the occurrence of natural disasters. Therefore, it is necessary for the role of teachers in inserting learning materials and extracurricular activities in schools considering the location of schools that are prone to natural disasters. It is hoped that the provision of natural disaster mitigation education for children can create a resilient community in facing natural disaster situations (Hayudityas, 2020). The role of teachers in mitigating natural disasters in PAUD IT Insan Madani Meukek is as follows:

a. The Role of Teachers as Planners

Learning planning consists of three parts, namely understanding the ECCE activity program, compiling a weekly activity, and compiling daily activity units. The teacher as a planner involves preparing an action plan and also analyzing all the necessary needs together. In the purpose of planning, teachers can improve pedagogic competencies such as compiling lesson plans and teaching materials for disaster mitigation-based learning (Aziz et al., 2022). According to the results that researchers found based on interviews and observations at PAUD IT Insan Madani Meukek that there are similarities about the role of teachers as planners. The results of interviews from the principal, AF mother and SR mother, showed that the teacher had fulfilled his role as a planner, namely the teacher preparing teaching modules and making teaching modules in disaster mitigation learning in the form of Tsunami and Landslide teaching modules. Teachers also carry out their role, namely making learning strategies for disaster mitigation learning so that the learning process runs smoothly.

b. The Role of the Teacher as an Organizer

The role of the teacher as an organizer is that the teacher plays a role in managing academic activities. Components related to teaching and learning activities so as to achieve effectiveness in the teaching and learning process. According to the results that researchers found based on interviews and observations at PAUD IT Insan Madani Meukek that there are similarities about the role of teachers as organizers, namely teachers participating in managing school academic activities, compiling rules and making school academic calendars in collaboration with the principal.

c. The Role of Teachers as Executors and Informators

The role of teachers as an implementation based on the Minister of Education and Culture of Research and Technology. In the daily activity unit that has been prepared, in the implementation process, teachers must carry out class organization, use teaching and learning facilities, and carry out teaching and learning activities with a supportive playing atmosphere (Permendikbud Ristek, 2022). The role of teachers as informators is that teachers are implementers of teaching methods and sources of information on academic activities and general activities. According to the results that researchers found based on

interviews with principals and teachers of kindergarten B classes and observations at PAUD IT Insan Madani Meukek that there are similarities about the role of teachers as implementers and informants, namely seen from the role of teachers who have introduced the mitigation of tsunami and landslide natural disasters by conveying information or knowledge through activities held in the classroom and activities outside the classroom. Delivery of information about disaster mitigation in the form of an introduction to what tsunami and landslide natural disasters are, signs of natural disasters, how to respond and how to save themselves when natural disasters occur. Natural disaster mitigation learning activities were introduced starting from simple activities, namely floating and sinking object experiments, introducing evacuation routes, playing earthquake and tsunami simulation dramas, making mountain landslides from sand. In the implementation of disaster mitigation learning, teachers also invite parents as partners.

d. The role of the teacher as Director

The teacher as the director, namely the teacher's role is to guide and direct the learning activities of students in accordance with the goals aspired to. According to the results that researchers found based on interviews and observations at PAUD IT Insan Madani Meukek that kindergarten B teachers have fulfilled their role as directors, namely directing and guiding children in the learning process of disaster mitigation from in-class activities to activities outside the classroom such as introducing the environment and how to protect the environment so that disaster mitigation learning achieves the desired goals.

e. The Teacher's Role as a Facilitator

Teachers provide facilities and convenience in the teaching and learning process. According to the results that researchers found based on interviews and observations at PAUD IT Insan Madani Meukek that there are similarities about the role of teachers as facilitators. The results of interviews from the principal, AF and SR mothers, kindergarten B1 and B2 class teachers have carried out their roles well as facilitators, namely by facilitating or providing all matters related to disaster mitigation learning, ranging from providing learning media, tools and materials during the learning activity process as well

as disaster mitigation learning resources used in schools so that learning objectives run as desired by teachers.

f. The Role of Teachers as Evaluators

In the evaluation process in the learning process through play, then educators collect information or information needed to determine the level of understanding of children's skills, compare the results of previous assessments with current assessments and consistently observe the activities involved in it (Permendikbud Ristek, 2022). The evaluation stage is carried out after each action is completed to see the extent of success seen from expectations so that feedback can be obtained as material for reflection and reports on the programs carried out (Aziz et al., 2022). Based on the results of an interview with Mrs. JAH, SR, AN that teachers as evaluators already understand and provide assessment of disaster mitigation learning. This can be seen from the results of interviews that researchers have conducted during the study, teachers evaluate disaster mitigation education learning in early childhood, especially in kindergarten B using instruments such as daily reflection, anecdotes, portfolios, checklists, journals and assessments. Teachers also conduct evaluations in the form of reflection every day, once every 10 days doing managerial with the principal and once every 1 month as a summary for teachers.

From the results of research and interviews for the role of teachers in general and the role of teachers in the application of disaster education in TK B PAUD IT Insan Madani Meukek, teachers act as planners, informants, organizers, implementers and informants, directors and facilitators. There is one role of teachers that is not included in disaster mitigation learning, namely the teacher as an initiator because in the disaster mitigation learning process in the independent curriculum, the teacher only facilitates learning activities and the teacher gives freedom to children to use their ideas and imagination when disaster mitigation learning is carried out at school.

In training knowledge on how to overcome natural disasters makes one of the supporting factors that will have an impact on children. The impact is to make children know what a disaster is and can be alert when a disaster occurs. If the teacher gives the opposite, the child has no knowledge about how to cope when a natural disaster occurs.

The inhibiting factors in implementing disaster mitigation education in the role of teachers in the classroom such as lack of teacher knowledge in mastering teaching materials or modules, lack of use of media in learning, lack of teacher preparation in the evaluation process, and the way teachers use language are adjusted to the age of children, and can also be caused by the characteristics of children when learning takes place. According to Zaman (2017) suggests that the most prominent characteristics of early childhood learning consist of unique, egocentric, active and energetic and have spontaneous curiosity. The understanding given by the teacher must be in accordance with the child's language and the child's level of intelligence. One of them is the stages of cognitive development. Cognitive is often defined as intelligence or thinking. If it results in behavior that results in a person gaining knowledge.

Based on the results of interviews with the three respondents above, namely Mrs. JAH, SR, AN, it can be concluded that the factor that hinders teachers in implementing disaster mitigation education is the lack of preparation for writing daily reflections in disaster mitigation learning outcomes. Another inhibiting factor is the lack of teacher ability to handle the characteristics of students who are too active when implementing disaster mitigation education in children. Teachers must also master language that is appropriate for the age of children when the implementation of disaster mitigation takes place in the classroom, because it greatly affects early childhood cognition.

CONCLUSION

Based on the results of the research can be concluded that the implementation of disaster mitigation educational policies in pre-schools is not only feasible but also highly effective in preparing young learners for emergencies. By fostering awareness, practical skills, and a culture of safety from an early age, these policies contribute significantly to the overall resilience of communities. Continued efforts to refine and expand these educational initiatives, coupled with robust support from policymakers and stakeholders, will ensure that pre-school children are better equipped to face and navigate the challenges posed by disasters in the future.

Early Childhood Educators in PAUD IT Insan Madani play a multifaceted and indispensable role in disaster mitigation education for young children. Their

responsibilities as facilitators of awareness, role models, curriculum integrators, liaisons, adaptable learners, and safety advocates make them central to the success of disaster preparedness initiatives in preschool settings. By nurturing a culture of preparedness and resilience from an early age, ECEs contribute significantly to the long-term safety and resilience of their students and the communities they serve. The ongoing support and professional development of ECEs are crucial for enhancing their capacity to effectively prepare young children for the challenges posed by disasters.

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