

Universitas Negeri Padang & Ikatan Konselor Indonesia

Editorial Office: Jurusan Bimbingan dan Konseling | Faculty of Education | Universitas Negeri Padang

Jl. Prof. Dr. Hamka Air Tawar Barat, Kota Padang, Sumatera Barat, 25130, Indonesia.

☎ +62 (0754) 41650; Website: <http://pps.fip.unp.ac.id/>; ✉ jk@konselor.org / info@konselor.org

Volume 12 Number 3 2023



KONSELOR

ISSN 1412-9760 (Print) | ISSN 2541-5948 (Online)

Editor: Eem Munawaroh

Publication details, including author guidelines

URL: <https://counselor.pjj.unp.ac.id/index.php/konselor/about/submissions>

Understanding of disaster preparedness by elementary school teachers and directions for counseling guidance services in elementary schools

Kusnarto Kurniawan[•], S Sunawan, Dian Purbo Utomo, Abdul Kholiq, & Vrimadieska Ayuanissa Waluyan
Universitas Negeri Semarang, Semarang, Indonesia

Article History

Received: Sunday, July 23, 2023

Revised: Saturday, August 12, 2023

Accepted: Saturday, September 23, 2023

How to cite this article (APA)

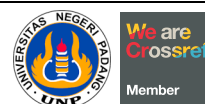
Kurniawan, K., et al., (2023). Understanding of disaster preparedness by elementary school teachers and directions for counseling guidance services in elementary schools. *KONSELOR*, 12(3), 150-158 <https://doi.org/10.24036/0202312313-0-86>

The readers can link to article via <https://doi.org/10.24036/0202312313-0-86>

Correspondence regarding this article should be addressed to:

Kusnarto Kurniawan. Universitas Negeri Semarang. Jl. Sekaran, Kecamatan Gn. Pati, Kota Semarang, Jawa Tengah 50229, Indonesia. Email: kusnarto@mail.unnes.ac.id

SCROLL DOWN TO READ THIS ARTICLE



Universitas Negeri Padang (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Universitas Negeri Padang. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Universitas Negeri Padang shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

KONSELOR is published by Universitas Negeri Padang comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. KONSELOR also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Copyright by Kurniawan, K., et, al (2023)

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.



Understanding of disaster preparedness by elementary school teachers and directions for counseling guidance services in elementary schools

Kusnarto Kurniawan^{*}, S Sunawan, Dian Purbo Utomo, Abdul Kholiq, & Vrimadieska Ayuwanissa Waluyan

Universitas Negeri Semarang, Semarang, Indonesia

Abstract: Understanding of disaster preparedness includes knowledge and mastery of the efforts that can be taken to anticipate or reduce disaster risk. The purpose of the study is to analyze the understanding of disaster preparedness by elementary school teachers and the direction of counseling and guidance services in elementary schools. This study uses a descriptive method with a quantitative approach. The research instrument is the scale of understanding disaster preparedness and a questionnaire on the direction of Guidance and Counseling services. The study population was elementary school teachers in the Teacher Working Group (KKG) Pringgondani Group Coordinator of the Education Unit (Korsatpen) Banyumanik District, amounting to 35 people. Sampling through total sampling technique so that the entire population becomes the research sample. Data analysis was carried out using descriptive statistics. The results showed that elementary school teachers at the KKG Pringgondani Group Korsatpen Banyumanik District had a high level of understanding of disaster preparedness. The implementation of Guidance and Counseling services in elementary schools is aimed at assisting students in realizing disaster preparedness through basic service components, individualized planning and specialization services, responsive services, and support system. The results of the study are expected to be used as material for student learning activities to realize an understanding of disaster preparedness by elementary school teachers through Guidance and Counseling services in elementary schools and their service program components.

Keywords: Understanding Disaster Preparedness; Elementary School Teacher; Guidance and Counseling Services

INTRODUCTION

Indonesia is a country that is prone to disasters, such as earthquakes, tsunamis, flash floods, and landslides (Muzani et al., 2022). Pascapurnama et al., (2018) studied several natural disasters in Indonesia to develop ideas about how health risks are after a disaster and to ensure a good quality of life for the community. Over the past decade, it has been found that Indonesia is a disaster-prone country that is hit by natural disasters that cause huge casualties, direct losses, and damage to infrastructure (Pranata, 2021). The impact of a disaster is life or life and the destruction of infrastructure such as collapsing school buildings, which results in disruption of the learning process in schools (Woodall, 2022). There is a need for significant disaster management that is not only focused on the emergency response stage but includes the pre-disaster (preparedness) and post-disaster (recovery) stages.

^{*}**Corresponding author:** Kusnarto Kurniawan. Universitas Negeri Semarang. Jl. Sekaran, Kecamatan Gn. Pati, Kota Semarang, Jawa Tengah 50229, Indonesia. Email: kusnarto@mail.unnes.ac.id

Knowledge preparedness is used to start the movement for disaster preparedness in order to reduce victims from the dynamics of ongoing natural processes (Amri et al., 2016). This is in accordance with the Law of the Republic of Indonesia Number 24 of 2007 on Disaster Management that "Preparedness is about activities carried out to anticipate disasters through organization and through appropriate and efficient actions". Disaster preparedness is the ability and skills and knowledge developed by the government or disaster-related institutions, communities, and individuals (United Nations, 2015).

Efforts to reduce or anticipate disasters can be applied to the education curriculum in elementary schools so that schools become safe places and there is disaster management by teachers as education managers in elementary schools (Torani et al., 2019; Oktari et al., 2020). The question now is, do teachers as administrators of education, especially in elementary schools, have the knowledge or understanding of preparedness to anticipate disasters. Furthermore, what are the disaster preparedness efforts carried out by teachers in elementary schools. Problems that need to be disclosed so that there is an effort to reduce disaster risk earlier (Patalinghug et al., 2022).

The results of the initial study at the Korsatpen Banyumanik District and interviews conducted, obtained information that in elementary schools in Banyumanik district there is no direction and policy for handling disaster emergency situations when earthquakes and landslides occur, the organizational structure in schools for disaster management is less coordinated. This means that planning and organization in disaster preparedness are still inadequate. Factually, school could be a central point within the community that can be optimized as both the source of disaster-related data and the participatory instruction center for encompassing communities (Takahashi et al., 2015).

Lack of training and awareness of the community, especially the school environment in dealing with disaster situations that may occur, namely there is no simulation or training of disaster situations and the lack of information that is always updated (Syamsidik et al., 2021). The lack of strong coordination between school organizations and disaster institutions/organizations, namely the lack of cooperation with the National Disaster Management Agency, Regional Disaster Management Agency to deal with disaster situations and cooperation with local community organizations to work hand in hand when dealing with disasters. Disaster preparedness is very important and urgent to reduce disaster risk (Ayuningtyas et al., 2021). Knowledge or understanding of disaster preparedness can better prepare the ability of individuals or individuals and groups of individuals to deal with situations of disaster or situations that have the potential for disaster (Matunhay, 2022). Understanding of disaster preparedness will later be able to reduce and even prevent the worst impacts of disasters such as loss of life and serious injuries in schools due to being crushed or buried by building debris (Mavrouli, 2023).

The importance of understanding disaster preparedness is intended to create safe schools, especially in elementary schools and the implementation of disaster management in schools through classroom teachers or facilitators (Pambudi and Ashari, 2016). The Regulation of the Minister of National Education Number 35 of 2010 concerning Technical Instructions for the Implementation of Teacher's Functional Positions and Credit Scores states that classroom teachers are not only obliged to carry out the learning process in the classroom but are also obliged to carry out guidance and counseling programs for students or students in the class for which they are responsible. Understanding of disaster preparedness can be carried out through guidance and counseling services, especially in elementary schools (Rahmawati et al., 2019). This is in accordance with the prevention function in guidance and counseling services, namely helping anticipate the possibility of problems arising and trying to prevent them, in this case preventing the worst impacts of disasters (Bullock et al., 2013).

The function of prevention in guidance and counseling services is stated by ABKIN (2013:20), namely, "The function of guidance and counseling services is to help a person or group of individuals to be able to prevent or avoid various problems that can hinder self-development and effective daily life that disturbed". Guidance and counseling services seek to help individuals and groups of individuals to be able to prevent and avoid various problems that arise as a result of disasters (Brooks et al., 2019).

The direction of guidance and counseling services is aimed at the components in it. The components referred to are in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education, namely, "Basic services, specialization services and individual planning, responsive services and system support". Guidance and counseling services through program

components are directed at efforts to prevent and reduce disaster risk so that knowledge or understanding of disaster preparedness is realized for elementary school teachers as education managers in schools (Widiastuti, 2022).

Today, there has not been found much research on guidance and counseling in the realm of disasters. The number of research results on the topic is very limited. Moreover, no research has been conducted on natural disaster preparation in Semarang. Therefore, the research conducted focuses on analyzing the understanding of disaster preparedness of elementary school teachers at the Pringgondani KKG of Korsatpen, Banyumanik District. Then, analyzing the direction of guidance and counseling services that will be held in elementary schools based on the description of the conditions of understanding teacher disaster preparedness. Therefore, this research will impact the school counselors to prepare better in the terms of disaster and in the end of the day the students will benefit psychologically and physically.

METHOD

The type of research used is descriptive research with a quantitative approach. In accordance with the formulation of the problem, the things described in this study are the understanding of disaster preparedness for elementary school teachers and the direction of guidance and counseling services in elementary schools.

The research population is elementary school teachers in the Pringgondani Gugus Teacher Working Group, Korsatpen, Banyumanik District. Data from the head of the Teacher Working Group, Gugus Pringgondani, numbered 35 primary school teachers. The research sample is all elementary school teachers in the Pringgondani Gugus Teacher Working Group because it is less than 100. So the sample of this study amounted to 35 people.

The instruments used to collect research data are the scale of understanding of disaster preparedness for elementary school teachers and a questionnaire on the direction of guidance and counseling services in elementary schools. All questionnaire items in the instrument are declared valid and reliable based on SPSS test. The data analysis technique used was descriptive statistical analysis with SPSS version 22.00. The results of the scale of understanding disaster preparedness are then categorized according to the respondent's level of achievement from the ideal score by determining the interval first. The results of the questionnaire on the direction of guidance and counseling services in elementary schools were analyzed in a narrative manner according to the percentage obtained associated with the understanding of disaster preparedness for elementary school teachers.

RESULTS

The percentage of elementary school teachers' understanding of disaster preparedness in the Pringgondani Working Group of Korsatpen Korsatpen, Banyumanik District averaged 92.543 (61.70%), which means that the understanding of disaster preparedness of elementary school teachers is in the high category. The results of descriptive statistics regarding the description of understanding of disaster preparedness of elementary school teachers in the Pringgondani Teacher Working Group of Korsatpen Banyumanik District can be shown in Table 1.

Tabel 1. The Quantitative Data of Teachers' Disaster Preparedness Understanding

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Planning stage	35	18.00	37.00	28.4571	.75520	4.46781
Preparation stage	35	20.00	36.00	24.6286	.63786	3.77364
Execution stage	35	10.00	19.00	15.0000	.44909	2.65684
Evaluation stage	35	21.00	35.00	24.3714	.57553	3.40489
Valid N (listwise)	35					

The percentage of each indicator of understanding of disaster preparedness is the planning stage on average 28.46 (56.91%), the average preparation stage is 24.63 (61.57%), the average implementation stage is 15.00 (60 %) and the average monitoring and evaluation stage was 24.37 (69.88%). The average percentage of understanding at the stage of disaster preparedness for elementary school teachers is in the high category. The results of the questionnaire on the direction of guidance and counseling services in elementary schools based on the understanding of disaster preparedness of elementary school teachers at the Pringgondani KKG Gugus Pringgondani Korsatpen Banyumanik District explained. The basic service component leads to the provision of group, classical, and cross-class guidance. Simulation of disaster preparedness, students are given directions, students are advised to always be careful and maintain safety when the rainy season comes and evacuation training can also be held in basic service activities. Media that can be utilized include innovative guidance and counseling media, story books and libraries as well as guidance boards and leaflets on disaster preparedness. In addition, it can also use video media and disaster preparedness films, images and LCD projectors as well as the use of social media such as whatsapp, instagram, and facebook.

The component of individualized specialization and planning services related to understanding disaster preparedness leads to the social, learning, personal, and career fields of students as well as the religious field. Activities that can be given to students include classical guidance, group guidance, group counseling, large class or cross-class guidance, individual counseling, consultation, and collaboration. In addition, the direction of guidance services in the extracurricular realm which is followed by students is according to their interests. At the elementary school level, there are several types of extracurricular activities that can contain disaster preparedness materials, namely Scouts, Little Doctors, and Youth Red Cross.

The responsive service component is directed at helping students deal with problems related to understanding disaster preparedness through individual counseling, home visits, group counseling, consultation, collaboration, and case transfer. Responsive service activities can also be carried out through electronic media, problem boxes, and bibliotherapy (library review). Other media also include the use of the interpretation of the Qur'an and the use of social media (whatsapp, instagram, facebook).

System support components that can be carried out by elementary school teachers related to understanding disaster preparedness include carrying out and following up on assessments, compiling and reporting programs, making evaluations and home visits as well as implementing administration and mechanisms. The continuous professional development of primary school teachers can be carried out with face-to-face modes, training or workshops, additional activities, and continuous professional development of teachers using online modes (in the network).

DISCUSSION

Elementary school teachers at KKG Pringgondani Group Korsatpen Banyumanik have a high level of understanding of disaster preparedness with an average percentage of 92.543 (61.70%) of the total percentage of 150 (100%). The percentage of disaster preparedness understanding indicators owned by elementary school teachers at the Pringgondani KKG Korsatpen, Banyumanik District is also in the high category, namely at the planning stage the average is 28.46 (56.91%), the average preparation stage is 24.63 (61, 57%), the average implementation stage is 15.00 (60%) and the monitoring and evaluation

stage is 24.37 (69.88%).

The understanding of disaster preparedness of elementary school teachers at the Pringgondani KKG of Korsatpen Banyumanik District is intended not only for elementary school teachers to know and master disaster preparedness, further understanding of disaster preparedness for elementary school teachers is also directed at the learning process or guidance and counseling services in elementary schools through the components in it. The results of the questionnaire on the direction of guidance and counseling services related to understanding disaster preparedness illustrate that elementary school teachers organize a learning process or guidance and counseling service with basic service components through the provision of group, classical, and cross-class guidance and it is necessary to carry out disaster preparedness simulations and evacuation training (Rahma et al., 2023).

Guidance and counseling service media in elementary schools regarding understanding disaster preparedness can use disaster preparedness videos and films, image media and LCD projectors as well as the use of social media such as whatsapp, instagram, and facebook for disaster preparedness (Amri et al., 2020). Elementary school teachers to provide guidance and counseling services in schools with components of specialization and planning services leading to the social, learning, personal, and career fields of students as well as the religious field (Kadafi et al., 2020).

Activities in specialization and planning services related to understanding disaster preparedness that elementary school teachers can provide to students include classical guidance, group guidance, group counseling, large class or cross-class guidance, individual counseling, consultation, and collaboration. Teachers in providing guidance and counseling services in elementary schools through responsive service components are directed to help students deal with problems experienced by implementing individual counseling, home visits, group counseling, consultation, collaboration, and case transfer (Daulay et al., 2022; Donal, 2018). Activities in responsive services related to understanding disaster preparedness can be held through electronic media, problem boxes, and bibliotherapy (library review) as well as other media such as interpretation of the Koran and social media (whatsapp, instagram, facebook) (Widiastuti et al., 2021).

Elementary school teachers in providing guidance and counseling services in elementary schools with system support components regarding understanding disaster preparedness are more directed at carrying out and following up on assessments, compiling and reporting programs, making evaluations and home visits as well as implementing administration and mechanisms. Continuous professional development for elementary school teachers to provide guidance and counseling services in elementary schools related to understanding disaster preparedness is carried out with face-to-face modes, training or disaster preparedness workshops, additional activities, and continuous professional development of elementary school teachers with online modes on the network (Perdana et al., 2022).

Reinforcing this, Pascapurnama et al., (2018) stated that to face post-disaster challenges, schools can become agents for disseminating information about health promotion so that people become more aware of health risks. In addition, communities can adopt good practices related to prevention, response and recovery. Health education and promotion can be integrated into curriculum-based or training programs as modules, short courses, exercises, either through print or visual media (Abdulrahman et al., 2020).

Nakano et al., (2020) added that the disaster risk reduction program in schools for several years was effective in fostering a proactive attitude of students even after graduation. Students promote the construction of earthquake-resistant houses in their villages and contribute to reducing structural damage from earthquakes (Wu, Manqing, and Guochun Wu. 2020). More importantly, the study clarified that learners' attitudes developed to be proactive, and that this proactive attitude was maintained for more than 10 years through three phases: education, participation, and independent action. The study recommends that researchers change their approach to evaluating disaster risk reduction programs to a long-term, action-oriented approach. The accumulation of data for long-term action-oriented evaluation leads to the ability to explore effective educational methodologies that foster a proactive attitude of learners (Mensah, 2019).

Furthermore, Nakano and Yamori (2021) propose a new "proactive attitude paradigm" consisting of (1) an instructor/learner fusion approach, (2) a community-of-practice participation approach, and (3) a long-term commitment evaluation approach. The proactive attitude paradigm suggested in the study has been applied to a teacher training project in Nepal where teachers developed

a proactive attitude towards sustainable disaster risk reduction education. In the future, further practical studies aimed at closing the gap between knowledge and behavior through the adoption of a proactive attitude paradigm are needed in schools (Darling-Hammond, 2020).

In line with Nakano's point of view, Widowati et al. (2021) stated that the disaster preparedness and safety school was developed to enable schools to conduct self-assessments to increase their resilience in the face of multi-hazard threats, both hazards arising from natural disasters, and hazards arising from the absence of adequate security, systems and hazards from natural disasters acts of violence against children. The factors in the formation of the program include school commitment, formal education curriculum, information disclosure, school facilities and infrastructure, preparedness, supervision system, empowerment of the role of institutions and the ability of school residents (Sunaengsih et al., 2019). This is so important, furthermore Lan-Huong (2022) emphasized the importance of protecting education and sustainable health services so that people become more prepared to face disasters.

CONCLUSION

The research conducted within the Pringgondani Korsatpen District Banyumanik reveals a notable level of understanding among elementary school teachers regarding disaster preparedness. With an impressive average comprehension rate of 92.543, which constitutes 61.70% of the total benchmark percentage of 150, these teachers demonstrate a high degree of awareness about disaster readiness. This level of knowledge is crucial, especially in regions prone to natural calamities, as it directly impacts the safety and preparedness of the school community. The study underscores the importance of integrating disaster preparedness into the guidance and counseling services provided in elementary schools. These services are pivotal in fostering students' overall development and independence. The components of these services include basic service elements, individualized attention and planning, responsiveness, and systematic support, all of which can be tailored to include disaster preparedness education.

The findings advocate for a proactive role for elementary school teachers in disseminating knowledge about disaster preparedness. As primary educators and facilitators of learning, these teachers are positioned ideally to incorporate disaster readiness into their classroom guidance and counseling programs. By doing so, they can significantly enhance students' understanding and preparedness for potential disasters. Moreover, the research suggests that the curriculum encompassing disaster preparedness should not be limited to basic first aid. It should also include vital information on post-disaster practices, such as vaccination campaigns and maintaining hygiene in the aftermath of a disaster. This comprehensive approach ensures that students are not only aware of how to react during a disaster but also understand the critical steps to take in its aftermath, which are essential for their health and well-being.

In conclusion, the research indicates a promising trend in disaster preparedness understanding among elementary school teachers in the Pringgondani Korsatpen District. It emphasizes the need for these educators to integrate this knowledge into their guidance and counseling programs, thereby equipping students with essential skills and awareness to effectively handle and respond to disaster situations. This integration can significantly contribute to building a more resilient and informed school community.

ACKNOWLEDGEMENTS

Researchers state that the results of the data obtained are original and newly found in the study. We thank the Teacher Working Group (KKG) Pringgondani Group Coordinator of the Education Unit (Korsatpen) Banyumanik District Semarang for their cooperation during the research.

REFERENCES

- A. Bhattacharjee. (2012). *Social Science Research: Principles, Methods, and Practices*. Florida: Creative Commons Attribution.
- A. Muri Yusuf. (2005). *Evaluasi Pendidikan*. Padang: UNP Press.
- A. Muri Yusuf. (2013). *Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan*. Padang: UNP Press.
- Abdulrahman M. D., Faruk N., Oloyede A. A., Surajudeen-Bakinde N. T., Olawoyin L. A., Mejabi O. V., Imam-Fulani Y. O., Fahm A. O., Azeez A. L. (2020). Multimedia tools in the teaching and learning processes: A systematic review. *Heliyon*. 2020 Nov 2;6(11):e05312. doi: 10.1016/j.heliyon.2020.e05312. PMID: 33195834; PMCID: PMC7644889.
- Amri, I., Ansariadi, Amiruddin, R., Palutturi, S., Mallongi, A., Nur, R., and Sar, N. E. (2020). The Influence of Disaster Counseling with Animation Video on Preparednes Students in Elementary School in Palu. *Medico-legal Update, January-March 2020, Vol.20, No. 1*. pp 1302-1306.
- Amri, A., Bird, D. K., Ronan, K., Haynes, K., and Towers, B. (2016). Disaster risk reduction education in indonesia: challenges and recommendations for scaling up. *Dissemination Educ. Outreach Teach*. doi: 10.5194/nhess-2015-344
- Asosiasi Bimbingan dan Konseling Indonesia. (2013). *Panduan Umum Pelayanan Bimbingan dan Konseling*. Indonesia.
- Ayuningtyas, D., Windiarti, S., Hadi, M. S., Fasrini, U. U., and Barinda, S. (2021). Disaster Preparedness and Mitigation in Indonesia: A Narrative Review. *Iran J Public Health*, Vol. 50, No.8, Aug 2021, pp.1536-1546
- Badan Nasional Penanggulangan Bencana. (2017). *Buku Pedoman Latihan Kesiapsiagaan Bencana*.
- Brooks, S.K., Dunn, R., Amlôt, R. et al. (2019). Protecting the psychological wellbeing of staff exposed to disaster or emergency at work: a qualitative study. *BMC Psychol* 7, 78. <https://doi.org/10.1186/s40359-019-0360-6>
- Bullock JA, Haddow GD, Coppola DP. (2013). Mitigation, Prevention, and Preparedness. *Introduction to Homeland Security*. 435–94. doi: 10.1016/B978-0-12-415802-3.00010-5.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., and Osher, D. (2020). Implications for educational practice of the science of learning and development, *Applied Developmental Science*, 24:2, 97-140, DOI: 10.1080/10888691.2018.1537791
- Daulay, N., Harahap, A. C. P., and Sinaga, M. H. P. (2022). The role of guidance and counseling service in helping students with academic stress. *Journal of Professionals in Guidance and Counseling*, 3(2), 2022, 78-86
- Donal, R. (2018). Implementation of Guidance and Counseling at schools. *Proceeding of the 2nd URICES, 2018*, ISBN: 978-979-792-853-7.
- H. Coleman. (2011). *Handbook of School Counseling*. New York: Taylor & Francis Group.
- Kadafi, A., Suharni, Mahmudi, I., and Pratama, B. D. (2020). Urgency Strengthening Religious Values in Guidance and Counseling Programs in the New Normal Era. 1st International Conference On Information Technology And Education (ICITE 2020). *Advances in Social Science, Education and Humanities Research, volume 508*.
- Lampiran IV Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81A Tahun (2013) tentang *Implementasi Kurikulum: Pedoman Umum Pembelajaran*.
- Lan-Huong, T.T., Van Anh, D. T., Tho Dat, T., Truong, D. D., Duc Tam, D. (2022). Disaster risk management system in Vietnam: progress and challenges. *Heliyon*, 8, e10701. Doi: <https://doi.org/10.1016/j.heliyon.2022.e10701>
- LIPI-UNESCO/ISDR. (2006). *Kajian Kesiapsiagaan Masyarakat dalam Mengantisipasi Bencana Gempa Bumi dan Tsunami*. Jakarta: UNESCO Office.
- Matunhay, L. M. (2022). Disaster Preparedness and Sensitivity Level among Higher Education Institution Students. *International Journal of Disaster Management*, 5 (2), pp. 79-92. Doi: <https://doi.org/10.24815/ijdm.v5i2.27150>
- Mavrouli, Maria, Spyridon Mavroulis, Efthymios Lekkas, and Athanassios Tsakris. (2023). "The Impact of Earthquakes on Public Health: A Narrative Review of Infectious Diseases in the Post-Disaster

- Period Aiming to Disaster Risk Reduction" *Microorganisms*, 11, no. 2: 419. <https://doi.org/10.3390/microorganisms11020419>
- Mensah, J. (2019). Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review, *Cogent Social Sciences*, 5:1, DOI: 10.1080/23311886.2019.1653531
- Muzani M., Fatimah A.N., Imsa M.A., and Casmana A.R. (2022). The obstacles hierarchy of school disaster preparedness implementation in Mount Sinabung area, Indonesia. *Front. Educ.* 7:842990. doi: 10.3389/feduc.2022.842990
- Nakano, G., Suwa, S., Gautam, A., and Yamori, K. (2020). Long-term evaluation of proactive attitudes toward disaster education in Nepal. *International Journal of Disaster Risk Reduction*, 50, 101866. Doi: <https://doi.org/10.1016/j.ijdr.2020.101866>
- Nakano, G. And Yamori, K. (2021). Disaster risk reduction education that enhances the proactive attitudes of learners: A bridge between knowledge and behavior. *International Journal of Disaster Risk Reduction*, 66, 2021, 102620. Doi: <https://doi.org/10.1016/j.ijdr.2021.102620>
- Oktari, R. S., Shiwaku, K., Munadi, K., Syamsidik, and Shaw, R. (2015). A conceptual model of a school–community collaborative network in enhancing coastal community resilience in Banda Aceh, Indonesia. *Int. J. Disaster Risk Reduction* 12, 300–310. doi: 10.1016/j.ijdr.2015.02.006
- Pambudi, D. I. and Ashari, A. (2016). Enhancing role of elementary school in developing sustainable disaster preparedness: a review with some examples from disaster-prone areas of Merapi. *IOP Conf. Series: Earth and Environmental Science* 271 (2019) 012016. Doi:10.1088/1755-1315/271/1/012016
- Pascapurnama, D. N., Murakamia, A., Chagan-Yasutan, H., Hattori, T., Sasaki, H., and Egawa S., (2018). Integrated health education in disaster risk reduction: Lesson learned from disease outbreak following natural disasters in Indonesia, *International Journal of Disaster Risk Reduction*, 29, 94-102. doi: <http://dx.doi.org/10.1016/j.ijdr.2017.07.013>
- Patalinghug, A. R. B., Amamag, G. T., Suico, M. E. A., Aying, M. N. A., Montebon S. A., Crusat M. M., and Dolfo, L. L. (2022). Disaster Risk Reduction Preparedness in the Elementary School During Pandemic. *World Journal on Education and Humanities*, Vol. 1, Issue 2, pp. 93-101. DOI: <https://10.5281/zenodo.6612717>
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 111 Tahun 2014 tentang *Bimbingan dan Konseling pada Pendidikan Dasar dan Menengah*.
- Perdana, D. D., Adhrianti, L., and Budiman, D. A. (2022). Disaster Communication Through Social Media as A Means of Information and Education for Bengkulu Communities. *Ultimacomm Vol. 14, No. 2*, 206.
- Pranata, S., Widodo, S., Vranada, A., Machmudah, and Mariyam, M. (2021). "How to prepare a school based disaster preparedness in Indonesia," in Presented at the 4th International Conference on Sustainable Innovation 2020–*Health Science and Nursing (ICoSIHSN 2020)*, (Yogyakarta). doi: 10.1186/1471-2458-10-322
- Prayitno. (2013). *Konseling Integritas*. Padang: UNP Press.
- Prayitno. (2014). *Pembelajaran Melalui Pelayanan BK di Satuan Pendidikan*. Padang: UNP Press.
- Pusat Bahasa Departemen Pendidikan Nasional. (2008). *Kamus Besar Bahasa Indonesia*.
- Rahma, A., Hopeman, T. A., & Anggraeni, W. A. (2023). Is Guidance and Counselling Services Necessary in Elementary Schools? Literature Study of the Urgency of Guidance and Counselling in Elementary Schools. *The Eastasouth Journal of Learning and Educations*, 1(01), 01–05.
- Rahmanika, Kharina. _____.Pemetaan Pengetahuan Kesiapsiagaan Siswa terhadap Bencana Gempa Bumi dan Tanah Longsor Sekolah Muhammadiyah di Kabupaten Karanganyar. *Jurnal Georafflesia*, 3 (2): 30.
- Rahmawati, D., Saryono, Purnama D. S., and Nopembri, S. (2019). School Counselor and Non-Governmental Organization Collaboration for Disaster Preparedness in School. Proceedings of the 2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019), *Advances in Social Science, Education and Humanities Research*, volume 462.
- S. Aldridge. (2004). *Counselling Skills in Context*. London: Replika Press Pvt. Ltd.
- Suharsimi Arikunto. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Sukardi. (2008). *Metodologi Penelitian Pendidikan*. Jakarta: Bumi Aksara.

- Sunaengsih, C., Anggarani, M., Amalia, M., Nurfatmala, S., & Naelin, S. (2019). Principal Leadership in the Implementation of Effective School Management. *Mimbar Sekolah Dasar*, 6(1), 79-91. doi:<http://dx.doi.org/10.17509/mimbar-sd.v6i1.15200>.
- Syamsidik Oktari, R. S., Nugroho, A., Fahmi, M., Suppasri, A., Munadi, K., et al. (2021). Fifteen years of the 2004 Indian Ocean Tsunami in Aceh-Indonesia: mitigation, preparedness and challenges for a long-term disaster recovery process. *Int. J. Disaster Risk Reduction* 54:102052. doi: 10.1016/j.ijdr.2021.102052
- Syarif, Hilman. (2015). Hubungan Self Efficacy dengan Kesiapsiagaan Bencana Gempa Bumi dan Tsunami pada Siswa Sekolah Menengah Atas Negeri 2 dan 6 Banda Aceh. *Idea Nursing Jurnal*, 6 (2): 59. DOI: <https://doi.org/10.52199/inj.v6i2.6535>
- Takahashi, K., Kodama, M., Gregorio, E. R., Tomokawa, S., Asakura, T., Waikagul, J., et al. (2015). School Health: an essential strategy in promoting community resilience and preparedness for natural disasters. *Global Health Action* 8: 29106. doi: 10.3402/gha.v8.29106
- Torani S., Majd P.M., Maroufi S.S., Dowlati M., & Sheikhi R.A. (2019). The importance of education on disasters and emergencies: A review article. *J Edu Health Promot*;8:85.
- Undang-Undang Republik Indonesia Nomor 24 Tahun 2007 tentang *Penanggulangan Bencana*.
- United Nations. (2015). *Disaster Preparedness for Effective Response*. Switzerland: UN/ISDR.
- Widiastuti, R., Mayasari, S., and Utaminingsih, D., (2022). Analysis of Disaster Preparedness Knowledge and Skill Among Teachers at Middle School and High School, South Lampung. *Indonesian Journal of Creative Counseling*, vol.2 (1). Doi: <https://doi.org/10.47679/ijcc.v2i1.170>
- Widowati, E., Istiono, W., and Husodo, A. H. (2021). The development of Disaster Preparedness and Safety School model: A Confirmatory Factor Analysis. *International Journal of Disaster Risk Reduction*, 53, (2021), 102004. doi: <https://doi.org/10.1016/j.ijdr.2020.102004>
- Woodall, M. (2022). 'What we're watching: Weekly disaster update'. Washington, DC: The Center for Disaster Philanthropy.
- Wu, M., and Wu, G. (2020). "An Analysis of Rural Households' Earthquake-Resistant Construction Behavior: Evidence from Pingliang and Yuxi, China". *International Journal of Environmental Research and Public Health* 17, no. 23: 9079. <https://doi.org/10.3390/ijerph17239079>