

THE EFFECT OF DISASTER SOCIALIZATION ON STUDENTS KNOWLEDGE LEVEL IN DEALING WITH LANDSLIDES AT SMK NEGERI JENAWI

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Abstrak: Pendidikan kebencanaan melalui kegiatan sosialisasi di SMK Negeri Jenawi dapat menambah pengetahuan kebencanaan yang cukup untuk menghadapi apabila terjadi bencana tanah longsor. Penelitian ini memiliki tujuan untuk mengetahui tingkat pengetahuan siswa terhadap bencana longsor dan menganalisis pengaruh kegiatan sosialisasi terhadap pengetahuan siswa dalam menghadapi bencana longsor. Metode yang digunakan dalam penelitian ini ialah kuantitatif dengan desain penelitian korelasi. Hasil penelitian ini menunjukkan bahwa 1) persepsi siswa terhadap kegiatan sosialisasi kebencanaan berada pada kategori sangat setuju. 2) pengetahuan siswa dalam bencana tanah longsor dan cara menghadapinya memiliki kategori sangat baik dengan presentase jawaban benar di atas 80%. 3) hubungan kegiatan sosialisasi kebencanaan terhadap tingkat pengetahuan siswa di SMK Negeri Jenawi memiliki nilai sebesar 0,881 dan nilai signifikansi sebesar 0,002 lebih kecil dibandingkan taraf signifikansinya 5% ($0,002 < 0,05$). Kegiatan sosialisasi akan berpengaruh pada tingkat pengetahuan siswa dengan adanya evaluasi dan kegiatan tindak lanjut terkait kebencanaan pada siswa di sekolah.

Kata kunci: Sosialisasi, Pengetahuan, Kebencanaan.

Abstract : Disaster education through socialization activities at SMK Negeri Jenawi can increase disaster knowledge that is sufficient to deal with landslides. This study aims to determine the level students knowledge of landslides and analyze the influence of socialization activities on students knowledge of landslides in facing landslides. The method used in this research is quantitative with correlation research design. The results of this study showed that 1) students perceptions of disaster socialization activities were in the strongly agree category. 2) students knowledge in landslide disaster and how to deal with it has a very good category with the percentage of correct answers above 80%. 3) the correlation of disaster socialization activities to level of knowledge of students at SMK Negeri Jenawi has a value of 0,881 and a significance value of 0.002 is smaller than significance level of 5% ($0.002 < 0.05$). Socialization and follow-up activities related to disaster in students at school.

Keywords : Socialization, Knowledge, and Disasters.

A. INTRODUCTION

Karanganyar Regency is one of the areas in Central Java province that often experiences landslides, especially during the rainy season (Iskandar, 2017). This vulnerability is triggered by the high rainfall found in Karanganyar Regency, according to the Central Institute of Statistics (BPS), data from six rainfall

measuring stations during 2020 the highest level was in January at 411 mm and the lowest level was close to 3 mm which occurred in July (Pusat Statistik, 2020).

The topographic condition of Jenawi Sub-district is hilly and has steep slopes, triggering vulnerability to landslides. Landslides occur annually in

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Jenawi Sub-district with a total number in 2021 with 16 victims affected by the disaster (Pusat Statistik, 2021).

Based on initial interviews with one of the teachers of SMK Negeri Jenawi, it was mentioned that in 2015 there was a landslide on the hill behind the building of SMK Negeri Jenawi, the landslide fell on the backyard of the school and caused the classroom to be flooded with mud. So that in that incident a total 80 students who were going to take the exam had to move rooms.

One of the most vulnerable groups at risk of disaster impacts is children, triggered by limited understanding of the risks around them. Disaster knowledge can be obtained from a variety of ways, among others, getting it through formal education and informal education, as well as the services of disaster-based regional organizations that provide knowledge through socialization (Ernawati et al., 2021).

Disaster socialization that takes place in schools has been carried out at Jenawi State Vocational High School (SMK). Routine socialization activities have been carried out from 2019 to 2021, but were delayed due to the covid-19 pandemic. This socialization is in collaboration with the Karanganyar Regional Disaster Management Agency (BPBD), students are given knowledge about disaster management and various disaster knowledge such as mitigating

disasters in landslides-prone areas, practicing making aid posts for victims, handling fire, and so on.

Since the learning materials in geography subject and disaster knowledge are only available at the high school level, SMK Negeri Jenawi held the program with the aim that students are ready when facing disasters, especially in their own area which is prone to landslides. However, at the end of this activity there was no evaluation related to the understanding of students who had participated in the socialization activities.

According to the Karanganyar Regency Regional Implementation Report 2019, socialization activities regarding natural disasters have been carried out, both from government and non-government institutions, but have not provided optimal results, due to various obstacles such as the lack of enthusiasm of citizens, limited budget and time, and limited human resources who master the concepts and technical implementation of socialization (LKPJ, 2019).

Based on the description above, the researcher is interested on knowing how much influence disaster socialization activities have on students knowledge in dealing with disasters by proposing a title "*The Effect of Disaster Socialization on Students Knowledge in Facing Landslides Disaster at SMK*

Negeri Jenawi”, this study has aim of knowing how much socialization activities affect students knowledge in dealing with landslide disasters at SMK Negeri Jenawi.

B. METHOD

The type of research that will be used is quantitative reseacrh. The quantitative approach is because research uses number from data collection, data intrepretation, and the appearance of the results of research (Ayub et al., 2019). While the design in this study is a correlational research design. In this study there are two variable to be studied, namely variable (X) Socialization which is the independent variable, and variable (Y) is the Level of Knowledge which is the dependent variable.

The data collection techniques and instruments in this study used several methods, including the test method, the test used was a true and false type objective test consisting of questions containing statements accompanied by alternative true and false answers. Then there are questionnaires, interviews, and documentation.

This study also uses a prerequisite test. The prerequisite test aims to reduce the existance of an obstacle when that subsequent analysis is in accordance with the previously planned analysis technique (Sudjana, 2017). The

prerequisite test are normality test and homogeneity test, then analysis of the relationship between variables will use inferential statistics.

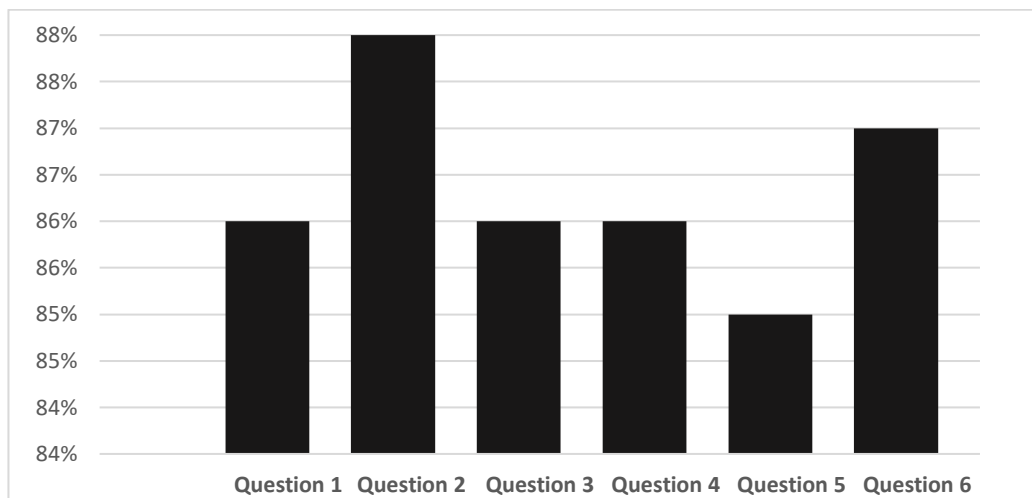
The analysis used in inferential statistics is one of the quantitative methods in research used to test hypotheses and conduct analysis to describe the connection between on a variable and another (Trijahjo, 2017). Then the statistical calculation of correlation and regression analysis is carried out with the help of the SPSS computer method (Bivariate Correlate).

C. RESULT AND DISCUSSION

C.1. RESULT

The following below is the result of the percentage of answers to socialization variables sourced from distributing questionnaires to 160 respondents using the Likert scale assessment method.

Based on the reseacrh findings in the fields, it can be concluded that students gave a positive response to disasters socilization activities carried out at school. On the objective, and benefits of disasters socialization activities, students gave good answers to perceptions regarding the purpose of the socialization, and the benefits obtained after participating in disaster socialization activities



Picture 1. Bar diagram of Likert scale assessment.

On the sustainability of socialization activities, and expectations for future disaster socialization, students gave good answers, namely as long as disasters socialization activities took place conductively, as well as students expectations for disaster socialization to be carried out continuously in the school environment. So it can be concluded,

students perceptions of disaster socialization activities are very good in accordance with the final calculations contained in Picture 1, where the percentage is above 80% in the range of 80% - 100% which means that students perceptions are at a very agreeable level in disaster socialization activities at school.

Table 1. Correlation analysis test results of socialization and knowledge variables

		X_sosialisasi	Y_pengetahuan
X_sosialisasi	Pearson Correlation	1	.881*
	Sig. (2-tailed)		.002
	N	160	160
Y_pengetahuan	Pearson Correlation	.881*	1
	Sig. (2-tailed)	.002	
	N	160	160

*Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data, 2023

The analysis uses correlation coefficient significance test which aims to see if there is a connection in the population or statistically real (Rofidah,

2017). This study uses a population of class XII students of SMK Negeri Jenawi and take a sample of 160 students in class XII of SMK Negeri Jenawi, so that this

correlation test sees whether there is a connection that occurs or the conclusions drawn can apply to represent all students in class XII of SMK Negeri Jenawi. The correlation test result can be Table 1.

Table 1 shows that the magnitude of the correlation coefficient of socialization variables and knowledge is 0.881 which is at the level of the correlation value range of 0.80 – 1000, which has a very strong meaning. This value also shows that there is a positive connection between socialization and knowledge, as evidenced by the positive coefficient value. The calculated r value is 0.881 while the r table value is 0.1599. when compared to the value, it can be concluded that $r_{count} > r_{table}$, then H_0 is accepted and H_1 is rejected.

It is said that H_0 is accepted if the significance value (sig) $\geq 0,05$ and H_0 is rejected if the significance value (sig) $< 0,05$. In the result of the normality test analysis using the Kolmogorov-Smirnov test, it is known that the significant value (sig) on variable X socialization and variable Y knowledge is $0,200 \geq 0,05$ so that H_0 in this study can be accepted.

The correlations analysis test uses a significance level $\alpha = 5\%$ or 0,05. The significance level means that this study is able to take the risk of being wrong in making a decision to reject the correct hypothesis as much as possible (Kupang, 2018).

C.2. DISCUSSION

Students perceptions included in variable X in this study in filling out questionnaires, students gave good answers to perceptions regarding the purpose of the socialization, and the benefits obtained after participating in disaster socialization activities. The effect of socialization is very supportive of increasing students knowledge, this is in accordance with previous research which has the result that there is a significant effect of the information dissemination socialization variable on student knowledge compared to other variables (Abdullah & Nasionalita, 2018).

The results of research on the effect socialization are also supported by previous research on the application and socialization of disaster preparedness schools for elementary school children (Rizki Utama, 2016). The research provides understanding and knowledge about disaster mitigation for children through socialization activities, besides that in socialization activities can also obtain output products in the form pocket books on disaster mitigation.

While the difference in this study with previous on is that if the previous study held disaster training as well as socialization, and after completion of the activity there was an evaluation to measure the level of knowledge of respondents related to disasters. Then,

this study only analyzes the level of disaster knowledge in disaster socialization activities that have been carried out by the school.

The level of disaster knowledge in this study was obtained from the results of data analysis on students testing using the test method, it was concluded that students had good knowledge in dealing with landslides. This is shown in the calculation of univariate analysis of the test method, where the percentage value is in the range results are obtained above 80%, which if the percentage value is in the range of 80,00% - 100% means that students knowledge is at a very good level (Nasution, 2017).

Previous research related to the level of disaster knowledge was also tested using the test method and hypothesis testing (Afriyati, 2019) in the study, there was a significant increase in disaster knowledge after being given content mastery services. The above statement is supported by research on increasing students knowledge of disasters using pre-test and post-test methods to test disaster knowledge in students (Ernawati et al., 2021).

Disaster socialization has an effect on increasing readiness to face disasters, this is in accordance with previous research on disaster mitigation socialization on improving fire disaster management (Najwa Jannahta, 2021). The study has a conclusion, namely the

correlation coefficient (R) of 0.694 which shows that there is a connection between the socialization of fire disaster mitigation on improving disaster management in Central Bengkulu Regency with strong level as evidenced by the correlation coefficient value in the range 0.60 – 0.799.

The above statement is also supported by the connection between knowledge and behavior in facing disasters (Firmansyah & Rasni, 2014). The research shows that the connection is strong and has a positive pattern so that it means that the more knowledge increases, the higher the disaster preparedness behavior of students.

The equation of the above research with this research is that the research method uses correlation analysis, then in disaster socialization activities there is an effect with a strong level, which means that disaster socialization activities have an effect on increasing respondents readiness to face disasters.

Meanwhile, the difference between this study and the previous one is that the previous study conducted socialization activities and then held a test to find out whether there was an increase in knowledge or not. Furthermore, this study only evaluates the activities that have been carried out by the school to determine the effect of socialization activities on student knowledge.

D. CONCLUSION

The results of the research in the socialization variable regarding student perceptions of the purpose of socialization, the benefits of socialization activities, the conduciveness of socialization, and student expectations that socialization activities can be carried out on an ongoing basis stated that the total student answers were in the strongly agree category with a percentage above 80%. Furthermore, in the knowledge variable there are 20 questions, students answers correctly with a percentage above 80% to 100% so it can be concluded that students knowledge in landslides and how to deal with them as a whole has a very good category.

Based on the findings obtained from the analysis of the third problem formulation, namely the effect disaster socialization activities on the level of student knowledge in dealing with landslides at SMK Negeri Jenawi. The analysis uses correlation coefficient significance test which aims to see whether there is a connection in the population or statistically real. This study used a population of students in class XII of SMK Negeri Jenawi and took a sample of 160 students in class XII of SMK Negeri Jenawi, so that this correlation test sees whether there is a connection that occurs or the conclusions drawn can apply to represent all students in class XII of SMK Negeri Jenawi. The correlation

analysis test uses a significance level $\alpha = 5\%$ atau 0,05. The level of significance means that this study is able to take the risk of being wrong in making the decision to reject the correct hypothesis as much as possible.

The Pearson correlation test result is 0,881. These results are at the level of the correlation value range of 0,80 – 1000 which means it is at a very strong level. The significance value in the correlation test is 0,002 and the value of r count is greater than the r table, namely $0,881 > 0,1599$ which means that there is a significant connection between socialization and student knowledge. The correlation test in the study can show positive connection and has a very strong level on socialization activities to student knowledge. The results of this study has a conclusion that disaster socialization activities have a very strong effect on the level of knowledge of students in dealing with landslides at school.

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