

DISASTER RISK REDUCTION IN SCHOOLS ENVIRONMENT

**(Case study on elementary school at SD Pananjung Garut and
students at SMAN 24 Bandung)**

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Abstract

The territory of Indonesia is an area that is prone to disasters, both natural, non-natural and social disasters. The occurrence of various disasters in Indonesia resulted in loss of life and property, damage to educational facilities in the form of collapsing school buildings, and school children who were threatened not to be able to carry out learning in class. The children are one of the most vulnerable groups when a disaster occurs. One way to protect children from disasters is to make disaster risk reduction a part of the school curriculum. This study aims to explain disaster risk reduction in schools from a social work perspective. This study was conducted using the secondary data research methods, namely a research strategy that utilizes existing quantitative or qualitative data to find new problems or test the results of previous research, in this case data was obtained from various parties regarding disaster risk reduction in schools. The collected data is then analyzed, namely examining existing data on disaster risk reduction activities in schools by various parties to then draw conclusions. The results of the analysis show that disaster risk reduction in schools is one of the challenges to successful education, and a strategy to optimize existing resources in schools and the surrounding community is a necessity as an effort to integrate disaster risk reduction into the education system.

Keywords:

Disaster; school environment; risk reduction.

INTRODUCTION

The geographical location of the Indonesian region which is between the Eurasian-Australian Plate, with a plate rate of 52 mm/year indicates an area with a plate, faults, folds, and ridges. As a result, Indonesia's territory is prone to earthquakes, underwater volcanic eruptions, and underwater landslides. The tectonic earthquake that triggers the tsunami wave is a phenomenon resulting from the condition of the area with fault plates, folds and ridges. While the fault on land with a fault length of 1650 km from North-South and a fault rate of 22 mm/year, makes Indonesia prone to earthquakes and landslides. The occurrence of various disasters in Indonesia resulted in loss of life and property, damage to infrastructure and destruction of buildings including school buildings, so that school children, teachers and the school environment became threatened. According to the Regulation of the Head of the National Disaster Management Agency (BNPB) No. 4 of 2012 concerning Guidelines for the Implementation of Safe Schools/Madrasah from Disasters, about 75% of schools are located in disaster-prone areas, thus potentially causing loss of life and loss of school assets. For example in the period 2004-2014 thousands of children and schools have been affected. Among them; the Aceh earthquake and tsunami in 2004, 120,000 people died, 93,088 were missing, 4,632 were injured, and 2,000 school buildings were destroyed. Following the 2006 Yogyakarta earthquake, 5,558 people died, 26,013 were injured, and around 2900 schools collapsed. Overall in the last decade more than 300,000 people died and more than 10,000 schools were affected by disasters, either heavily damaged or collapsed.

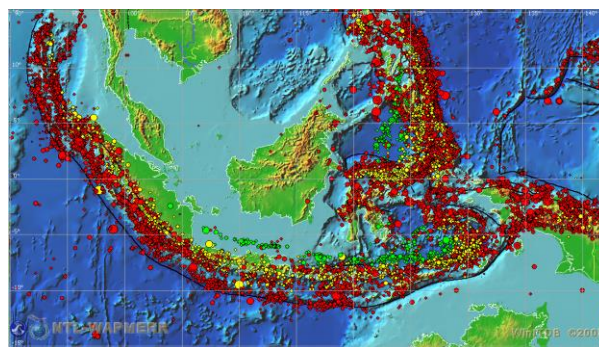


Figure 1. Distribution of tectonic earthquake in Indonesia

Children are one of the most vulnerable groups when disasters occur. Related to this Dania et.al (2022) argues that children are consistently vulnerable due to the social, political, environmental, and economic variables that put them in peril. Children may be killed or harmed due to disasters for various reasons. Furthermore Peek in Dania et.al (2022) suggests that traumatic reactions to disasters and accompanying symptoms such as extreme dread, disorganized and agitated behavior, emotional numbness, and anxiety may manifest in their lives in the long-term aftermath of a disaster. As children spend more time in schools, school safety becomes more important to reduce disaster risks, which would protect them from coping better in the case of a disaster. Accordingly, it is imperative to identify hazards on school premises that affect children and develop a crisis management strategy that includes safety space for the children (Dania, M., Inpin, W., Juwitasari, R., Miyake, Y., Takeuchi, Y., & Maki, T :2022)

One form of protecting children from disasters is to make disaster risk reduction part of the primary and secondary school curriculum. In addition, children must be involved in real activities to really know and understand the state of the environment in

which they live. One of them is by inviting him to make a participatory disaster risk map.

Disaster Risk Reduction (DRR) is a global commitment adopted the Hyogo Framework for Action (HFA) 2005-2015 with a mandate: Building the Resilience of Nations and Communities to Disasters (International Strategy for Disaster Reduction/ISDR: 2005). Furthermore, the post-2015 DRR mandate has been established to become the Sendai Framework for Disaster Risk Reduction (SF DRR) for 2015-2030, with the mandate: 1. Understand disaster risk, 2. Strengthen disaster risk governance and disaster risk management, 3. Invest in disaster risk reduction for resilience, 4. Enhance disaster preparedness for effective response, and to build back better in recovery, rehabilitation and reconstruction.

Within the ASEAN-regional, the ASEAN Coordinating Center for Humanitarian Assistance on Disaster Management (AHA Center) was formed in 2011. Quoted from the AHACentre.org page, the AHA Center is an intergovernmental organization founded by ten ASEAN Member States with the aim of facilitating work cooperation and coordination of disaster management among ASEAN member states. In carrying out its mandate, the AHA Center primarily works with the National Disaster Management Organizations of ASEAN Member States. There are two high-level commitments that reaffirm the role of the AHA Center as ASEAN's principal regional coordinating agency in disaster management and emergency response, namely the ASEAN declaration on Responding to Disasters as One in the Region and Beyond the Region and the ASEAN vision 2025 on Disaster Management, including mitigation disaster risk in the school environment.

In Indonesia, disaster education has been implicitly stated in Law no. 20 of 2003 concerning the National Education System in Article 32 concerning Special Service Education. Quality services are the obligation of the government and local governments which can be broadly interpreted as including providing disaster risk reduction education services. In relation to efforts to protect its citizens against disasters, the Government of Indonesia has enacted Law no. 24 of 2007 concerning Disaster Management. The law clearly states that everyone has the right to receive education, training, counseling, and skills in disaster management, both in situations where there is no disaster or a situation where there is a potential for disaster.

In a social work perspective, disaster is seen as a type of collective stress situation, where many individuals fail to meet their needs through social processes (Barton, 1969 in Zakour, 2010). Disasters are distinguished from other types of collective stress because the first is a crisis situation (Quarantelli, 1998 in Zakour, 2010). Zakour further stated that the environment includes physical, biological and social factors that affect the welfare of individuals, groups, and residents. Since the late nineteenth century social workers have intervened in the human micro environment to improve health status, living environment, workplace conditions, social and psychological functioning (Zakour, 2010).

Studies that explain disaster risk reduction in schools from a social work perspective in Indonesia are still lacking. Therefore, this study will contribute to the development of social work literature in disaster settings so that the literature gap will be small. The purpose of this study is to expand knowledge about disaster risk reduction in

schools, and the role of social workers in particular in providing assistance to children, schools, as well as teachers and the school itself in disaster risk reduction. The main research question is how to implement disaster risk reduction in the school environment.

LITERATURE REVIEW

1. Safe School

Platform Disaster Risk Reduction Education (DRR) is an interactive collaborative learning process in the community and existing institutions. This includes the recognition and use of local wisdom for protection against natural disasters (UNISDR). In addition, DRR education is a very important vehicle to create a culture of readiness and alertness in dealing with disaster threats. Notes from the Disaster Education Consortium (KPB) that at the first meeting of Safe School Leaders in Istanbul, Turkey in October 2014, the delegates including from the Ministry of Education and Culture of the Republic of Indonesia agreed that safe schools are not only a national development priority, but also a state obligation through political commitment and financing. The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) affirms their commitment to a worldwide initiative for safe schools and offers technical expertise to attract Governments to implement the three pillars of comprehensive school safety (KPB: 2009)

2. Safe School Framework

Disaster awareness education is an effort to realize the learning process so that students actively develop their potential to have skills in dealing with disaster risks (KPB: 2009). For students, school is a place to acquire knowledge and skills, so the hope that schools become role models in disaster prevention is high. The

success of disaster risk reduction in schools is an investment and success in education passed down from generation to generation

The Disaster Education Consortium (KPB) reports that since 2006, various efforts have been made towards safe schools, both by the government and non-governmental organizations, including; 1. campaigns and meetings for safe schools, 2. the government has started to carry out school rehabilitation, 3. making disaster education a priority in the National Action Plan for Disaster Risk Reduction, 4. Circular Letter No.70a/2010 for mainstreaming disaster risk reduction in schools, 5. monitoring that is integrated with data on Safe Schools and the Education Information and Management System (EMIS), 6. school mapping supported by the World Bank. The result is that 75% of schools are located in disaster-prone areas, the formation of a national secretariat for safe schools, the preparation of a comprehensive Safe School standard module that reflects the three pillars of a Comprehensive Safe School, the implementation of safe school activities, both physical and non-physical in various regions in Indonesia (KPB: 2009)

3. Social Work in Disaster Risk Reduction in Schools

Social work is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to their goal (NASW, Zastrow, 2019). Meanwhile, The International Federation of Social Work (IFSW) defines social work as follows: "The social work profession promotes social change, problem solving in human relations and the empowerment and liberation of people to improve welfare. Utilizing theories of human

behavior and social systems, social work intervenes at the point at which people interact with their environment. The principles of human rights and social justice are the foundation of social work.” (IFSW, 2000). Therefore, social work is a profession that provides assistance to people who have difficulty in carrying out their life tasks.

Social workers have defined disasters primarily in terms of the social and psychological impact of natural and technological hazards. The social work profession has been largely concerned with disaster-related issues such as prevention of severe disruption during disaster, impacts on systems at multiple levels of analysis, and availability of services to high-risk populations such as children and low-income persons (Zakour, 2018). While many social workers engage in environmental activism in their own lives, the social work profession has had a somewhat uneasy appreciation of the physical environment as a feature of professional practice (Alston, Hazeleger, Hargreaves: 2019).

Furthermore, Alston, Hazeleger and Hargreaves argue that social work theorising about appropriate disaster interventions is increasing. Social work publications focusing on disasters are appearing across the globe and these include a strong focus on environmental and eco-social work. Presenting recent environmental social work theorising and practice insights is a core feature of this book. We provide a synthesis of current social work and disaster theorising and practice insights from an environmental and ecological social work perspective to assist social workers to build knowledge and skills in this field, included in this case is disaster risk reduction in the school environment.

Social work in schools is a specialized area of practice within the broad field of the social work profession. As stated by National Association of Social Workers (NASW) in America, that “School social workers are instrumental in furthering the mission of the schools which is to provide a setting for teaching, learning, and for the attainment of competence and confidence” (NASW: 2012). The definition explains that social work in schools plays an important role in advancing the school's mission of providing a place for teaching, learning, and for the achievement of competence and self-confidence. NASW further stated ” The school social work profession has consistently focused on coordinating the efforts of schools, families, and communities toward helping students improve their academic achievement and social, emotional, and behavioral competence by using its unique perspective of viewing the person in his or her environment”.

Social work in schools focuses on coordinating school, family, and community efforts to help students improve their academic and social achievement, emotional competence, and behavior by using their unique perspective on seeing the person in their environment. School social workers strive to ensure equitable educational opportunities; ensure that students are mentally, physically, and emotionally present in class, and uphold the respect and dignity of all students. This understanding implies that the focus of social work includes coordinating school efforts in creating schools that are safe from the threat of disaster. Meanwhile the Australian Association of Social Workers (AASW) stated that “School social workers have specialist knowledge for working with children, young people and families, and skills for school-specific

activities including preventive whole class and small group education for personal safety, mental health, dealing with difficult emotions, building friendships and coping with peer and subcultural pressures” (AASW, 2020:6). School social workers have specialized knowledge for working with children, youth and families, small group work skills for personal safety, mental health, dealing with difficult emotions, building friendships and coping with peer and subcultural pressure. The definition of social work in schools from the AASW can also be interpreted that in the context of reducing disaster risk in schools, social workers can build and increase the capacity of students, teachers, and schools in carrying out prevention and risk reduction efforts in the event of a disaster.

METHOD

This study was conducted using secondary data research methods. Heaton, followed by Andrews, et.al (2012:12) states that: "Secondary data research methods are research strategies that utilize existing quantitative or qualitative data to find new problems or test the results of previous research. The purpose of using secondary data research methods as stated by Andrews (in Tatang: 2015) is that “ The purposes of secondary data research include: (1) applying new research problems-strictly researching with new research objectives that are different from previous research (Heaton, 2004), (2) utilizing old data to generate new ideas (Fielding, 2004). , 2004), (3) "testing" the results of research that has been carried out, either in the form of "verification" (testing untruth with correct evidence), "refutation" (testing the truth with evidence of untruth) or "refinement" (improvement), (4) “exploring”

data from a different point of view”. In this study, the author aims to collect a number of data from various parties regarding disaster risk reduction education in schools, to be analyzed so that conclusions can be drawn.

The steps of secondary data research are as follows; a) determine data sources, b) collect data that is already available, c) normalize data, and d) analyze data (Source: Wallace Foundation as quoted by Tatang: 2015). The collected data is then analyzed using document analysis techniques, namely analyzing data from various documents to answer questions about disaster risk reduction education in schools

This research was conducted using the secondary data method, namely collecting data from research conducted by other people, as well as documentation from other institutions as a result of best practices related to disaster risk reduction in schools. Researchers traced research reports either through journals or practice in the field, and also due to time constraints on researchers, only succeeded in identifying two research results and one best practice related to disaster risk reduction in schools.

The second report on research results is research of Roni Faisal from the Bandung Polytechnic of Social Welfare, and research conducted by Lativa Qurrotani and Novita Nuryanto from Muhammadiyah University Jakarta. While data from field practice results were obtained from reports on the implementation of community service by the Center for Disaster and Refugee Studies (Puskasi) Bandung Schools of Social Welfare which carries out disaster risk reduction activities for school children in Garut Regency, and data obtained from the Disaster Education Consortium in Schools. Secondary data from

research results and practical experience can describe how school children live in disaster situations, so disaster risk reduction is needed in schools.

The data analyzed using document analysis techniques, namely analyzing data from various documents to answer questions about disaster risk reduction education in schools.

RESULTS

1. Disaster Risk Reduction for children in Pananjung Village, Tarogong District, Garut Regency.

The educational practice of disaster risk reduction conducted by the Center of Disaster and Refugee Study (Puskasi) Bandung College of Social Welfare (STKS) in 2009 (by; Tukino, Suhendar, Milly Mildawati, Lina Favourita, Nurjanah, Dayne Trikora Wardhani, Bambang Sugeng, and Dorang Luhpuri) aims; a) Conducting disaster education for school-age children in disaster risk reduction, b) Increasing the ability to utilize coping and resilience for children in solving problems and adapting to the situation at hand, and c) Application of technology social work for school-age children in disaster risk reduction.

The model used in the application of social work technology is the "Mapping Disaster-Prone Areas" model, which is a model used to facilitate school-age children to understand disaster prone areas, in this case disaster-prone areas around volcanoes. The technique used is "Transect", which is a location tracking technique to make direct observations of the environment and community resources, by walking through the village area (certain location) following a certain agreed trajectory. In this case, the children explore disaster-prone areas and areas

that are considered safe in the event of a volcanic eruption. As a result of the transect-walk, the children were then asked to make a participatory map of disaster-prone areas.



Figure 2. Team of Center of Disaster and Refugee Study (Puskasi) Bandung College of Social Welfare (STKS) with children in Pananjung Village

The terms children and students in this study are used interchangeably according to the context, when discussing vulnerability, children are referred to as one of the vulnerable groups in disaster situations apart from the elderly, persons with disabilities and pregnant women, while the mention of students when discussing disaster risk reduction at school.

2. Development of a Disaster Risk Reduction Model through School-Based Preparedness at SMA Negeri 24 Bandung

This research conducted by Roni Faisal (2020) a student of the Master of Applied Social Work program at the Bandung Polytechnic of Social Welfare in 2020, seeks to build a disaster risk reduction model through school-based preparedness at SMA Negeri 24 Bandung. The models offered are as shown in the following chart

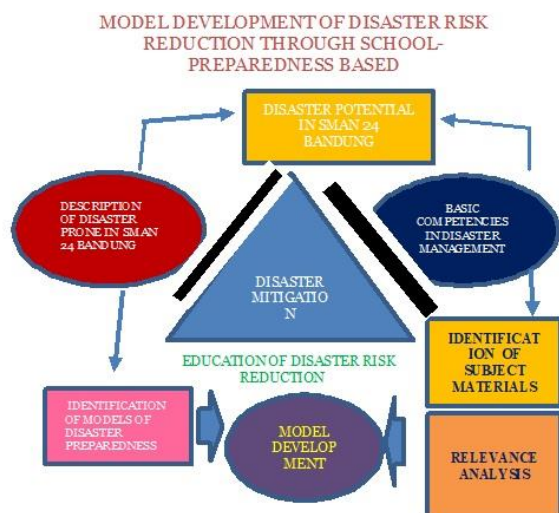


Figure 3. Model Development of Disaster Risk Reduction Through School Preparedness Based

Source: Roni Faisal, 2020

The model is carried out through the following stages of activity:

- a. Building mutual understanding and commitment among members of the school community (educators, students, education staff, parents and the surrounding community and stakeholders related to government agencies, disaster agencies)
- b. Create a joint action plan between schools, school committees, parents, and children in the form of Focus Group Discussion.

Implementation of the design according to the above model is carried out through capacity building (training) for all school stakeholders (students, educators, education staff, parents and the community/community around the school), and simulations/drills to deal with disasters (according to the type of threat). With a frequency adjusted to the needs and abilities of the school, standardization/standardization of school-based preparedness, through activities; a) prepare source or participant systems, b) cooperate with all source or participant

systems, and c) link and develop existing resource systems. As a reflection of the implementation of the development of a disaster risk reduction model through school-based preparedness at SMA Negeri 24 Bandung, it is necessary to assist social workers. One of the roles of social workers that can be done is as a facilitator, namely social workers help stimulate the realization of school-based disaster preparedness. Social workers facilitate the social planning stages of school-based disaster preparedness social work interventions, and ensure that every activity to be carried out can be carried out properly and smoothly

3. Implementation of earthquake natural disaster mitigation education in elementary social studies learning

The research conducted by Lativa Qurrotani and Novita Nuryanto from Muhammadiyah University Jakarta at SDN Cirendeuh 02 South Tangerang (2020), aims to determine the implementation of earthquake natural disaster mitigation education in elementary social studies learning in schools. The results of research by Lativa Qurrotani and Novita Nuryanto, among others, that schools have implemented a disaster warning system through several subjects in schools such as Social Sciences and Natural Sciences. In addition, the school has collaborated with the Regional Disaster Management Agency and Basarnas as well as communities involved in disasters. In addition, the school has implemented disaster education through several integrated lessons in Curriculum 13, so that students can learn these lessons at school.

The implementation of disaster mitigation is by practicing it in schools so that students can learn how to save themselves so that they can be prepared when a disaster

occurs. The teacher as homeroom teacher uses expository learning strategies and a realistic approach. This learning teaches students to listen or pay attention to the ongoing learning, while through a realistic approach the homeroom teacher teaches the real things that are being studied by students.

Disaster Risk Reduction (DRR) is a global commitment as stated in UN Resolution No. 60/195 on the International Strategy for Disaster Reduction (ISDR). In this resolution, the United Nations reminded the countries of the world that disaster risk reduction is an important part of sustainable development. ISDR is a global approach to reducing disaster risk by involving all components of society to reduce lost opportunities for life, losses in the socio-economic sector and environmental damage due to natural disasters. The focus of ISDR is: increasing public awareness of DRR efforts, realizing the government's commitment in implementing DRR policies and efforts, encourage cooperation between components in the context of DRR, and increase the use of knowledge for DRR (FPT PRB: 2019).

Disaster risk reduction education in schools is in line with the paradigm of disaster management which has shifted from the emergency aid paradigm to the mitigation/preventive paradigm as well as the development paradigm, because every prevention and mitigation effort has been integrated into development programs in various sectors. In the current paradigm, disaster risk reduction is an integrated plan that is cross-sectoral and cross-regional and includes social, economic and environmental aspects. As a challenge in integrating disaster risk reduction efforts into the education system, such as; the burden of the student curriculum, teachers' lack of understanding of disaster, and

the lack of capacity and expertise of teachers in integrating DRR into the curriculum. On the other hand, there is still a lack of regulations in the regions in the form of regional regulations (Perda) regarding disaster management at the district/city level.

Based on the results of the study, the application of social work technology in disaster risk reduction for school-age children in Garut Regency carried out by Tukino, Milly Mildawati, Dwi Yuliani et al (2009), is an effort of disaster education for school-age children in disaster risk reduction, as well as increasing the ability to utilize coping and resilience for children in solving problems and adapting to the situation at hand (in the event of a volcanic eruption). Furthermore, Roni Faisal's thesis research with the hat of developing a disaster risk reduction model through school-based preparedness at SMA Negeri 24 Bandung (2020), is an effort to build school capacity in preparing and preventing a disaster if a disaster occurs. The two studies above were carried out in the perspective of social work in schools in disaster settings. The National Association of Social Workers (NASW) suggests that Social Workers in schools have various job functions. Some possible job functions within the school environment include; direct therapeutic services such as individual, family or group therapy on specific issues, crisis management services, including assessing safety, advocating for student services and students' best interests, and providing training and workshops to teachers, school staff and parents, including those related to disaster preparedness.

DISCUSSION

Disaster risk reduction in schools is a necessity considering that Indonesia is a region

that is prone to disasters. Referring to the Sendai Framework for Disaster Risk Reduction (SF DRR), disaster risk reduction in schools is an investment in disaster risk prevention and reduction through structural and non-structural measures to increase disaster resilience. This investment is carried out in a way that the school environment can understand disaster risk in the dimensions of vulnerability, capacity, exposed people and assets, characteristics of hazards and the environment, and strengthen disaster risk governance and disaster risk management in schools.

The problem that arises is that not many schools in Indonesia have implemented disaster risk reduction, this is a limitation in this study where researchers do not obtain much information regarding the implementation of disaster risk reduction in schools. The Disaster Education Consortium (KPB) since 2006 has made various efforts towards safe schools, but according to researchers the initiatives for safe school activities come from outside the school, namely from the government and non-governmental organizations, not the initiative of the school environment itself. Therefore a national policy is needed that requires schools to carry out disaster risk reduction activities, which will produce disaster resilient schools.

Based on this study, the role of Social Workers is very important in reducing disaster risk in schools, especially in terms of;

1. Raising awareness and providing information to schools regarding vulnerabilities, hazards and disaster risks. In a situation where there is no disaster, education and training activities on disaster risk are very important to increase their knowledge and skills in dealing with disaster risks that may occur. This is not an easy job, especially in changing attitudes and

behaviors that are not sensitive to the disaster risk that threatens them. However, with various approaches and techniques, social workers can change the attitudes and behavior of students, teachers, and school administrators so that they have disaster preparedness so that they can reduce the risk of losing their lives and property.

2. Mapping school capacity in disaster prevention and disaster risk reduction.

This mapping is very important to show the general pattern of risks that threaten the school environment and their capacity to face the risks that may occur. This mapping can also be used to highlight local capacities and resources including food supply skills, emergency shelter options, social and community organizations around the school environment, local leaders, cultural attitudes and values, and resources that can help schools cope with disasters. In addition, this mapping is important to assist in planning preparations that can reduce hazards and identify evacuation plans.

3. Together with the community to build a sustainable disaster management system in the school environment. The establishment of a collaborative disaster management institution between the school and the surrounding community can function to run a system of prevention and mitigation, emergency, and recovery.

4. Social workers can also advocate for stakeholders, with the aim of making changes to the policy and planning levels in disaster management in schools.

Meanwhile, research conducted by Lativa Qurrotani and Novita Nuryanto from the University of Muhammadiyah Jakarta (2020), tried to 'photograph' the faces of subjects in schools that discussed disaster, namely through

Social Sciences and Natural Sciences subjects. However, from the results of the author's search, there are still very few academics who raise issues regarding disaster risk reduction in schools, so efforts are needed from parties to mainstream disaster risk reduction in schools.

Disaster risk reduction in schools is very urgent considering that many school buildings are built in areas prone to disasters such as earthquakes, landslides or floods which can threaten the lives of students, teachers, educators and the surrounding community. On the other hand, according to the mandate of the Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2030, education of disaster risk reduction in schools is an investment in disaster risk reduction for resilience. This disaster risk reduction knowledge can be utilized for the purpose of pre-disaster risk assessment, for prevention and mitigation and for the development and implementation of adequate preparedness and effective response to disasters.

CONCLUSION

Schools are institutions where various knowledge and skills can take place properly, so that the expectation that schools become role models in preventing and preventing disasters is high. The success of disaster risk reduction in schools is one of the challenge to the success of education that lasts from one generation to the next. Strategies to optimize existing resources in schools and surrounding communities are a necessity as an effort to integrate disaster risk reduction into the education system. Therefore, it is necessary to develop a school curriculum that includes disaster risk reduction as one of the subjects, although it can be in the form of sub-discussions in certain subjects. This is in accordance with the Sendai Framework for

Disaster Risk Reduction/ SFDRR, namely education on disaster risk reduction in schools as an investment for a better life.

Disaster risk reduction in schools should be carried out by the school itself as an educational institution, namely how education implementers in schools consisting of school principals, teachers, students, parents, and the community living around the school work together to carry out prevention efforts and disaster risk reduction. However, there are no clear regulations regarding disaster education or disaster risk reduction in schools, resulting in a lack of implementation of disaster education and disaster risk reduction in schools. Law no. 24 of 2027 concerning Disaster Management, has not implicitly included the importance of disaster risk reduction in schools. The existence of the Disaster Education Consortium (KPB) is an initiative of disaster management actors, most of whom are civil society who have an interest and concern for disaster education in an educational setting, which is said to be a safe school. Thus if the existing disaster management law needs to be revised, it is deemed necessary to include disaster education and disaster risk reduction in schools.

In line with the above, social work as a profession is expected to contribute significantly to efforts to develop disaster risk reduction education in schools. As an implementation of the university's mandate, social work/social welfare academics can develop multidisciplinary disaster education, then conduct research that can produce policy recommendations for decision makers in implementing disaster risk reduction programs, and through community service, evidence best-practice in empowering schools and

surrounding communities to build resilience to disasters.

Based on this, the role of academics including social workers is very important in reducing disaster risk in schools, especially in carrying out functions; a) academic excellence; academics with their personal experience, both practical experience in the field and the ability to construct ideas, can build knowledge and technology in disaster risk reduction in schools, b) capacity building; can build and develop the capacity of the community and schools in disaster prevention and mitigation efforts in schools, and c) advocacy; conduct advocacy to stakeholders with the aim of making changes to the level of policy and planning in disaster risk reduction in schools.

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