



## "LUDRUK SIAGA BENCANA" LUDRUK AS A STORYTELLING EDUCATION FOR FLOOD DISASTER PREPAREDNESS AT SDN BLEGA 1

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ABSTRACT	Keywords
Indonesia is a country that is prone to disasters. There are many impacts of disasters that can occur, starting from damage to buildings, houses, basic service facilities, schools and also health. Apart from that, it also causes casualties in various age groups. The low level of knowledge and community preparedness, especially the children's age group, is one of the things that needs attention. Children as a group vulnerable to disasters need to be given socialization in the form of education about flood disasters that generally occur. The aim of this activity is to increase students' knowledge, understanding and preparedness for disasters, especially floods. The activity method is carried out face to face using the Madurese ludruk method, an art of speaking using Madurese language packaged in the form of an arts drama. The activity was carried out at SDN Blega 1 with a total of 15 cadre participants. And a total of 75 students. The activity stages start from preparation, implementation, evaluation, and end with the preparation of reports and publication of activity results. Participants were also given a questionnaire to assess knowledge about flood disasters. The research method used is descriptive with the researcher acting as an observer. Documentation, observation and test methods are used to collect data. The results obtained show that Ludruk's "LUDRUK SIAGA BENCANA" method as flood preparedness education at SDN Blega 1 can be used to develop students' knowledge, flood management and cultural skills.	<b>Ludruk, Madura, preparedness, Flood, Elementary School</b>

### INTRODUCTION

Indonesia is an archipelago that geographically has more ocean than land. In addition, Indonesia is located at the confluence of the three Pacific, Indo-Australian and Eurasian plates (Hutagalung et al., 2022). This has resulted in Indonesia becoming a country prone to and frequent disasters (Salsabila & Dinda, 2021). A flood is a natural disaster event that occurs when excessive water flow inundates land. The European Union flood briefing defines flooding as the temporary submersion by water of land that is not normally submerged

in water. BNPB data shows that the number of disaster events has doubled in 2016 compared to 2007 where in 2016 there were 1,985 disaster events (Hafida, 2018). Primary school students are a vulnerable group that is a priority in disaster management due to the weakness of students' psychological aspects and understanding of disaster risk factors (Widjanarko & Minnafiah, 2018). In addition, the low level of knowledge, disaster preparedness plans, early warning systems and resource mobilisation in primary schools (<60%) led to the low level of disaster preparedness of students in these schools (Hafida, 2018). The same problem is also

experienced in fire disasters. Losses experienced can be in the form of building damage and also casualties. The age group of children is one of the noteworthy victims (Ashari et al., 2018).

The results showed that there are still many school students who do not know about the actions that must be taken in the event of an earthquake disaster, as well as the actions to avoid earthquake disasters that students must take when outdoors. In fact, the level of preparedness of school equipment in anticipating floods is still in the less prepared category as much as 73.3% and only 53.22% of students are knowledgeably prepared in dealing with disasters at school (Maidaneli & Ernawati, 2019). Another study also stated that the level of disaster preparedness of primary school teachers and students was still lacking (Ayub et al., 2020). This is certainly a concern considering the high disaster risk index in Indonesia, so it is necessary to have an approach to increase understanding of disasters early on to the community (Pahleviannur, 2019). Moreover, so far the focus and responsibility for disaster management has only been placed on the government. The community, especially children as one of the vulnerable groups, must also be able to anticipate disasters, have awareness and preparedness for disasters (Indriasari & Kusuma, 2020).

One of the efforts to reduce disaster risk is non-structural mitigation. This effort can be done by increasing community capacity through activities such as education, socialisation, and also disaster simulation (Arisona, 2020; Kemendikbud, 2015). SDN Blega 1 is one of the public primary schools located in Blega Sub-district, Bangkalan Regency, which is 43.4 km from Ngudia Husada Madura College of Health Sciences. According to BPBD Bangkalan, SDN Blega 1 is one of the schools where flooding occurred. Looking at its condition, SDN Blega 1 is located in Blega sub-district which consists of 6 villages, namely: Blega Village, Kajjan Village, Nyormanis Village, Karang Panas Village, Karang Gayam Village, and Panjalinan Village where flooding often occurs. As well as many rivers that experience

silting and narrowing. So that it makes flood disasters occur, our community service team chose SDN Blega 1 to collaborate with teachers at the school in the preparedness of students and students during flood disasters. SDN Blega 1 in Blega Village, Blega Sub-district, Bangkalan Regency has 33 teachers and the principal is Mr Hadari S.Pd. Based on the results of coordination with teachers and the principal of SDN Blega 1, Mr Hadari S.Pd. said that flooding often floods the school when it rains heavily, on 8 January 2023 the flood had reached the height of an adult's knee even though it had been raised 175 cm in classrooms and other rooms while the school field was very high and it was not possible to pass because it could be drowned by flooding. As a result of the high floods, the students of SDN Blega 1 automatically cancelled their own school and can cause losses to the surrounding community, floods can cause damage to schools, houses and buildings around those affected by floods. In addition, the community cannot work and go to school if flooding occurs.

One way that can be used is by providing a role for students in flood disaster preparedness, especially for children. Students of SDN Blega 1 are expected to be able to practice on the basis of early awareness of the results of learning which makes children able to help themselves in the field of disasters and play an active role in realising flood disaster preparedness in the community. Students can become agents of change and empower the surrounding community. The prevalence of flooding is quite high and there is no proper handling of flood disaster preparedness at SDN Blega 1 which can have an alarming impact, where flooding will occur every year or it could be that every heavy rain will flood. Therefore, it needs proper handling to raise awareness from an early age about flood disaster preparedness. With this situation, it can be seen that the problems experienced by the partners have been agreed to optimise the students of SDN Blega 1 in an effort to accelerate the proper handling of flood disaster preparedness using Madurese-speaking educational media with the introduction and development of love for Madura culture, One of them uses the cultural

arts of LUDRUK MADURA through the art of telling Madura stories that we will package into education as well as physical exercise and increased stimulation by playing the role of ludruk madura. One of the educational media that we use is a traditional drama performed by students. This activity can increase the knowledge and readiness of the community, especially students, regarding flood preparedness so that they can handle and reduce the impact of disasters that can occur.

## METHOD

This community service activity is carried out through direct face-to-face by implementing health protocols at SDN Blega 1, Bangkalan District. The implementation method is in the form of providing education and simulations about preparedness for earthquakes and fires in school buildings. This education and simulation activity. This activity consists of planning, preparation, community assistance, implementation, and reporting stages with details in Figure 1. Planning and preparation Team formation is needed in student creativity programme activities to carry out community service activities. With a solid team, the activities carried out will be easier to run according to the concept of the activity. The division of each task also adds to the effectiveness of the performance of this community service team. Before implementing a community service programme, it is very important to prepare by conducting a search of related partners. This facilitates the collection of data related to the above problems as an initial form of community service activities by finding targets. Community assistance method This method is intended as an effort to develop educational programmes to the community through patterns that are more oriented towards improving the quality of human resources who have high responsiveness and responsibility for their environment, assistance carried out at SDN Blega 1 in Blega sub-district takes "LUDRUK SIAGA BENCANA". The material provided is in the form of understanding, causes, management, training and flood disaster preparedness packaged in a cultural art storytelling LUDRUK MADURA as a preparedness effort. flood disaster and development and

efforts to love the country that is instilled early. Then feedback is given to find out how well students understand the flood disaster preparedness material. The goal is to create a Disaster Safe Education Unit (SPAB) at Blega 1 State Elementary School so that students are able to know about flood disaster preparedness.

The purpose of the cadre training method (alert cadres) is to help all students and students and the surrounding community socialise about flood disaster preparedness. The Community Service Team explained and provided training on preparedness before, during, and after a flood disaster packaged by using the cultural art of storytelling LUDRUK MADURA as the media to be used. Provide opportunities for cadres to ask questions and instruct all cadres to practice flood disaster preparedness. After the cadres understand about flood disaster preparedness, the cadres will be selected to be LUDRUK SIAGA BENCANA players and then will perform at the implementation of the art performance to socialise and provide education to all students and students of SDN Blega 1. Planning and design method of Ludruk Siagana Bencana. The planning of making the LUDRUK SIAGA BENCANA art performance was carried out by looking at the readiness of the alert cadres to perform it, this was planned and made in a simple way that met the criteria for performing art and flood disaster preparedness education that met the criteria and economic principles. this planning pattern also involves all teachers, students and students of SDN Blega 1 so that it is hoped that the benefits will be felt and can build a sense of love for local culture and can still be preserved. Thus, it is not difficult to involve the students and teachers of SDN Blega 1 in the planning, designing and production of the LUDRUK SIAGA BENCANA performance. students at SDN Blega 1 will be selected around 15 children who will be made cadres (alert cadres) who will be taught about the knowledge and training of flood disaster preparedness where the cadres will be trained to become performers of the Disaster Alert Ludruk which will be displayed in the art performance, the community service team takes education using Madurese ludruk media so that students and students can instil love

and can develop Madurese culture. so students and students can find out about flood disaster preparedness in accordance with the SOPs that have been displayed by the alert cadres in the LUDRUK SIAGA BENCANA art performance. Partner Participation in the Implementation of the Programme This community service programme is for students in grades 4 and 5, as many as 15 children to become change of agents for flood disaster preparedness. This aims to assist and provide education to students at SDN Blega 1 to cope with flooding through educational media activities in madura language as well as instilling love of culture from an early age, one of which is by packaging madura ludruk culture as an educational medium. Later, the cadres who have been selected can provide examples to other students at SDN Blega 1 under the auspices of the teachers at SDN Blega 1. Evaluation of programme implementation and sustainability in the field after the activity is completed Assessment of this activity is carried out by lecturers and students involved in the Ngudia Husada Madura College of Health Sciences directly in collaboration with Blega 1 SDN teachers and alert cadres by conducting health counseling movements about flood disaster preparedness. If the implementation of the disaster preparedness ludruk method is in accordance with the SOP and the community is able to implement it independently, this indicates that this community service activity has succeeded in influencing the community, especially children, in flood disaster preparedness. The achievement of programme targets in a study case cannot be used as an indicator of programme success in a broader framework. There are so many problems faced by the community, both social and physical environmental problems that have not been touched. In the long-term programme designed by the community service team in Blega Sub-district, they provide chain education through android.

## RESULTS and DISCUSSION

This activity is a community service scheme based on novice community service carried out by lecturers and students of STIKes Ngudia Husada Madura, Bangkalan sub-district, Bangkalan district. Providing

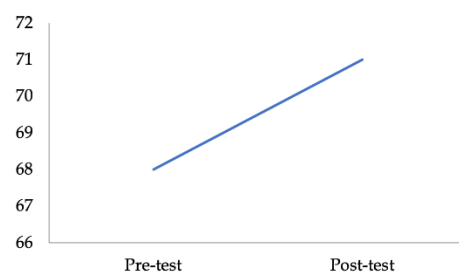
education about flood disaster preparedness is carried out starting from socialisation which will be carried out pre-test, providing preparedness material question and answer and providing post-test and flood disaster training 3 times and ludruk training 4 times training and art performances.

Providing education by conducting early socialisation in the education sector is important in minimising disaster risk in the community. This can help improve the community's understanding of disaster preparedness (Pahleviannur, 2019).

Table 1. Student Characteristics Based on Gender

Gender	Frequency	Percentage
Male	32	49,2%
Female	33	50,8%

The results of the activity in Graph 1 show an increase in the level of knowledge of students after being given education and simulations about flood disasters. The results of this activity were carried out on students based on gender as shown in Table 1 male 49.2% and female 50.8%.



Graph 1. Mean knowledge level of students before (pre-test) and after (post-test) given education and simulation.

The results of this activity are supported by the results of research conducted on children aged 8-13 years in North Luwu District. Before being given education, 82% of children had a poor level of knowledge and 83.6% of children had a negative attitude towards disasters. However, after being given education, the majority of children (90.6%) had a high level of knowledge with a positive attitude (Rustam et al., 2022).

This is in line with the results of research showing the effect of education on student

preparedness at SD No.7 Labuhan, South Aceh Regency. The results showed an increase in the level of student preparedness from 66.07 to 85.40 in the ready and very ready categories after being given counselling on disaster preparedness (Simeulu & Asmanidar, 2020).

Students have a role in flood disaster preparedness, especially for children. Students of SDN Blega 1 are expected to be able to practice on the basis of awareness from an early age from the results of learning which makes children able to help themselves in the field of disasters and play an active role in realising flood disaster preparedness in the community, it is hoped that students and students can become agents of change and empower the surrounding community. We use Madurese-speaking educational media with the introduction and development of love for Madurese culture, one of which uses the cultural art of LUDRUK MADURA through the art of telling Madurese stories that we will package into education as well as physical exercise and increased stimulation by playing the role of Madurese ludruk. One of the educational media that we use is a traditional drama performed by an art group performed on a stage by taking stories about everyday life interspersed with jokes and accompanied by gamelan as music using Madurese language because it can be a fun way and support children's growth and development, especially to stimulate language skills and several types of multiple intelligences. Active, innovative, creative, effective and fun learning methods can be done by using drama as a medium. The benefits or basic objectives of the teaching material will be conveyed indirectly through the course of the story from beginning to end, so there is no need to be too patronising to students.

Socialisation and simulation of disaster mitigation are also useful in training reflexes to rescue during a disaster and also the preparedness of elementary school students and teachers (Arisona, 2020). The implementation of disaster mitigation education in schools can have a positive impact on knowledge and preparedness.

## CONCLUSIONS

The community service activities carried out went smoothly and well, which was marked by an increase in students' knowledge, response, and understanding of preparedness during flood disasters and even students could awaken the spirit of cultural love and preserve culture, especially Madurese Ludruk. During the education and simulation, students also showed positive interest and enthusiasm for the materials and experiences provided. The results of the activity obtained the average level of knowledge is still in the medium category so it needs to be improved again. Disaster simulation activities need to be carried out regularly to improve the knowledge and response and preparedness of school community, especially students in facing disaster.

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