
Disaster Mitigation Education Management to Reduce Learning loss in Early Childhood

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Annotation: this study aims to describe the mitigation education management model and explain the steps for its application in order to reduce the occurrence of learning loss in early childhood (ECCE). the method used in this research is the SLR (Systematic Literature Review) method. the data collection technique in this researcher is carried out by identifying and understanding articles, journals and other books and then analyzed using content analysis. the results showed that disaster mitigation education management can reduce the occurrence of learning loss, especially in early childhood. the stages of disaster mitigation carried out include 3 important stages. first, the preparatory stage which is realized by forming an implementer of bendana mitigation management, making a special policy for disaster mitigation second, the planning stage, which is realized by conducting an analysis of the possible risks that will occur along with the capabilities of the resources owned. third, the sustainability stage is to carry out comprehensive monitoring and evaluation.

Keywords: Management, Mitigation of Education, Learning Loss

I. INTRODUCTION

According to the results of several studies organized by natural assessment agencies, both government agencies and private institutions concluded that Indonesia is one of the countries that is vulnerable to natural disasters, such as volcanoes, earthquakes, floods, tsunamis and so on, this is because the Indonesian state is in the meeting area of 3 (three) world tectonic plates, namely Indo-Australia in the south, Eurasia in the north and the Pacific in the east.

According to BNPB data released in 2021, there were around 1,476 natural disasters with hundreds or even thousands of casualties and countless property victims. [1]. The breakdown of people's mindset causes him to neglect his responsibility as a guardian and conservationist of the earth instead of causing damage on the face of the earth. The existence of schools, hospitals and public facilities must be prioritized for maintenance because there are many humans who need protection if self-sufficient in the event of a natural disaster

Therefore, various kinds of activities as anticipatory or preventive measures in order to reduce the devastating risk of disasters must be immediately prioritized. Minimizing the risk of disasters, especially in the world of education, is a form of effort to protect all school residents. UN-ISDR (United Nations International Strategy for Disaster Reduction) explains that disaster risk reduction is an effort carried out systematically that is implemented in the learning process with the aim of providing protection and a sense of security for students in facing disasters. [2] This effort motivates and even provides opportunities for students to take part together to have an awareness of the importance of minimizing disaster risks. Therefore, disaster risk reduction is part of outdoor learning activities together with the community or certain institutions.

In this context, education can also be understood as an effort to help school residents or the community to always be prepared for the emergence of disasters at any time, so that the concept and paradigm of minimizing education-based disaster risk must be understood as an effort to internalize various theories and perceptions and policies about disaster risk reduction

in the structure of the education curriculum in schools. Therefore, policies, frameworks, structures, strategies, and learning planning must be constructed as a student-based curriculum. In other words, prevention, disaster mitigation, and even disaster preparedness activities must be implemented in the educational curriculum.

Disaster education is required to be able to provide students with an understanding of several things related to the disaster itself, for example, the meaning of disasters, the characteristics of disasters, signs of disaster arrivals, risks that arise from disasters, and even what should be done before, during or after the disaster.

The occurrence of a fairly intense disaster in this country must be a separate thought like the manager of an educational institution so that there is no learning loss in students, especially for early childhood education. Learning loss is a symptom that occurs in students, namely a decrease in enthusiasm (ghirah) in learning caused by the low quality of learning that occurs during or after a disaster occurs. The paradigm that makes schools the only place of learning has established the framework of thinking of the community and students that learning can only be done in schools so that when a disaster occurs that is not expected, students will be the main victims, because they no longer get the usual learning facilities, including the presence of teachers who are positioned as the center of science.

The change in the learning model from in the classroom (offline) to online learning has caused several obstacles in itself, such as ineffective delivery of material, mastery of internet technology for both students, teachers and parents and even economic obstacles faced by parents in particular. This is a fairly serious problem, especially for stakeholders in the world of education. [3]. The phenomenon that occurs in the field is often that assignments carried out by teachers online are not purely done by students but there is parental involvement in them. Even worse, learning that is carried out online for a long time will inevitably cause Learning loss in students, and the most vulnerable age affected by Learning loss is early childhood students (PAUD) aged 4-6 years [4] Early childhood students (PAUD) are a community that is still weak and needs protection so that it is very easy to be affected if a disaster occurs in their lives. Several studies conducted as well as facts that occurred during the pandemic showed that in early childhood is the youngest member of society exposed to and even experienced death. [5] on the other hand, the occurrence of disasters in early childhood life has caused trauma, fear, and even depression because they are confined to the world of displacement without social interaction in the form of playing with their peers.

Learning loss is a situation where learners, especially children, lose knowledge and skills either in general or specifically, there is a decline academically due to certain conditions such as prolonged gaps or the non-continuation of the educational process that students should receive. *Learning loss* is the impact of a change that occurs suddenly, in general, the people affected by *Learning loss* are communities that are not ready for change. *Early childhood learning loss* often occurs due to the reduced intensity of meetings in the context of learning. The Covid-19 pandemic has not only changed the face-to-face learning model to online but has also limited and even eliminated the intensity of student interaction with their teachers, others and even their learning environment who previously felt safe and comfortable in gaining knowledge. As a result, there are changes in the attitudes and responses of students to their learning activities, such as initially being diligent to be lazy, optimistic to be pessimistic and even losing their concentration and study time. It is acknowledged that the change of face-to-face learning to *online* has a bad influence on student learning motivation, especially early childhood (PAUD). Learning that is held face-to-face provides opportunities for direct mentoring and supervision so that students can be motivated and even enthusiastic in learning. When this habit has to change to online where learning is held remotely, supervision and assistance can no longer be enjoyed by students as a result Usually learning is carried out face-to-face, they consider being noticed or supervised directly and clearly, so that the level of learning desire is relatively more maintained. However, with the conditions of distance learning, awareness of the desire to learn decreases. Some levels of development of early learners also decreased[6].

Children, parents and even educational institutions need to get attention and even understanding related to the threat of disasters in order to be able to prepare strategic steps in dealing with disasters. This means that they are sought to understand their obligations at the

time of the disaster and after the disaster in the form of mitigation. Previous research related to the topic of disaster mitigation in early childhood, including those conducted by Nuraeni et al. (2020)^[7] in this study, it was explained that disaster mitigation management for disaster risk reduction in early childhood can be carried out with 3 (three) important stages, namely: (1) *planning before planning* which is carried out to prepare mentally and other physical equipment needed. (2) actions when a disaster occurs (*implementation*) namely efforts to dive themselves and groups based on the AGREED SOP. (3) post-disaster action (*recovery*), namely seeking recovery measures, especially the mentality of children and the community.^{No. 8]}

In the context of education, what can be done is the application and strengthening of disaster mitigation management which is implemented in the learning curriculum, especially at the ECCE level. The findings of this study can be applied in two years of education in general, especially in Sidoarjo district as a form of school efforts in reducing the risk of *learning loss* in students, especially early childhood. Based on the description above, this study will describe information about how an early education institution manages the scope of its school in dealing with disasters, both natural and non-natural disasters, in the future.

II. MATERIALS AND METHODS

The *Systematic Literature Review* (SLR) approach is a research method used in this study with data sources coming from articles, journals and books that have been ISSN (*International Standard Serial Number*). Data collection is carried out through *internet surfing* from *google scholars*, DOAJ and others, especially those discussing disaster mitigation education management to reduce the occurrence of *learning loss* in early childhood.

Systematic Literature Review (SLR) is a research method that is carried out through a process of identification, assessment, review and even the process of interpretation of research data that has been collected. [9] Systematics in writing this journal uses the following steps. Initially carry out identification, screening, feasibility, and make conclusions. This systematic literature review uses reference data from several journal articles from DOAJ, Google Scholar, and lens.org. The keywords used management, Mitigation of Education, and Learning Loss. This restriction is part of an effort to focus publication articles to read and improve the accuracy of information search. From several articles collected, researchers selected 14 articles that matched the keywords searched for.

III. RESEARCH FINDINGS AND DISCUSSION

A. Definition of Management

Etymologically, management is the art of organizing and executing. Management can also be interpreted as the process of managing and organizing: [10] In general, management is the process of organizing or managing something done by an individual or group of people. This management process includes drawing up plans, organizing, implementing, and controlling and supervising.^[11]

Disaster management is an effort made to regulate and manage actions to minimize the risk of disaster [11] In the scientific world, disaster risk management is known as risk management. The emergence of risk management is due to situations and conditions of compulsion or even uncertainty. Therefore, this risk management must be understood as an effort made to minimize and even clarify the possibilities of disasters. According to Hanafi, risk management is interpreted through risk identification, review or evaluation and measurement, and risk management.^{No. 8]}

The concept of disaster management also has assumptions, approaches and even management processes as the management paradigm in general such as the emergence of uncertainty issues, awareness of predictions of disasters and even the impacts caused by them, all of which are managed systematically since before the disaster occurred.

In disaster management activities require 2 kinds of cycles which in fact contain basic activities and are urgent in nature, namely activities carried out before and after the disaster. Then the activities carried out after a disaster occur are to reduce the influence of *disasters* (*disaster mitigation*) and disaster response (*disaster response*) as well as disaster recovery (*disaster recovery*)

B. Disaster Education

Disaster education is a thought that internalizes disaster prevention efforts in the formulation of school curricula from early childhood to higher education with the aim of minimizing the occurrence of more victims, especially at the early childhood level. Therefore, education must be positioned as a medium to provide explanation and understanding of the impact of a disaster so that students already have physical and psychological immunity and are ready to face the possibility of being ugliest as a result of a disaster.

Disaster education (disaster education) is an effort to build self-confidence through understanding knowledge, preparedness attitudes, prevention efforts and even recovery actions. [12] so that indirectly this process has involved many student activities, namely the process of socialization, understanding and even the development of knowledge, in other words building skills, courage and sincerity in carrying out self-rescue.

In this context the school is also required to teach a unique skill related to the actions it must choose when a disaster really occurs.^{No. 13}

According to Kagawa & Selby, there are 5 important components that can be internalized in the curriculum related to disaster education, namely: Understanding disaster mechanisms and science

1. Strengthening theory and practice about the procedure for saving oneself when a disaster occurs.
2. Sufficient knowledge of the factors that cause a disaster to occur in life
3. Awareness of the importance of a culture of safety, tranquility and even resilience of institutions and communities.
4. The creation of a disaster response society
5. Creating a disaster-resilient society.

The existence of efforts to understand disaster mitigation from an early age is expected to be able to make students and school residents and the community aware and become a disaster-responsive community.

Most of the schools in this country have provided a sufficient portion of learning to their students, especially schools whose tropical areas often occur disasters such as the Padang, Aceh and Yogyakarta areas. According to Tamhidaten and Krismanto, through a study conducted carefully, explained that disaster education intergovernment activities in this curriculum are still incidental, namely only when disasters are confirmed to occur. As a result, when the disaster has passed, people's lives begin to normalize, the disaster education process is no longer carried out.

C. Disaster Mitigation

Disaster mitigation is a series of activities carried out to reduce disaster risk through understanding and awareness as well as improving the ability and readiness of oneself in facing disaster threats. Article 1 paragraph 6 of PP No. 21 of 2008 concerning the Implementation of Disaster Management.

The word Mitigation is the same meaning as Mitigare (latin) which means to save. While Mitigare is a collection of the words *mythic* (soft or benign) and *agare* which means to do to save. [10] Based on the information above, it can be concluded that mitigation is an effort organized in order to direct a person to a better personality and life.

Meanwhile, a natural disaster is an extraordinary event whose presence can interfere with the peace of human life in general such as death, damage to the natural environment, even the scarcity of property, beliefs and so on. With dmeikian, the definition of disaster mitigation is an effort to minimize the occurrence of extraordinary influences on human life both physically and psychologically.

As explained in Law Number 24/2007, Mitigasi is a series of activities that intend to minimize disaster risks both carried out by mental or psychological strengthening of students (community) as well as efforts to organize their mentality and mindset (*mindsead*) so as to have an attitude of readiness and disaster response. Disaster mitigation activities include:

1. Introduction and understanding of the consequences of disasters
2. Efforts to strengthen awareness and disaster response attitudes
3. An attitude of togetherness in disaster management efforts.
4. Identifying the sources and signs of disaster
5. Understanding and managing natural resources
6. Simulate disaster management ^[14]

Some basic principles that can be used as a basis in the implementation of disaster mitigation are as described below:

1. The attitude of responsibility of all parties means that disaster mitigation should be positioned as an activity that is a priority and a shared responsibility.
2. Integration means that disaster mitigation designs should be equitable and comprehensive from the regional to the national level.
3. Multi hazard approach. Namely efforts to involve scientists and pakat so that their implementation becomes effective and efficient,
4. Based on HR development. This means that disaster mitigation must be projected as an effort to increase human resources (HR)
5. Decentralization. The process of implementing disaster mitigation is the right and responsibility of their respective regional coordinators.
6. Participatory. This means that this disaster mitigation activity must involve all parties of the community.
7. Recognition of gender. The existence of gender must also be understood as an effort to position people appropriately and wisely so that the strategies used in disaster mitigation can run well.
8. Partnership is to build cooperation (MoU) with other institutions that have a common vision and common life goals.
9. Mitigation of disasters must be constructed based on certain conditions such as situations and socioeconomic developments, politic, culture and so on. ^[15]

Departing from the explanation above, a common thread can be taken as a consensus that in the application of disaster mitigation must be carried out based on the principles of planning, implementation, control and evaluation.

In this study, the data found were then analyzed using meta-synthesis techniques. There are about 15 articles and journals that are used as research material according to the criteria because they explore topics around disaster mitigation education management in reducing the occurrence of *learning loss* in early childhood. The articles or journals are then read, understood and analyzed. The flow of filtering articles and journals as data in this study is shown in Figure 1 below.

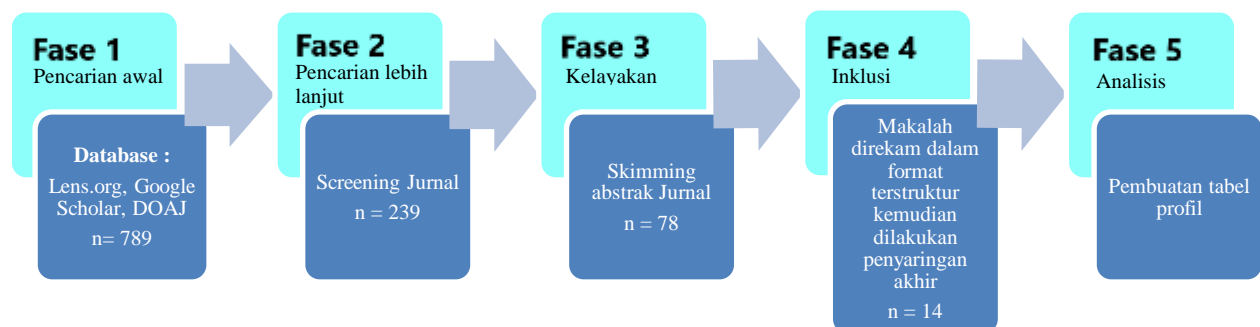


Figure 1. Examples of images or illustrations

The data collection process in this study began with searches on various data sources such as lens.org, google scholar, and DOAJ. Then followed by efforts to adjust the material and analysis and conclusions are carried out. The articles and journals are listed in the following table:

Table 1. Disaster Mitigation Education Management to address the occurrence of Learning loss in early childhood.

Disaster Relief Education Management	Principles of Disaster Relief Education Management					
	Responsibilities of All Parties	Integration	Multi Hazard Approach	Based Human resources	Decentralized ization	Participatory
Developing Disaster Mitigation Education With Local Wisdom: Exemplified In Indonesia Schools ^[15]	√	√	√	√	√	√
Implementation Of Disaster Risk Reduction Program (DRR) Through Formal Education Aldila Rahma,[16]		√		√		
Learning And Teaching Online During Covid-19: Experiences Of Student Teachers In An Early Childhood Education Practicum Jinyoung Kim. No. 17	√	√	√	√	√	√
<i>Learning loss</i> And Alternative Solutions In Pandemic Covid-19 Indarti Puji Astuti ^[18]	√			√	√	
<i>Learning loss</i> Mitigation Model On Non-Formal Education Impact Distance Education Covid 19 Era Abdul Grace No. 19		√	√			
Deschooling And <i>Learning Loss</i> In Early Childhood Education During the Covid-19 Pandemic Felisitas Ndeot, Petrus Redy Partus Jaya ^[20]	√		√		√	
Developing Disaster Mitigation Education with Local Wisdom: Exemplified in Indonesia Schools Irfiani Triastari et [21]	√		√			
<i>Learning loss</i> Due To Distance Learning During Covid-19 Pandemic In Indonesia ^[22]	√			√	√	
Disaster Mitigation Management in Students to Reduce the Risk of Earthquake Disasters Irawan, Yuli Subiakto, Bambang Kustiawan ^[2]		√	√			
Disaster Mitigation Education Management To Grow Preparedness Of First High School Students As A Disaster Risk Reduction Effort In The Lembang Fault Area Rohmat Kamil, Ricky Yoseptry, Deti Rostini ^[23]		√	√		√	

Disaster mitigation: Covid-19 outbreak management in paud : Agus Yudiawan ^[24]	√		√		√	√
Disaster Mitigation Through Disaster Safe Education School Program (SPAB) In Malang City Deri Fikri Haikal, Yana S. Hijri, Muhammad Kamil ·[25]		√	√		√	√
Student Adaptation to the Learning Process as a Form of Mitigation Efforts During the Covid-19 Pandemic Nuryanti, Anggi ^{No. 26}	√	√	√		√	
The Kindergarten's Headmaster View of the Potential for Learning Loss in Early Childhood Education during Pandemic COVID-19 Roby Naufal Arzaqi, Nur Faizah Romadona ^[27]	√	√	√			√

In the table above, it can be seen that disaster mitigation education management is carried out with various approach models that are integrated in the school education curriculum. The attitude of responsibility, decentralization and participatory are points as learning outcomes given to students, especially early childhood students. This perinsip is discussed in [1,3,4,7,11,13 and 14]. Similarly, teaching about integrity can strengthen the personality of learners in the face of disasters. This is explained in the journal [1,2,3,5,9,12,and 14]

The multi hazard approach is also applied by getting experts and scientists who are competent in disaster management issues with the aim of being able to explain the concepts and attitudes that students must have in facing disasters. This is explained in the journal [1,3,5,6,7,8,9,11 and 14]. Disaster mitigation education management is also implemented by strengthening the quality of human resources. This attitude is discussed in junal [1,2,3,4,7,and 13]. This activity is also decentralized, meaning that it is carried out by each stakeholder and person in charge according to their respective regions from the village level to the national level. This is discussed in the journal [1,4,5,7,11 and 14] Lastly, it is the participatory attitude that this mitigation education management activity is directed at fostering the perpetration of learners in their respective lives. This attitude is discussed in journals [1,3,7, 9 and 11]

The results of the research on maupun articles in several journals above show that basically schools in implementing disaster mitigation management are implemented through the stages of *planning* ,*implementation (actuating)* *organizing (organizing)* *controlling and evaluating (evaluating)*.

IV. CONCLUSION

Manajemen disaster mitigation education in order to reduce the occurrence of learning loss has been implemented properly and systematically. The planning processis constructed based on cultural principles and structuralism, namely through environmental condition analysts, coordinating with relevant agencies and formulating RTL (follow-up plans). Meanwhile, the organizationis implemented by mapping jobdiscription based on their respective potentials and competencies. Coordination actions are carried out by directing all school residents (stakeholders) to participate in the implementation process of disaster mitigation education. This coordination process is carried out in two directions, namely internal and external, the kedunya runs smoothly. Meanwhile,p engontrolan is carried out effectively and sustainably

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