

## PROCEEDING ARTICLE TEMPLATES 3<sup>RD</sup> ICTESS

### *Strengthening Literacy for Strengthening the social impacts of the Covid-19 pandemic*

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#### Abstract

*Covid-19 became one of the biggest epidemics that changed the economic, political, social and cultural structure. All countries on this earth experienced this epidemic, but the attitude was different and efforts to overcome the impact of the epidemic in Indonesia have not shown positive developments and experienced symptoms of social rejection from the community. The main problem facing this pandemic is why the condition of the socio-cultural environment of the Indonesian people responding to co-19 is difficult to control with science. Efforts to Strengthen Literacy Means of strengthening the social impact of the pandemic can begin with the optimization of social media in socializing the impact of the pandemic. Another supporting element of strengthening during this era is that the principle of example has not yet fully emerged in overcoming this disease. Covid-19 as a global pandemic is a very clear example of the impact of globalization. As a global problem, this requires a response that is also global without prejudice to social handling.*

*Keywords ; pandemic covid-19, optimization of social media*

## 1. Introduction

Learning provides adequate provisions for students to face a future with a variety of challenges. Indonesia's geographic location between two of the world's main volcanic lanes and the earthquake route requires learning with readiness to face disaster challenges. Disaster education requires comprehensive handling of all learning components so that the main objective of disaster management is achieved without neglecting the main objectives of learning. Disaster education is an obligation in the provision of education from elementary to higher education. Awareness of seeing disaster data is expected to minimize the occurrence of victims of natural disasters in overcoming the increasing number of victims.

Disaster education is education that integrates disaster material into formal education so that students can play a role in building the knowledge, skills, and attitudes needed to prepare for and overcome disasters, as well as helping students and society to return to normal life after a disaster (Kagawa & Selby , 2012) The effectiveness of this disaster education for students gives its own value if it is carried out in accordance with the area where the student lives. Case studies on earthquake management in Aceh emphasize how disaster education is implemented. Efforts to evaluate the potential for earthquake disasters in Aceh to

develop a conceptual model to increase the resilience of coastal communities and schools serve as central community locations for group meetings and activities (Suryani et al., 2015)

The characteristics of disaster areas in Indonesia have a consequence that students' knowledge of the areas where students live is needed to support disaster learning. Regional knowledge is needed in planting disaster response in an area (Peng & Wang, 2019). Regional knowledge is needed considering the territorial characteristics of a disaster between one region and another require different handling. This difference in handling affects learning activities carried out in a disaster-prone area. Areas prone to eruption hazards Indonesia's territory is full of volcanoes, providing a lot of empirical experiences about disaster events that cause victims. From this experience, local people generally have local knowledge and wisdom in predicting and mitigating natural disasters in their area. This local knowledge is obtained from experiences as a result of interacting with the environment. For example, people who live on the slopes of Mount Merapi, in Central Java, have the ability to predict the possibility of an eruption.

These characteristics of disasters provide consequences for implementing a disaster curriculum that applies to an area. The implementation of the disaster curriculum is a consequence of disasters that occur in a region (Mutasa & Munsaka, 2019). The implementation of the disaster curriculum is to strengthen the character of students in perceiving the area where they live.

## **2. Literature Review**

### **. 1. Disaster education**

The mandate of Law No. 20 of 2003 on the National Education System, education has an important role in shaping the next generation who are intelligent and reliable in the implementation of national life development. Education requires the parties involved in it to participate in achieving optimal educational outcomes. Learning as the art of presenting and cultivating the intelligence of students has a variety of determinants of success. Internal and external factors of learning are very influential on the achievement of these learning objectives. Teacher competence, learning infrastructure, teacher and student motivation to determine educational policies affect all sides.

Entering the world of children's education requires attention to this age group in solving problems that occur in the surrounding environment. The development of children with all their dynamics fosters strong perceptions and memories in the future. The challenge of disaster for children is that children are one of the most vulnerable groups at risk of being affected by disasters (PP No 21, 2008). The vulnerability of children to disasters is triggered by a limited understanding of the risks around them, which results in a lack of preparedness in facing disasters. Based on data on disaster events in several areas, many victims due to disasters are school-age children, both during school hours and outside school hours. This shows the importance of knowledge about disasters and disaster risk reduction from an early age to provide understanding and direction of steps that must be taken when a threat occurs in the vicinity to reduce disaster risk (Sunarto, 2012)

Disasters can have an impact on the weakening of the economy and government resilience. Disasters can also have an impact on the world of education. Losses to school elements such as teachers and students, teaching and

learning processes, property, and provision as a result of the disaster, put the future of millions of young people at risk. Cessation of education due to conflicts and natural disasters is the main cause of the exclusion of children and young people from the education path (Pereznieto and Harding, 2013). The deprivation of their right to education takes away their opportunity to develop themselves to get out of poverty and marginalization (Pereznieto and Harding, 2013). Therefore, natural disasters affect children and young people. The disaster caused many schools to be damaged or destroyed. The number of schools that were destroyed or damaged during the earthquake and Tsunami in Aceh (2004), the Yogyakarta earthquake (2006), the eruption of Mount Merapi (2010), and other natural disasters resulted in the interruption of teaching and learning activities. This shows that disasters cannot be avoided, but communities can prepare to reduce the dangers of disasters.

## 2. Perceptions of disaster education

Perceptions of disaster education are needed in harmonizing learning activities carried out by students (Audley & Jović, 2020). The alignment of learning with the environment where students live is related to the potential that appears in student interactions with the surrounding environment. The harmony of the environment in which students live reflects developmental differences in social, cognitive, and metacognitive awareness among students at various developmental ages in a particular school. Overall, these findings explain the congruence and tension of the socialization of pro-social values in elementary schools, value development indirectly provides learning environment for students proportionally.

A school disaster can be defined as any event that causes a turning point, often suffering, stress, or physical and / or psychological dysfunction (Reeves, Kanan et al., 2010). (Renninger et al., 2019) Disaster Preparedness School (SSB) includes the development of procedures and actions within schools to facilitate coordination and response that is swift and effective when a disaster occurs (OSDFS, 2007). SSB includes pre-establishment of command posts, evacuation areas, disaster teams and their roles, equipment and equipment preparation, simulations and preparedness practices with multi-agency partners (IFC, 2010). Indirectly, SSB is a school that has the ability to deal with disasters in its surrounding environment as measured by disaster management plans (pre-disaster, emergency disaster, and post-disaster), logistics, security in the learning environment, infrastructure, emergency system, operational procedures that have been standardized, and early warning system (KPB, 2011).

The effectiveness of disaster defense is related to school readiness in anticipating any potential forms of disaster that arise (Stough & Lee, 2018). Perception of the school. Six overarching factors were found in the thematic synthesis of findings. First, school safety practices apply whenever children are under the supervision of school personnel, making knowledge of emergency procedures in various types of school settings important. Second, the elements that put school children at risk also place school personnel at risk. Third, teachers and school administrators must be trained and knowledgeable enough to make independent decisions in emergency situations. Fourth, children must be aware of emergency procedures so that they can take independent action, bearing in mind that teachers are also at risk during disasters. Fifth, most school disasters can be prevented through the construction of safe schools. Finally, it is the responsibility of policymakers to ensure schools are safe learning environments for children. By participating in and advocating for a culture of preparedness, education

policymakers can better protect school children, as well as school personnel, in disaster situations..

### **3. Research Methods**

This article is prepared using the library research method. Library research is a type of research conducted using literature (literature), which can be in the form of reference books, reports of research results by previous researchers, or scientific articles (Blaxter, 2010). Sources of data are divided into main and additional ones from scientific articles in journals, research reports, and reference books related to hate education, character education, social studies learning, and learning in elementary schools. The data collection technique is documentation. The analysis technique in this research refers to the qualitative descriptive analysis technique.

### **4. Result and Discussion**

Learning at the elementary school level (SD) is very crucial in the development of student intelligence as well as an initial milestone in the formation of student character. The development of attitudes, abilities and basic skills needed by students to live in society is presented during the learning process. Education is deliberative in the sense that society transmits and perpetuates the idea of a good life that comes from fundamental public beliefs about the nature of the world, knowledge and values. Therefore, a reorientation of the scientific basis of education is needed which is concerned with human values, something that has so far escaped attention due to a lack of study of the cultural foundations of education. The virtue of education should not be reduced to superficial matters, as is the case now in the standardization regime, thus ignoring the lofty goal of education itself, namely civilizing education (Suratno, 2010).

Putu Eka Suarmika, Erdi Guna Utama (18-24 2017) stated that the nature of ethnopedagogy, the main element is the local wisdom of the community which is integrated into education. Local wisdom or local wisdom can be understood as a collective understanding, knowledge, and wisdom that influences a decision to resolve or overcome a life problem. Local wisdom-based disaster mitigation education can be implemented in the 2013 Curriculum by (1) identifying local wisdom in disaster mitigation, and (2) integrating it into learning. From an early age, children are approached by disasters and protect and treat the environment well, it will form children who are resilient in facing disasters and love the environment for a sustainable life. Early disaster management can be anticipated by affirming local wisdom that encourages the learning process carried out in student-teacher interactions. since early stage. This increased awareness from an early age has become the key word for the success of disaster learning (Petrović et al., 2020) The theory behind environmental effects suggests that the spatial context of people has the potential to influence individual outcomes at various scales and geographies. environmental effects need to break away from the 'tyranny' of the environment and consider alternative ways of measuring the wider social context of society, by placing individuals individually in the approach of this approach. The mechanism for publishing local wisdom in the form of a house on stilts can be a concrete example that applies in some parts of Indonesia.

Disaster preparedness prevents the recovery of community conditions due to disasters early (Di Pietro, 2018) The empirical results show that this natural disaster reduces the likelihood of students graduating on time and slightly increases the likelihood of students dropping out of school. While post-disaster measures (eg re-establishment of educational activities in temporary locations) tend to reduce the impact of these events, disruption in the learning environment and mental trauma suffered by students after the earthquake may worsen their condition. academic achievement. The role of finance education is based on providing a separate understanding of how to perceive natural disasters so as not to cause systemic impacts that are detrimental to students and school residents.

The process of discussing the Disaster begins with the identification of disasters with all the accompanying elements and the implementation of facing them in all conditions. Planting this disaster requires handling how effective discussion is for the meaningful role of all elements of life. As a country with enormous potential for disasters, Indonesia needs to implement a disaster curriculum in educational institutions so that students have knowledge and insight into disasters. This disaster education has the common goal of providing an overview and reference in the disaster preparedness learning process.

Students' pedagogical readiness should be carried out with equal proportions (Kitagawa, 2017). Disaster preparedness and 'public pedagogy' have been broadly defined and used to varying degrees. Readiness has been addressed in disciplines such as civil engineering, disaster sociology, public health and psychology, rather than education. Recently, questions about preparedness learning and teaching have been increasing in the field of education. Several preparedness education positions in the field of public pedagogy. However, conceptual discussion of how and why the two fields are linked has been limited. The main aim of this paper is to fill this gap by drawing on the public pedagogical literature that conceptualizes 'public' and 'pedagogy'. In doing so, this paper attempts to respond to calls to overcome the limitations of pedagogy.

The anticipation of disaster in students is enforced considering the potential for this huge victim to fall (Cooper, 2019). The types of disasters that can affect early childhood classrooms, which deserve more attention during teacher preparation. In short, natural phenomena such as earthquakes, earthquakes and hurricanes, as well as man-made events, such as fires and, particularly, school shootings. They are almost always unpredictable and occur in real time. Without question, they need direct, direct, and complete commitment from the teacher. The second type is a disaster that has passed, but requires a focused and specialized curriculum, when children return to school. It is important that early childhood teachers as "first responders" or "helpers" during and after disasters are discussed, along with best practices related to "meaning pedagogy" during these times.

Motivation to adopt innovative communication and e-learning practices in educational settings can be stimulated by events such as natural disasters. Educational institutions in the Pacific Rim cannot avoid the possibility of a natural disaster that could close one or more buildings on campus and affect their ability to continue with current educational practices. Overview of innovation at the University of Canterbury in New Zealand, the drive to innovate was a series of seismic events in 2010 and 2011. This paper presents findings from a study that identified resilient practices in these organizations, who are 'late adopters' of e-learning. The findings suggest that the combination of using social media and e-learning to support teaching, learning, communication, and related organizational practices fosters

resilience for students, staff, and organizations in times of crisis. The recommendations presented are relevant for all educational organizations that could be affected by a similar event (Tull, 2017)

Teacher environmental and disaster awareness is very important for disaster education. Teaching of several natural disasters due to climate in the Environmental Problems course at education faculties in Turkey is carried out using the Problem Based Learning (PBL) approach supported by Game Instructional Geocaching (IGG). Geocaching is a location-based digital game where players hide boxes and then share their coordinates online. Other players can find it with GPS. IGG is an educational game played with small groups of students designed by the teacher. This study aims to show how IGG activities are carried out outside the classroom with the PBL approach applied and the IGG results. Instrumental case study design was used with a group of 19 teacher geography candidates selected by convenience sampling method. Students' views on IGG were determined by an open questionnaire and their behavior was determined by the out-of-class observation form. Student performance is evaluated through the IGG portfolio. Document analysis for survey and portfolio data; Descriptive analysis for observations was carried out. These findings revealed that students' problem solving skills improved and they learned to use GPS technology; IGG contributes to the development of their environmental awareness and disaster awareness by increasing motivation. In addition, several strategies for game practice emerged. IGG facilitates students' PBL processes and is evaluated as a geography game by students. (Adanali & Alim, 2019)

The existence of the three goals of KDP is achieved in the learning process carried out by the teacher. In essence, even though learning is carried out in the development of hatred education, the cultivation of positive values in students in strengthening character education is still carried out based on the principles of strengthening character education that have been determined. education related to disaster resilience requires the involvement of all parties, including schools, parents, communities, and other ministries / agencies. Previously, the Ministry of Education and Culture had collaborated with the National Disaster Management Agency (BNPB) in preparing modules and providing life skills training. (Republika 2018) "Schools or teachers must also collaborate with BNPB. So actually quite a few meetings. We will see, which ones are sufficient by providing information and knowledge, and which ones need to be equipped with special skills or skills such as disaster. That (disaster education) requires special skills that are trained to students, "in the 2013 curriculum, disaster education has also been integrated with several subjects. One special theme that discusses disasters covers completely how to respond when a disaster occurs..

## **5. Conclusions and suggestions**

The results of this study are (1) Disaster-based character education provides students with the ability to face actual students in facing learning challenges (2) Disaster-based character education equips students so that they have certain knowledge and life skills so that they can become good citizens

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