

Research Article

Pedagogic Competence of PAUD Teachers in Conducting Disaster Mitigation

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Abstract.

The occurrence of disasters often brings suffering to those who are affected. Early childhood (AUD: *Anak Usia Dini*) belongs to the category of vulnerable groups to become victims. So they need the protection and assistance of caring adults before and during a disaster. PAUD (*Pendidikan Anak Usia Dini* or Early Childhood Education) teachers are adults who are close to early childhood, in addition to parents and caregivers. PAUD teachers have a great possibility to provide protection and assistance both before and after the disaster. One of the ways to do this is through disaster mitigation education. However, to provide assistance and protection, PAUD teachers need understanding and skills in disaster mitigation lessons.

Keywords: PAUD teachers, disaster mitigation, PAUD students

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1. Introduction

Indonesia is a disaster emergency state. Various natural disasters occur in various regions in Indonesia. Victims are exposed to disasters from all walks of life, whether male or female, children or adults. Not a few children become victims of disasters. This encourages all parties to care, considering that children are a group that is vulnerable to being exposed to disasters. The Government of the Republic of Indonesia is quick to strengthen the importance of disaster education by issuing disaster regulations through Permendikbud No 33 of 2019 concerning the Implementation of the Disaster Safe Education Unit Program. The regulation contains several policies related to disaster learning in schools towards the Disaster Safe Education Unit (SPAB) (1). The contents of these regulations include materials related to efforts to prevent and mitigate the impact of disasters in intra-curricular, co-curricular and extra-curricular activities; carry out learning related to materials for disaster prevention and management efforts that

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are integrated in intra-curricular activities; facilitate safe, inclusive, and child-friendly learning processes during disaster emergency situations (2).

Disasters are never picky about victims. However, it is the vulnerable groups who are most likely to become victims. Exposure to disasters causes several things, including loss of residence, loss of assets, loss of life and even trauma for those who experience it. Among all communities, there are groups who are vulnerable to being victims of disasters, including the disabled and young children. When compared with adults, children have limitations in terms of life experience, skills, problem solving ability, ability to express feelings. So when a disaster occurs and after a disaster, the role of adults nearby is very necessary. Furthermore, the protection of adults, both parents and teachers, is very necessary in order to prepare for disasters. Considering that disasters can happen anywhere, it is unpredictable. Disasters can occur when children are at home when they are with their parents or even when children are at school. When this happens, teachers and education personnel in schools are obliged to protect children. (3).

Teachers as substitutes for parents in schools have an important role in protecting children (4). Especially for early childhood teachers, the aspects of the learning services provided must be holistic and integrative, where comprehensive child care includes education and care, nutrition and health services, as well as protection in order to optimize all aspects of child development, which are not enough for education and care services. Security aspects are important, one of which is in an effort to mitigate risk considering the impact of the disaster that occurred (5). So it is important that this disaster education is carried out for early childhood teachers through education and training. PAUD teachers are trained in disaster materials which can later be practiced and taught back to children with the right approach through meaningful and fun play activities.

Organizing disaster education from an early age is an important and fundamental action as a preventive measure so that when children are exposed they will have their own readiness to deal with it. In this effort, the first interested party and need to prepare themselves are the teachers. Teachers are required to increase capacity and skills related to disaster education in order to mitigate disasters in schools (6). As an effort to implement Disaster Education in PAUD in accordance with policy directions and on target, efficient, effective and optimal, it is necessary to provide PAUD Teacher Assistance in Conducting Disaster Mitigation for PAUD Students. Teachers are the spearhead of the success of disaster mitigation education in schools in order to make schools respond to disasters.

1.1. Pedagogic Competence of PAUD Teachers in Conducting Disaster Mitigation

The teacher is a figure who has an important role in the world of education. Teachers are at the forefront of fighting for quality education. There is no successful education without the participation and involvement of teachers in it (7). Adrian, Y., & Agustina, 2019 strengthens the role of the teacher as the person who is most instrumental in shaping the personality, intellect, and skills of each individual. Teachers provide knowledge and scholarship so that each individual becomes a person who can face a bright future (8). Meanwhile, in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (9). The role of teachers in education is very important, as Mariana (10) states that teachers are one of the indicators that determine the quality of education. Whether or not the quality of education is good will be seen from the performance and competence of teachers as educators who carry out the learning process.

The existence of the teacher as a figure who has a major influence on the success of education must of course be supported by qualified competence. To become a teacher, of course, various competencies are needed which are a series of skills and abilities to carry out their duties and obligations properly and with integrity (11). Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 to challenge the national standards for early childhood education, teachers must have four competencies, namely pedagogic competence, personality competence, social competence, and professional competence (12).

The role of the teacher is very big. Even in early childhood education the teacher has an important role, apart from being an educator, the teacher is a caregiver. In learning in PAUD that implements integrated holistic education, schools provide comprehensive services that are integrated in 5 areas, namely health, nutrition, education, protection, care and welfare (13). Children have the right to be protected from conditions that are not safe for their safety. In the context of ensuring that children are protected and safe, this is then implemented in all conditions, one of which is that children are protected in the event of a disaster. The Convention on the Rights of the Child explicitly states that children who need protection include children who are in emergency situations, namely child refugees and children who are in armed conflict. In this case, children who are

TABLE 1: PAUD Teacher Competence.

Competency Type	Desired Skills
Pedagogic	Mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects.
	Mastering learning theory and educational learning principles.
	Develop a curriculum related to the area of development being taught.
	Organizing educational development activities.
	Utilizing information and communication technology for the benefit of organizing educational development activities.
	Facilitate the development of the potential of students to actualize their various potentials.
	Communicate effectively, empathically, and politely with students.
	Conducting assessments and evaluations of learning processes and outcomes.
	Utilize the results of the assessment and evaluation for the benefit of learning.
	Take reflective action to improve the quality of learning.
Personality	Act in accordance with Indonesian national religious, legal, social and cultural norms.
	Present yourself as a person who is honest, noble, and an example for students and the community.
	Present yourself as a person who is steady, stable, mature, wise, and authoritative.
	Demonstrate work ethic, high responsibility, pride in being an educator, and self-confidence.
	Uphold the code of ethics of the teaching profession.
Social	Be inclusive, act objectively, and do not discriminate because of considerations of gender, religion, race, physical condition, family background, and socioeconomic status.
	Communicate effectively, empathically, and politely with fellow educators, education staff, parents, and the community.
	Adapt to the place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity.
	Communicate with the professional community itself and other professions orally and in writing or in other forms.
	Be inclusive, act objectively, and not discriminate because of considerations of gender, religion, race, physical condition, family background, and socioeconomic status.
Professional Competence	Mastering the material, structure, concept, and scientific mindset that supports the subjects being taught.
	Mastering the competency standards and basic competencies of the subjects/fields of development being taught.
	Develop creatively taught subject matter.
	Develop professionalism in a sustainable manner by taking reflective actions.
	Utilizing information and communication technology to communicate and develop themselves.
	Mastering the material, structure, concept, and scientific mindset that supports the subjects being taught.
	Mastering competency standards and basic competencies of the subjects/fields of development being taught.

exposed as victims of disasters have the right to get protection. They have more vulnerability than adults considering their physical abilities, knowledge, and psychological stress (3).

As we understand that disasters can happen anytime and anywhere, it can be at school or at home. When children are in school, protection is provided by teachers and other people at school. In an effort to protect children in this disaster, the teacher as a substitute for parents must have the ability or competence related to disaster mitigation. One of them is pedagogical competence related to disaster mitigation. Teachers are required to understand how to develop a disaster curriculum in KTSP, effective learning communication in learning, choosing the right approach in early childhood learning, preparing the right media in learning and evaluating learning related to disaster material in schools. This series of competencies needs to be trained so that teachers understand them and can apply them (14).

The improvement of teacher pedagogic competence is carried out by taking into account the principles including (a) empowering all components of society through participation in the implementation and quality control of educational services. (b) actual and contextual, namely the formulation of competencies and indicators can follow the development of science and technology. (c) flexible, the formulation of competencies and indicators can change according to the needs and developments of the times. (d) comprehensive, every teacher is fostered and developed his profession and career to achieve professional competence and quality performance in providing educational services in order to build a generation that has knowledge, ability or competence, is able to be himself, and can live life with others. (e) being independent, every teacher is continuously empowered to be able to continuously improve their competence, so that they have professional independence in carrying out their professional duties and functions. (f) professional development and professional development and teacher careers are carried out by prioritizing professional values. (g) gradually, where professional and career development and development of teachers is carried out based on the stages of time or stages of the quality of the competencies possessed by teachers. on competency standards. (i) sustainable, professional and career development and development of teachers is carried out in line with the development of science, technology and the arts, as well as the need for refreshment of teacher competencies; and (j) effective and efficient in accordance with the desired competency targets (15). Thus the improvement of teacher competence must be comprehensively empowering, actual, gradual, flexible, professional, comprehensive, sustainable, effective and efficient.

This teacher competency improvement can be carried out in various types (16), including through (a) Inhouse training (IHT) which is carried out internally in the association. (b) Internship programs in relevant institutions/industry in order to improve teacher competence. (c) School partnerships carried out in collaboration with government or private institutions in certain skills. (d) Distance learning with training systems via the internet and the like. (e) Tiered training and specialized training. Special training (specialization) is provided based on special needs or due to new developments in certain disciplines. (f) Short courses at LPTKs or other educational institutions. (g) Internal coaching by the school. This internal coaching is carried out by school principals and teachers who have the authority to foster, through official meetings, rotation of teaching assignments, provision of additional internal tasks, discussions with colleagues and the like. And (h) further education to produce mentor teachers who can assist other teachers in professional development efforts.

From a series of professional improvement models, we can choose one or several that are indeed in accordance with the form of competency improvement that we want (17). Schools are increasingly free to make efforts to develop teacher competence through various partnerships offered either with government institutions or with other institutions such as campuses and other private sectors. Through this partnership, two programs from related institutions can be realized through synergy (18). This has also been carried out by the Al Muqoddasah Foundation located in Bandung Regency with the Bandung Islamic University (UNISBA) through a community service team through the UNISBA LPPM program.

2. Metode

Improving the pedagogic competence of PAUD teachers related to disaster mitigation competencies is carried out using an Asset based Community development (ABCD) approach. The target of this program is PAUD teachers in implementing disaster mitigation communication literacy for PAUD students. The program implementation strategy is carried out with preparation steps, program design, program implementation, reflection and evaluation. Preparations are carried out carefully through observations of partners by going directly to partners to find out the characteristics of partners as a whole. Program planning is carried out by compiling an action plan and analyzing all the necessary needs together. The process of preparing the action plan will begin with mapping the problems that have been faced by teachers in learning. Problem mapping is expected to be able to provide collective awareness of the things that need to be addressed to

achieve noble ideals and goals, namely increasing teacher pedagogic competencies such as planning, disaster disaster mitigation learning for children which is full of Islamic values (Quran verses, hadiths). and mahfudzot). Implementation of the program is carried out through learning workshops for PAUD teachers throughout Pangalengan and Cimaung sub-districts, Bandung Regency with a series of implementations (a) preparing workshop activities which include: preparing a schedule for implementing activities, preparing a place for implementation. (b) inviting teachers as participants in the workshop to improve the pedagogic competence of PAUD teachers in implementing disaster mitigation communication literacy for PAUD students. (c) carry out the workshop according to the specified schedule. (d) drafting an implementation plan for disaster mitigation learning for children that is loaded with Islamic values (Quran, hadith and mahfudzot). And (e) documenting and publishing workshop activities. Reflection and Program Evaluation to see how far the level of success is from the desired expectations and to find out how far the results have been achieved in program implementation with the aim of getting feedback as material for reflection, notes and thoughts in the context of compiling a program of stabilization and socialization to stakeholders. related parties.

3. Result and Discussion

In national education, teachers are at the forefront. Likewise in child protection, teachers become partners in ensuring that children are in a safe condition. The role of teachers in Early Childhood Education institutions is very large considering that they are the figures who also lay the foundation of education for children. Seeing the very large role for inculcating the basics of children's education, the competence of PAUD teachers is very important. In this case, in relation to disaster mitigation education for children, the role of the teacher is very important. So far, the problem of the lack of recognition related to disaster education at home is certainly a problem when children can become victims who are vulnerable to disaster risk. With the learning of disaster mitigation literacy delivered by PAUD teachers in schools, it is expected to reduce child victims exposed to disaster risk.

Based on the initial survey in the field, of the eleven institutions as participants in the development, only three institutions have ever introduced disaster material, even though the methods and media were not adequate. Eight institutions have never introduced disaster materials and do not know the materials, methods and media that can be used. This is due to several factors other than teacher knowledge related to disaster topics,

as well as the lack of socialization of regulations and guidance related to disaster topics or themes.

The introduction from a small number of institutions that have introduced disaster material is still at the level of recognizing names or types of disasters, not yet reaching the causes, consequences and methods of handling or even what children should do when a disaster occurs. Disaster mitigation learning has not yet become part of the institutional curriculum, it is not structured in the institutional curriculum (KTSP). This is certainly the reason for the importance of increasing the pedagogic competence of PAUD teachers in carrying out disaster mitigation as the first step to make schools safe and comfortable, as well as disaster prepared schools.

Referring to these problems, partnership efforts were made to develop teacher pedagogic competencies related to disaster mitigation learning in PAUD. These problems are then categorized into four main topics, including internalization of disaster mitigation materials in the school curriculum (KTSP), disaster mitigation literacy learning methods, disaster mitigation literacy learning communication for children, and disaster mitigation literacy learning media for early childhood.

The empowerment partnership strategies implemented in this PkM include: First, observing partners by going directly to partners to more clearly understand real problems comprehensively in the field. Second, jointly develop an action plan and analyze the needs of the beneficiary partners. Third, carry out coaching through a series of activities, namely training related to the internalization of disaster mitigation materials in the school curriculum (KTSP), disaster mitigation literacy learning methods, disaster mitigation literacy learning communication for children, and disaster mitigation literacy learning media for early childhood and teacher assistance in preparing lesson plans, making disaster communication media for early childhood, determining methods and making suitable and meaningful media for early childhood.

This guidance and empowerment certainly does not stop when the training is finished, but there are still further sessions related to the pedagogic competence of teachers in conducting disaster mitigation lessons for PAUD students. First, assistance for PAUD teachers in making learning planning based on disaster mitigation literacy. Second, assistance in planning, selecting and making learning media. Third, Community Service Activities (PkM) which were carried out in Pangalengan District, Bandung Regency with the target of PAUD teachers have been successfully implemented. This can be seen from the increasing understanding of teachers in teaching disaster mitigation materials for early childhood. In addition, the production of teachers' creativity products in making

learning communication media in the form of anti-disaster mascots and anti-disaster toy cards.

The success of the partnership program to increase the pedagogical competence of early childhood teachers in disaster mitigation learning is supported by a number of factors, achieved due to several supporting factors, including First, a competency needs analysis has been carried out in advance, from the targets, materials to the approach used. Second, mapping the potential of both parties, partner trainers and training participants. Third, there is intense communication throughout the program from start to finish. Fourth, through the ABCD method, the program focuses on empowerment efforts which in the end teachers are able to increase their capacity at any time to improve the quality of learning.

4. Conclusion

Based on the explanation above, it can be concluded that the development of pedagogical competence of PAUD teachers in disaster mitigation learning is important, one of which is through school partnerships carried out in collaboration with government or private institutions in certain expertise. Evidently, the partnership program for the development of PAUD teacher pedagogic competencies in disaster mitigation learning can be carried out properly according to the set targets.

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