

Conference Paper

Vocational Life Skill Education in Tourist Village As Efforts to Realize Communities' Disaster Awareness

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Abstract

This article aimed to give alternative solution from one of the problems related to disaster awareness especially in Province of Daerah Istimewa Yogyakarta (DIY). Besides, tourism as one of the dominant sectors in DIY has a significant role in people's lives. From a part of the economic aspect, the tourism sector, especially the tourism village is able to become a place in disseminating and realizing the people's awareness of disasters. In addition, this article used the method of literature study with the use of data collection techniques, observation and documentation as well as descriptive analysis methods to analyze existing data. The analyzed data were developed into an idea or thought to solve the problem faced. In this article, it discussed about the integration activities of disaster risk reduction (DDR) into tourist villages through tourism village managers as local agents. Therefore, the findings of this study included about the steps of life skills education training for village tourism managers in order to foster awareness about potential disasters around them for themselves, tourisms, or general societies.

Keywords: Disaster awareness, tourist villages, local agents, lifeskills educational

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1. Introduction

The main sector in the Special Province of Yogyakarta (DIY) whose sustainability is very vulnerable to disasters especially natural disasters is the tourism sector. DIY tourism sector which is dominated by natural tourism does not always have a positive impact on people's lives. Thus, natural tourism which offers the beauty of natural scenery with their respective characteristics will be very vulnerable to collapse and fall, when natural disasters come and ravage everything around.

In addition, not only the nature will be destroyed but also the surrounding community will not be separated from the adverse effects of the disaster. Regarding the data from the DIY Regional Disaster Management Agency in 2013, there were 12 kinds of disaster threats which could occur any time in DIY such as earthquakes, volcanic eruptions, tsunamis, whirlwinds, droughts, fires, industrial errors, epidemics, landslides,

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floods, abrasion, and high waves. Besides, those treat disasters are exacerbated by the condition of the people who are not ready to face disasters, and the disasters actually can occur anytime.

Moreover, based on Kompas daily Litbang (2011), the majority of people in disaster-prone areas includes in some areas such as Banda Aceh, Padang, Bengkulu, Palu, Yogyakarta, and Bali. Most of the people are not prepared to face natural disasters because of their lack of knowledge and low awareness of natural disasters in their area (*accessed on the compass.com*). Therefore, from the statement mentioned, it is necessary to have a disaster risk reduction program which is integrated with the DIY tourism sector in order to form a disaster-conscious community.

The tourism sector is quite dominant in the Province of DIY as Tourism Village. In regards to the data taken from the DIY Tourism Office in 2017, there were approximately 114 tourist villages scattered in the province of DIY with 35 tourist villages in Sleman Regency with the potential disaster threat coming mainly from Merapi Volcano. From the statement mentioned, being aware of its position which is very susceptible to natural disasters especially volcanic eruptions, managers of tourist villages in the area of Merapi Volcano have attempted to react wisely. The installation of evacuation signs is one of the efforts which they have taken in order to face the emergency situations when natural disasters occurs. However, the lack of knowledge and insight of managers regarding the disaster risk reduction activities and the low awareness of disasters must be taken seriously. Also, it needs to be a joint program where tourism village managers are given the facility to carry out disaster risk reduction activities with the aim of raising awareness of the potential for disasters around them.

Alternative solutions can be taken to solve the above problems through internalization of life skills education through training activities. Also, life skills education in this case will specifically lead to life skills education which is vocational or work ability. For the reason, the tourism village managers have already had a job so that they only need to be given additional skills related to their work, and they can support their own work. Life skills education itself is defined as “life skills constitute a continuum of knowledge and aptitude that are necessary for a person to function effectively and to avoid interruptions of employment experience” [1]. This research is important to ensure the final goal which is expected to enable employees in managing tourist villages through decreasing the disaster risk. Besides, the employees of tourist villages can be the actors who care about the disaster and enroll actively in socialization activities towards decreasing the disaster for people and communities from tourist villages. Thus, from the statement mentioned, they can be tormented as the communities who are aware to the disaster

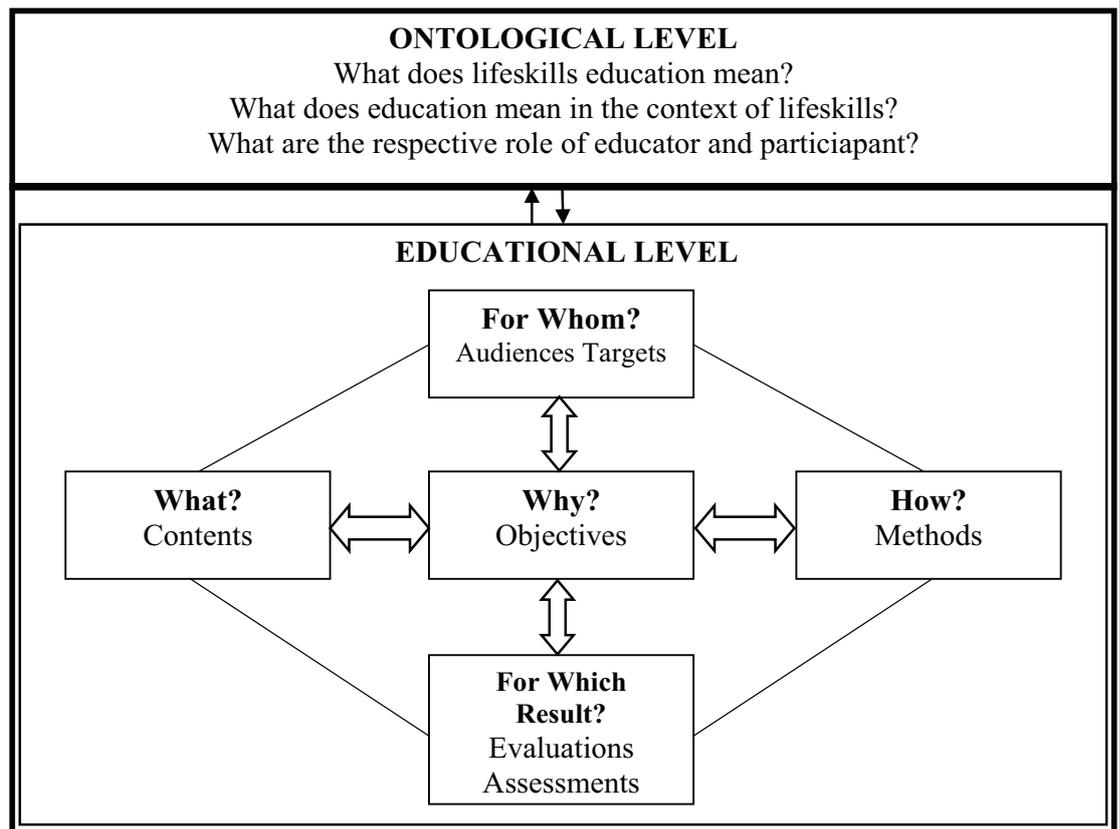
in order to maintain the continuity and existence of the tourist village and the comfort of both the managers, tourists, and the community around the tourist village.

2. Literature Review

2.1. Vocational lifeskill education in tourist village

Lifeskill education is a concept of education which aims to prepare group of people's goals so that they have the courage and willingness to face problems in their lives. Also, they can creatively find out solutions of various problems being faced. Furthermore, life skill needs to be mastered by every citizen in facing the challenges of life change which contains a variety of intense competition in fulfilling the needs of life [2]. Therefore, the existence of life skill education for tourism village managers towards training activities on disaster risk reduction activities is expected to be able to provide additional knowledge and skills for the managers. That way, they have more characteristics and more selling power than other tourist villages in tourists' point of view.

In addition, various point of views related to life skill education have been widely conveyed by experts on the wide context of life skill education which can target all fields of life. Basically, the life skills program adheres to the four pillars of learning namely: (1) learning to know (*learning to gain knowledge*), (2) learning to do (*learning to be able to do / work*), (3) learning to be (*learning to be useful people*), and (4) learning to live together (*learning to live together with others*) [3]. Regarding the internalization of life skills education in the modern learning process, life skills are related to 3 main aspects such as life and career skills (abilities related to life and work/career) which include about (a) flexibility and adaptability, (b) initiatives and self-management, (c) social and intercultural interaction, (d) productivity and accountability, (e) leadership and responsibility, learning and innovation skills (the ability to innovate and learn) including (a) critical thinking and problem solving, (b) communication and collaboration, (c) creativity and innovation, information media and media information (the ability to use technology, media, and information) consisting of (a) information literacy, (b) media literacy, (c) ICT literacy [4]. Meanwhile, for the life skills education process in this program, it will refer to the opinion of Mwasalwiba (2010) which is illustrated through the following chart [5]:



2.2. Training activities of disaster risk reduction (DDR) as a community empowerment program

The development of tourism in the village is influenced by three factors namely (1) rural areas have more authentic natural and cultural potential, (2) the physical environment tends to be original, and (3) the characteristics of its development tend to be slow [6]. Besides, the government provides opportunities for people to participate in the tourism sector through tourism villages because this sector is known as being able to deliver the community towards prosperity and improvement of quality of life. Also, community empowerment is an effort to improve the dignity of a community which has not been able to get out of poverty and underdevelopment [7]. From the statements mentioned, the things are included about the conformity between the tourist concept villages and the people’s empowerment where the development of the tourist villages encourages people’s participation in order to manage existing potency to solve the problems faced. Hence, communities’ participation is further referred as a community empowerment process which can be accessed through the development of tourist villages.

Community empowerment program is a planned process with the ultimate goal of achieving shared prosperity and improving quality of life. Empowerment as a "process"

refers to a series of actions, stages, or steps which are carried out chronologically and systematically in reflecting the changes from conditions of lacking or powerless towards empowerment [8]. Likewise, the disaster risk reduction program (DDR) is a series of efforts to reduce disaster risk through awareness processes, increasing capacity to response the disaster threats, and others aspects related to physical or non-physical efforts carried out actively and organized (in the Guiding book Community-based technic). From this concept mentioned, DDR program is a program whose characteristics empower people because it tries to work together with the community towards better and more empowering conditions than previous program implemented. Therefore, there is a concordance between the concept of rural tourism community empowerment and DDR program. Besides, the integration of DDR program through tourism villages will be a community empowerment program in seeking out to lead the community towards empowered communities. Also, the communities can have a better quality of life in this context achieved by the communities who care about disasters around their environment.

3. Material & Methodology

The article used literature study. Besides, the data from the results of literature study were utilized as reference data collection grids. In addition, data collection methods were carried out using two methods, primary and supporting data. For primary data, the data were collected by observation techniques while supporting data were collected by documentation and literature study techniques. Accordingly, the data which had been collected were analyzed using descriptive analysis method. The descriptive analysis method was done by describing the facts which were analyzed and given sufficient understanding and explanation.

4. Results and Discussion

DDR activities in tourism villages were implemented in order to realize a disaster-conscious community. For the reason, the program included about a community empowerment program which carried out together with the community or utilized local agents as pioneers of activists and guarantors of program sustainability in the community. The essence of communities' development is that the low change and respecting local capacity will be much more effectively implemented because basically, empowering is not like colonialism [9]. Furthermore, the local processes will be better understood

and accepted by community members. Using a local agent means involving community members to actively participate in helping themselves and members of the surrounding community [10]. In this context, local agents refer to tourism village managers who will become the main actors in socializing the DDR program to communities around the tourism village to be aware of disasters which lurk all the time. The main components of community education related to community empowerment are the use of resources, collaboration between institutions, involving community members, and lifelong learning experiences. In conclusion, aside of local potency, the community empowerment process must involve the "individual experience" of the community in the process of community education empowerment.

The results of the observations obtained data which the manager has carried out several DDR activities such as the installation of emergency signs, the creation of standard operational procedures (SOP) for handling disasters, and socializing the potential disasters in the region orally to tourists. However, DDR activities do not run consistently and run less effectively. This was evidenced by the results of a literature study on the results of research conducted by Swestiana (2017). From this study, it can be concluded that disaster education is carried out by tourism village managers, and in this case, Pentingsari tourism village runs less consistently due to the low volcanic activity of Merapi Volcano in recent years.

As the results of the observation and literature studies which had been conducted, the researchers draw the conclusion that tourism village managers do not have sufficient knowledge and capacity in carrying out DDR activities both for themselves, tourists, and the surrounding community. Likewise, the tourism village managers are very crucial to have sufficient and capacity ability in considering that they are responsible for the comfort and safety of their tourists. Tourism village managers as adults need a special approach so that education about DDR activities which are given seems important and applicable in their lives. Therefore, based on the data collection and the results of the data processing carried out, the researcher formulated a framework regarding the steps for implementing vocational life skills training for tourism village managers as community empowerment carried out several stages such as planning, implementation, evaluation, and follow-up. Each stage is explained in the following paragraphs.

4.1. Planning

This stage began with making preparations related to program planning such as identifying local needs and potential in the surrounding village of tourism, coordinating with

stakeholders, and technical matters such as licensing and preparation of resources needed. The next stage was program planning carried out together with the tourism village manager as the target of the activity. Program planning was based on the results of the identification of needs which have been prepared in regards to the priority of the urgent settlement in advance in the previous stage. Hence, the composition of identification needs was formulated into alternative solutions of the problem by utilizing all the potencies possessed by the target of the activity itself.

4.2. Implementation

This stage began with awareness activities through a method of dialogue between experts (resource persons) and the village tourism managers. The dialogue was built to focus on building awareness of managers about the problems existed and happened around their environment. Besides, the construction between real conditions occurred and ideal conditions should occur to build the awareness of managers. Regarding the communities' awareness, those are used to carry out the next learning stage. The implementation of life skills education used the Training of Trainers (TOT) method. Besides, the method mentioned, it was chosen to consider the target characteristics as adults who will later actively participate in disseminating disaster risk reduction activities to tourists who visit and the community around the tourism village.

The next stage is a joint reflection on kind of activities which have been implemented during the TOT process. This process is important in order to know the achievement of managers' behavior change after going through the process of life skill education by learning the TOT method. Hence, at this stage, it will also be built understanding and commitment to implement the results from the life skill education process by learning the TOT method.

4.3. Evaluation

The evaluation method used as the principle of personal evaluation (self-evaluation). This principle was deemed suitable considering the characteristics of the program which were compiled based on the aspirations and participation of the target of the activity itself. Besides, the managers as actors and targets of life skill education must have their own perceptions and values after going through the training process. To sum up, the evaluation method adopted open dialogue techniques, critical reflection, and semi-structured interviews. Additionally, the observation and questionnaire techniques would

also be carried out as part of the expert's judgment in looking at the effectiveness of life skill education in solving the problems being faced by the targets.

4.4. Follow-up

The follow-up of this activity was in the form of mentoring, strengthening, and the formation of disaster-resilient tourism village communities that could be used as role models for other tourism villages in maintaining their existence. Besides, this stage presented not only recreational activities but also safe and comfortable activities for tourists and the surrounding community especially in terms of preparedness in facing the disaster.

5. Conclusion

The suitability of objectives between tourism villages and DDR programs makes these two programs integrated to achieve their goals which are about better quality of life. Besides, life skill education for managers as local tourism village agents allows effective community education to increase public awareness of disasters around them. The steps of life skill education for tourism village managers start from planning, implementing, evaluating, and follow-up. Therefore, the researcher recommends further research on the application of the concept of life-style education. The recommendation is given to the tourism village managers in order to measure the effectiveness of using life skill education in building up the awareness of tourism village managers and the community in general towards disasters around their environment.

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