SOCIAL ANALYSIS ON ECOLITERATION IN THE 21ST CENTURY FLOOD DISASTER SAFE SCHOOL MOVEMENT IN CIREBON

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Abstract : Children are communities that are very vulnerable to floods, tornadoes and robs in Cirebon. And most of the lives of these children take place in school. For example, when in class, an earthquake occurs. Without knowledge of disaster mitigation, children and teachers must panic, not knowing what to do. How to save yourself, save children and others. This kind of panic usually increases victims, making the mitigation process slow. Therefore following the safe school guidelines for disasters, schools should conduct disaster mitigation simulations on a regular basis. Students and teachers are taught how to act when an earthquake occurs. How the evacuation process is carried out. The knowledge of mitigation must be honed continuously, as one of the efforts to reduce the risks that occur due to a disaster. The realization of this safe school is part of disaster risk reduction, especially for schools in vulnerable areas.

Keywords : literacy, safe, disaster

I. INTRODUCTION

At present, Cirebon is one area that faces extreme natural problems. Drought and flooding are hydrological conditions that must be watched out in all aspects of life including the education sector. Flooding is a natural disaster that has become an annual disaster experienced by the Cirebon people, especially near the north coast of Java, precisely the Kesunean area. Schools also experience obstacles in teaching and learning due to floods and children are closed. This condition is protracted so that it feels very disturbing teaching and learning activities in schools. In 2017, the City of Cirebon BNBP strived for a number of schools to model safe disasters.

Disaster risk reduction is also very important in schools as well because based on the 2013 BNPB data, 75% of schools in Indonesia are in medium and high earthquake-prone areas, and the number of Indonesian schools is the fourth highest in the world in disaster prone areas. When the 2004 tsunami in Aceh, more than 2,000 schools were destroyed. The Yogyakarta earthquake in 2006 destroyed 2,900 schools, and the 2009 West Sumatra earthquake damaged 241 schools. Not to mention the earthquake in Lombok and Palu.

This picture shows, how disaster vulnerability needs to be addressed to reduce adverse impacts as a negative risk of disaster. However schools as one of the public facilities and places for teaching and learning activities need to pay attention to the location and structure of buildings that need to be adjusted. But technological limitations and other factors place the risk of damage or collapse of buildings or other threats (Malley, 2017). So it is necessary to fulfill various needs to fulfill security, not only those that are structural (physical) or non-structural (cultural = awareness). The current condition is that most of the schools in Indonesia are not yet designed to be safe against earthquakes, tsunamis and volcanoes, so it is very necessary to raise awareness to take disaster risk reduction and school preparedness actions Bintarto (2006: 17).

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Early rain in 2018 with high intensity which flushed the Cirebon area as well as water shipments from upstream caused residents in 3 villages in Harjamukti and Kesambi sub-districts to be flooded. A total of 1,098 people were affected by the disaster. Transportation routes are totally paralyzed. Educational facilities and infrastructure have been damaged, which has hampered learning. This paper aims to conduct a social analysis of disaster safe schools in the City of Cirebon which will be discussed in the next section.

II. RESEARCH METHOD AND DESIGN

Research on social analysis of disaster safe schools in the city of Cirebon uses qualitative methods with a phenomenological approach. The phenomenological approach in this study as Creswell (1998) attempted to postpone all judgments about natural attitudes until found a certain basis. This delay is commonly called epoche (time period). The concept of epoche is to distinguish the data area (subject) from the interpretation of the researcher. The epoche concept is central where researchers compile and classify the initial assumptions about phenomena to understand what the respondent said.

Phenomenology approach in this study, as (Creswell, 1998) seeks to describe the meaning of a life experience for some people about a concept or phenomenon. People involved in dealing with a phenomenon explore the structure of awareness of human life experiences. Husserl (Creswell, 1998) became the benchmark for phenomenological researchers trying to find out about things that need to be (essential), invariant structures (essence) or the meaning of fundamental experiences and emphasize on the intensity of consciousness where experience consists of things that appear from the outside and things that are in their respective consciousness based on memory, image and meaning.

Data analysis in this phenomenological research (Cresswel, 1998), divided into several steps of research include; first: Researchers begin to organize all data or a comprehensive picture of the phenomenon of experience that has been collected; second Read the data as a whole and make a marginal note about the data that are considered important and then do the data coding, third, find and classify the meaning of the statements perceived by the respondent by doing horizonalizing that each statement is initially treated to have the same value.

Furthermore, statements that are not relevant to the topic and questions or statements that are repetitive or overlapping are omitted, so that only the horizons remain (textural meanings and forming elements or compilers of phenomena that do not experience irregularities (Caplow, 2007). The four statements are then collected into units meaning is then written a description of how the experience occurred, fifth, then the researcher develops an overall description of the phenomenon so that it finds the essence of the phenomenon. Then develop a textural description (regarding the phenomena that occur in the respondent) and structural description (which explains how the phenomenon occurs), the sixth researcher then provides a narrative explanation about the essence of the phenomenon under study and gets the meaning of the experience of the respondent regarding the seventh phenomenon participant. After that, a combination of the images was written.

III. DISCUSSIONS

3.1 Theoretical study

Perry (2010 : 2) calls natural disasters as "who was the right to propose such definition in reality anyone proposed to propose the definition of disaster and the proposed definition depends on the purpose or interest of the definition " EL

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Quarantelly (1985) defines disaster as: "Disaster is a crisis situation that far exceeds the capabilities". Disaster is a crisis situation that far exceeds the ability (humans to face it). Quarentally defines disaster by looking at aspects of the situation that occur and humans deal with it far beyond the abilities that it has.

Schaefer, R.T. sociologists define disaster as: "A sudden or disruptive event or set of events that overtax the community resources so that outside aid is necessary" which means an event or a sudden set or disrupt an event that exceeds the ability of a community's resources so that need help outside. Townsend CR, M Begon and JL Harper defined the disaster as:

"Major disturbances in the life of a community memory (of the population) (The greatest disturbances in the life of a community or population that occur often enough to leave their records in the memory of a community or population).

And Mc Entire in his dissertation entitled

From Sustainability Development: Justifications For a Modified Disaster Reduction Concept and Policy to get a PhD in the School of International Studies, University of Denmark in 2000. Mc Entire mentions that disaster is "may be defined as the disruptive and / or deadly and destructive outcome or result of physical or human-induced triggering agents when they interact with, and are associated with vulnerabilities from diverse but overlapping environments.

Other disaster experts such as Canon (1994) also define disasters as: An event related to natural hazard impacts, which leads to increased mortality, disease and / or injury, and destroys or interferes with livelihoods, influences people or regions so that they regard it as outside usually need outside help for recovery.

While Kreps (1995) gives an understanding of disasters, namely: Disaster is an event concentrated in space and time, where society or one of its parts experiences physical damage and social disturbances, such as all or some important functions of the community or subdivisions disrupted (Banowati, 2006).

And Carter in his book A Handbook of Disaster Management limits disasters as "A sudden or progressive natural or man-made event, which seems to be very severe that affected people must respond by taking extraordinary actions.

Quarantelli mentioned several phases in disaster management, namely: 1). Disaster phase; 2). Response phase; 3). Recovery / Rehabilitation Phase; 4). Risk Reduction / Mitigation Phase; 5. Preparedness Phase

3.2 Social Analysis The emergence of a Disaster Safe School Program

Disaster risk reduction is also very important in schools as well because based on the 2013 BNPB data, 75% of schools in Indonesia are in the moderate and high earthquake-prone areas, the number of Indonesian schools ranked fourth in the world in disaster-prone areas. When the 2004 tsunami in Aceh, more than 2,000 schools were destroyed.

The Yogyakarta earthquake in 2006 destroyed 2,900 schools, and the 2009 West Sumatra earthquake damaged 241 schools. This picture shows, how disaster vulnerability needs to be addressed to reduce adverse impacts as a negative risk of disaster. However schools as one of the public facilities and places for teaching and

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learning activities need to pay attention to the location and structure of buildings that need to be adjusted. But technological limitations and other factors place the risk of damage or collapse of buildings or other threats. So it is necessary to fulfill various needs to fulfill security, not only those that are structural (physical) or non-structural (cultural = awareness). The current condition of most schools in Indonesia has not been designed safely against earthquakes, tsunamis and volcanoes, so it is very necessary to increase awareness to take disaster risk reduction and school preparedness actions.

Cirebon is located on the north coast of Java which faces many natural challenges such as drought in the dry season and floods in the rainy season. This creates a chronic problem that must be faced by the wider community. School buildings that are in danger of flooding and hampering sanitation are characteristic of disaster-prone schools. The Government of Indonesia through the Coordinating Ministry of People's Welfare in 2010 committed to the global campaign 'One million Safe Schools and Hospitals', based on the UN International Strategy for Disaster Reduction (ISDR) program namely building resilient cities, addressing urban risk (building a resilient city, targeting urban and urban risks. The National Disaster Management Agency (BNPB) supports the efforts of the Safe School through the issuance of the BNPB Head Regulation (PERKA) No. 4 of 2012 concerning Guidelines for Implementing Schools / Madrasas Safe from disasters. This PERKA issuance is also a follow-up action from the Hyogo Framework for Action (HFA) 2005-2015.

a. Disaster Safe Madrasah Schools (general) are schools that recognize and protect children's rights by providing an atmosphere and environment that guarantees the learning process, health, safety and security of their students is guaranteed at all times
b. Safe Disaster (specifically) Madrasah Schools are schools that implement standards of facilities and infrastructure that are able to protect school residents and the surrounding environment from disaster hazards.

Schools / Madrasas Safe from disaster aims to protect life (save more life) and the safety of school citizens and to keep schools / madrasahs built in accordance with the provisions of security and safety and to continue to carry out their functions as educational facilities. School activities are carried out safely through capacity building for all school residents including school committees, parents of students and village government.

The main targets of school / madrasah safe from disaster are:

1) Providing protection and safety to school students, teachers and other teaching staff from adverse impacts and even death at school
2) Ensuring the sustainability of teaching and learning activities (KBM) in schools during a disaster
3) Protect investment in the education sector
4) Strengthen resilience to disasters through education and climate smart behavior

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Cohen (2013) argues that natural disasters tend to occur more often in poor countries managed by poor governance. The approach used is the extent of government preparedness and response to disasters. Also how is the level of distortion and manipulation of disaster relief bana.

Disasters that come in turn are indeed not the government's will. In addition, the attitude of some people who were less concerned about the environment contributed to the disaster. However, indeed some of the disasters that befall the Indonesian nation are indirect impacts from the lack of supervision and firmness of the government in terms of environmental impact analysis (EIA). For that there are three things that must be done by the government before and when a disaster occurs:

a. The spiritual aspect is to surrender and pray. The first thing we have to do when adisaster occurs is to surrender and pray for forgiveness of God for all the sins we commit.
b. Humanitarian Aspect, namely helping disaster victims. Every time there is a disaster there must be victims who experience losses. Disaster victims need help with food, clothing, medicine, etc. This is a humanitarian problem due to a disaster that must be helped immediately.
c. Technical Aspects namely Building Facilities and Infrastructure. And, no less important is the improvement of facilities and infrastructure damaged by the disaster. However, post-disaster improvements must be accompanied by serious efforts to anticipate the next disaster.

This third aspect needs to be prioritized in addition to other aspects so that a Disaster Safe School is built in the City of Cirebon.

3.3 Development of Disaster Safe Schools in Cirebon

The existence of disaster-safe schools or madrasas in Cirebon district, West Java is still small. Even though schools should pay attention to aspects of disaster preparedness. This is in accordance with the conditions of most schools in Indonesia. The 2017 National Disaster Education Conference held at the University of Muhammadiyah Magelang did not get the attention of education people in Indonesia. Moreover, World Bank data says 76% of schools in Indonesia are in earthquake-prone areas. Disaster risk index data National Disaster Management Agency (BNPB) released

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322 districts / cities from all over Indonesia with a high disaster risk index or around 65%, and 174 districts / cities at moderate risk of disaster. There are no districts / cities in Indonesia that have a low risk class against disaster threats. The data above has not made many IPS students aware, including most of the community, including children who attend schools alongside disaster risk, with this awareness at the level of educational institutions (schools) must begin to take anticipatory steps for disaster risk reduction.

3.4 Safe Schools in Cirebon City

There are 3 safe junior secondary schools in the city of Cirebon. For the people of Cirebon whose average education is graduating from junior high school, school is a place for future generations to knit ideals, then schools must be designed as safely as possible. This awareness is important to be built by education actors, because disasters sometimes come unpredictable. There are three main pillars to form safe disaster schools. The first pillar of disaster safe facilities. The data shows that many school facilities are vulnerable to disasters, schools are built without considering the safety factors for disasters. When the school is established as it is now to do repairs to the building, it certainly takes a lot of money. Therefore, what can be done is to fix small things such as a safe chair table, cupboard, door, etc. so that children are safe in school. The second pillar of school management is safe disaster. School is the longest place after home for children to spend time. When a disaster occurs and they are in school it is the responsibility of the school to do the rescue. Therefore the principal, teacher and school community must understand what must be done.

Guidelines must be prepared - guidelines or SOPs by schools to conduct socialization to conduct periodic simulation activities. Safe disaster school management can eventually become a culture and shape the character of school residents in the face of disasters. The third pillar of the curriculum. Disaster risk reduction education in schools should be included in the learning curriculum in the classroom, certainly not by bringing up new subjects, but integrated through existing subjects. In social studies subjects, the teacher must have sufficient knowledge about disaster in order to be able to link subjects taught with disaster events. Integrating disaster understanding into important subjects so that students are not burdened with new material.

3.5 Awareness Starts Among Learners

In fact, the crucial issue of the implementation of disaster education is the first awareness of education managers who are still minimal about disaster risk. Even if there are those who implement it mostly because there are projects from the government. Both perceptions of disaster are God's destiny that must be accepted sincerely and patiently. Even though God's will, efforts to prevent and reduce disaster risk are God's commands too. It is time for this awareness to be built so that all are ready to carry out disaster risk prevention and reduction.

Educational institutions need to strive to initiate their own safe school disaster programs without having to wait for instructions from the government or other institutions. Schools can independently start taking small steps to implement disaster safe schools, and many good government institutions (BNPB / BPBD) and mass

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organizations and NGOs are ready to help. It is very regrettable when a disaster occurs when children in school experience a disaster because the learning community is not prepared to anticipate when it is very possible. Seventy-five percent of schools in Indonesia are at risk-prone areas so that they are very important for improving the quality of schools or madrasas that are safe from disasters. Because, in fact 75% of schools in Indonesia are at moderate to high risk from disasters. The entire drafting process was coordinated by BNPB. The school is safe, that is, has a safe building structure and environment, as well as knowledge about adequate disaster, so that it is safe from disaster.

Data from the Ministry of Education and Culture until the end of 2011 recorded, 194,844 elementary or SDLB and SMP or SMPLB classrooms were heavily damaged. The classrooms that have been rehabilitated, up to 2011 reached 21,500 spaces. The remaining 173,344 heavily damaged classrooms will be rehabilitated in the 2012-2014 budget year. While the Ministry of Religion data shows, of 208,214 classrooms MI and MTs, 13,247 classrooms were heavily damaged and 51,036 classrooms were slightly damaged. The implementation of this guideline is associated with the 2012 education special allocation fund (DAK) which has been implemented in safe schools for more than 100 schools receiving education DAK spread in 2 provinces, namely West Java and West Sumatra. In this pilot program, schools that have been identified will receive technical assistance, in the form of training, workshops and mentoring for school committees, principals, foremen, and other stakeholders.

The technical assistance is a grant aid from the World Bank's GFDRR in collaboration with the National Secretariat of Safe Schools, Ministry of Education and Culture, BNPB, Cirebon City local government, related schools, and other institutions. Meanwhile, to accelerate implementation in the pilot school, in October 2012 an assessment of its achievements will be carried out. This effort clearly proves that Indonesia is a country that has a high commitment to implementing disaster risk reduction. In fact, Indonesia has become an example for other countries in implementing disaster risk reduction in the Asia Pacific region

Challenges in implementing school / madrasah Safe from disaster in Cirebon, namely geographical conditions that have caused many disasters, how the realization of the commitment of the Government of Indonesia as a safe school leader has been delivered in WCDRR 21O5, the government has not maximally implemented the use of education budget of 2O% to improve facilities and damaged school infrastructure, as well as the absence of a standard regarding safe schools, so that Indonesian national standards (SNI) are needed so that each actor can refer to these standards.

Policies on the implementation of disaster-safe schools / madrasahs and program synergy between the Government and partners, sharing experiences, future challenges, and commitment to the implementation of school / madrasah safe from disasters, as well as discussion of Concept Paper - Concept of School / Madrasah Safe from Disasters in Indonesia (proposal to 7th AMCDRR in New Delhi in 2016). Children as part of vulnerable groups need to be taken into account in the process of preparing a disaster risk assessment. Because disaster risk assessment is the basis for disaster risk

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reduction interventions. He hopes that in this working session the explanation of the current status of methods and indicators for disaster risk assessment will be clearer and has considered the rights and needs of children. DRR initiatives related to meeting children's needs and rights that have been carried out through this session. The importance of maps of schools in disaster-prone areas is to be used as a basis for prioritizing the rehabilitation, reconstruction and construction of new school units (USB) programs and implementing Safe School standards, especially for schools located in high risk areas. This map can protect school communities and reduce disaster risk. School maps with different levels of risk can also be used to determine facilitation priorities for the local government, the education office, BPBD so that budget planning is adjusted to the natural conditions. It can also be used as a priority for Safe School training for facilitators, consultants and schools located in disaster-prone areas. Currently Indonesia is considered to have made significant progress in managing and implementing Disaster-Safe Schools / Madrasas,

In the month of 2014 disaster risk reduction in Bengkulu. BNPB officially handed over the activation of the National Safe School Secretariat to the Ministry of Education and Culture. Since then, the Ministry of Education has carried out various activities, ranging from the establishment of the DRR Secretariat in the field of education, discussing the National Secretariat of the Safe School, facilitating the province in drafting a Safe School SOP, developing a Safe School Module that includes 3 pillars in accordance with the "Comprehensive Safe School", last preparation of the Safe School Roadmap. While BNPB in 2015 also implemented the implementation of safe schools in 10 schools in 10 districts.

IV. CONCLUSION AND SUGGESTION

Disasters in Cirebon often leave a sad story about the fate of children around the north coast of Java. They not only became direct victims of the disaster, but in many cases lost their right to education because teaching and learning activities were disturbed or could not be held for a very long time. The impact and consequences of disasters that occur, children can experience psychological stress such as feelings of fear, stress and even trauma that are not easy to just get rid of.

Children and young people are not passive victims and have an important role in preventing and responding to disasters and communicating the importance of disaster risk reduction efforts more children have resilience to disaster if they have information and skills related to disaster risk reduction and disaster response. Initiatives that involve children not only for children themselves, but also benefit families and the wider community.

An enabling environment for children's participation in DRR efforts means committing to not only exploring the root causes of children's vulnerability to disasters but also reversing the old paradigm of gender and social development of children as helpless agents. Requires strong advocacy for children to be inclusively involved in DRR policy making in schools / madrasas, villages and even to the national level.

Having a learning community that is committed to a safe and healthy culture, is aware of risks, and has a pre-disaster plan that is mature and established, during emergency response, and post-disaster recovery, always ready to respond in times of emergency and post-disaster. Having signs, lanes and evacuation maps and safe gathering points Has a fixed disaster alert

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procedure knowing the evacuation route and the safest relocation location in the city / district Able to carry out evacuation in the event of a disaster have a policy for sustainable resource mobilization in Disaster Risk Reduction**.**

Schools / madrasas should be fully committed to implementing education in accordance with national standards of education and school culture that are able to protect school residents and the surrounding environment from disaster hazards. The teacher has a full commitment to developing a learning atmosphere and learning process that encourages students to be active in disaster risk reduction efforts. Capacity building methods are adjusted by asking students' talents and abilities. Women and men students, including those with special needs are actively involved in planning school / madrasah action Parents actively participate in the preparation of school / madrasah evacuation plans and simulations.

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