

**Identifikasi Peran Anak dalam Upaya Pengurangan Risiko Bencana di Kota
Bandung**

TESIS

Diajukan sebagai bagian dari persyaratan untuk mendapatkan gelar Magister
Pendidikan



Ina Winangsih

NIM: 1803560

**PROGRAM PENDIDIKAN ANAK USIA DINI
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2021**

Identifikasi Peran Anak dalam Upaya Pengurangan Risiko Bencana di Kota Bandung

Oleh
Ina Winangsih

S.Pd UPI Bandung, 2018

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Pendidikan Anak Usia Dini

© Ina Winangsih 2021
Universitas Pendidikan Indonesia
Oktober 2021

Hak Cipta dilindungi undang-undang.
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

HALAMAN PENGESAHAN TESIS

Ina Winangsih

Identifikasi Peran Anak dalam Upaya Pengurangan Risiko Bencana di Kota
Bandung, Indonesia

Disetujui dan disahkan oleh pembimbing:

Pembimbing I



Dr. Euis Kurniati, M.Pd
NIP.197706112001122002

Pembimbing II



Hui-Hua Chen, Ph.D

**Mengetahui,
Ketua Prodi SPs PAUD**



Dr. Euis Kurniati, M.Pd
NIP.197706112001122002

HALAMAN PERNYATAAN KEASLIAN TESIS

Dengan ini saya menyatakan bahwa Tesis dengan judul “*Identifikasi Peran Anak dalam Upaya Pengurangan Risiko Bencana di Kota Bandung*” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Penulis,

Ina Winangsih
Bandung, 2021

UCAPAN TERIMAKASIH

Puji dan syukur penulis panjatkan kepada kehadiran Allah Swt, karena atas kuasa dan karunianya, telah memberikan kehidupan yang sangat berarti. Dengan segala berkah pengetahuan dan kesabaran sehingga penulis dapat menyelesaikan naskah tesis, sebagai tanda pemenuhan syarat untuk mendapatkan gelar Magister Pendidikan.

Kepada Ibu yang sudah tiada, yang telah melahirkan dan membesarkan penulis dengan penuh cinta dan kesabaran hingga hari perpisahan. Kepada bapak Agus Setia Mulyadi, Bapak yang selalu menjadi contoh atas integritas dan pendirian yang baik di lingkungan profesional maupun sosial. Kepada Prima, Nurul, dan Karina, adik kakak yang selalu bekerjasama dan saling mendukung dalam suka maupun duka. Faisal, Kelana dan Samudra, keponakan yang dengan kehadirannya membawa bahagia bagi penulis dan seluruh keluarga. Juga kepada seluruh keluarga besar yang selalu mendukung penulis.

Kepada dosen-dosen di prodi Pendidikan Anak Usia Dini, yang telah mendidik dan memberikan banyak pandangan baru pada penulis.

1. Dr. Euis Kurniati, M.Pd selaku pembimbing dan ketua prodi PAUD yang dengan sabar membimbing penulis selama kuliah hingga dapat menyelesaikan tesis.
2. Prof Chunn Ying Lin, Ph.D selaku ketua prodi *Early Childhood Education* di NDHU Taiwan yang telah memberikan banyak kesempatan pada penulis.
3. Hui-Hua Chen, Ph.D, selaku pembimbing penulis di NDHU Taiwan yang sangat hangat menerima penulis di NDHU Taiwan dan juga memberikan bimbingan pada penulis.
4. Vina Adriany, M.Ed., Ph.D selaku dosen yang banyak memberikan ilmu, pandangan, dan kesempatan pada penulis.
5. Yeni Rachmawati, M.Pd., Ph.D, selaku dosen yang mengenalkan pada kampus NDHU, Taiwan.
6. Dr Phil. Leli Kurniawati, M.Mus, selaku dosen yang hangat dan sangat menginspirasi penulis.
7. Dan kepada seluruh dosen di UPI dan NDHU yang tidak dapat disebutkan satu persatu, dengan rendah hati penulis ucapkan banyak terimakasih.

Kepada seluruh teman yang banyak memberikan inspirasi, ruang diskusi, dan tempat bercerita bagi penulis. Ridha, Naufal, Dwita, Giordan, Putu, Dhiya, Suci, dan Alexander, sebagai teman yang selalu ada memberikan motivasi pada penulis. Kepada seluruh pihak yang mengambil perannya dalam upaya pengurangan risiko bencana, penulis ucapkan terimakasih.

ABSTRAK
Ina Winangsih
1803560

Gagasan bahwa “anak adalah mahluk polos” telah membawa masyarakat untuk melihat anak sebagai kelompok yang sangat rentan terhadap ancaman bencana alam. Pemikiran ini sering membuat peran anak dalam pengurangan risiko bencana menjadi terabaikan. Anak dianggap tidak memiliki kapasitas untuk berkontribusi dalam kebencanaan. Namun, terdapat beberapa penelitian yang menunjukkan bahwa anak memiliki resiliensi dalam kebencanaan. Pemerintah Indonesia juga telah berupaya untuk melibatkan anak dalam upaya pengurangan risiko bencana di Indonesia. Hal tersebut ditunjukkan dengan adanya kurikulum pendidikan kebencanaan di lembaga PAUD. Selain itu, terdapat juga lembaga komunitas berbasis masyarakat ataupun Organisasi Non Pemerintah yang mengambil inisiatif untuk membantu pemerintah dalam mengurangi risiko bencana. Berkaitan dengan adanya upaya-upaya tersebut, penelitian ini bertujuan untuk mengidentifikasi peran anak dalam upaya pengurangan risiko bencana. Peran anak dianalisis dengan mengidentifikasi faktor-faktor yang memengaruhi konstruksi anak. Data didapatkan dengan melakukan wawancara pada lima relawan komunitas yang bergerak dalam bidang pengurangan risiko bencana di kota Bandung. Menggunakan perspektif post-developmentalisme, data menunjukkan bahwa anak dikonstruksikan sebagai kelompok rentan yang menurut aspek psikis, psikologis, dan pendidikan. Meskipun begitu, anak juga memiliki peran dan agensi mereka dalam pengurangan risiko bencana. Hal tersebut memberikan kesempatan pada anak untuk berpartisipasi dalam upaya pengurangan risiko bencana. Namun perlu juga diperhatikan faktor-faktor yang dapat menentukan keterlibatan anak dalam pengurangan risiko bencana. Pada penelitian ini, diskursus kepercayaan di masyarakat mengenai risiko bencana, latar belakang sosial ekonomi anak, dan strategi pembelajaran kebencanaan memiliki peran yang sangat signifikan untuk mewujudkan keterlibatan anak dalam upaya pengurangan risiko bencana.

Kata kunci: konstruksi anak, pengurangan risiko bencana, pendidikan berbasis komunitas

ABSTRACT

Ina Winangsih

1803560

The notion that “children are innocent” has led society to view children as a vulnerable group when the moment of a disaster strikes. This thought often makes the child’s role in disaster mitigation to be overlooked since society deems them as incapable of contributing anything significant in these matters. However, there are researchers that have shown that children are resilient during critical situations. The government's efforts to involve children in disaster risk reduction in Indonesia have also been carried out with several government regulations and disaster curricula in early childhood education units. In addition, there are also Non-Government Organizations that take the initiative to assist the government in efforts to reduce disaster risk. With these efforts, This research aimed to identify which role the children can take in disaster risk reduction. This was done by analysing each aspect or factor that affects the role of the children. By utilizing the grounded theory method, the data gained from the interviews with five participants was analysed. By using post developmentalism perspective, result shows that the children are constructed as a vulnerable group, determined from psychological, physical, and educational dimensions. However, the children also have their role and agency in disaster risk reduction efforts. It determined by increasing their awareness on disaster, taking voice and being a communicator, which led them to participate in disaster risk reduction efforts. Also, the discourse of religion and local beliefs, social economic background of the children, and the learning strategy in promoting resilience has a significant importance in affecting the children’s role in disaster risk reduction.

Keywords: children construction, disaster risk reduction, community-based education

DAFTAR ISI

UCAPAN PERNYATAAN KEASLIAN TESIS.....	i
UCAPAN TERIMAKASIH.....	ii
ABSTRAK.....	iii
ABSTRACT.....	iv
DAFTAR ISI.....	v
DAFTAR TABEL.....	vii
DAFTAR GAMBAR.....	viii
DAFTAR LAMPIRAN.....	ix
BAB I PENDAHULUAN.....	1
1.1.Latar Belakang Masalah.....	1
1.2.Rumusan Masalah Penelitian.....	4
1.3.Tujuan Penelitian.....	4
1.4.Struktur Penulisan Tesis.....	6
BAB II KAJIAN PUSTAKA.....	7
2.1. Postdevelopmentalisme.....	7
2.2. Konstruksi Anak di Masyarakat.....	9
2.3. Pengurangan Risiko Bencana di Indonesia.....	13
BAB III METODOLOGI.....	19
3.1. Desain Penelitian.....	19
3.2. Partisipan.....	19
3.3. Teknik Pengumpulan Data.....	22
3.4. Analisis Data.....	23
3.5. Isu Etik.....	26
BAB IV HASIL DAN PEMBAHASAN.....	28
4.1. Konstruksi Kerentanan Anak dalam Pengurangan Risiko Bencana.....	28
4.2. Peran Anak dalam Pengurangan Risiko Bencana.....	31
4.3. Aspek yang Memengaruhi Peran Anak dalam Pengurangan Risiko Bencana...34	
4.3.1. Diskursus Kepercayaan.....	35
4.3.2. Latar Belakang Sosial.....	37
4.3.3. Strategi Pembelajaran.....	39

BAB V PENUTUP.....	42
5.1. Kesimpulan.....	42
5.2. Keterbatasan Penelitian.....	44
5.3. Rekomendasi.....	45
DAFTAR PUSTAKA.....	46
LAMPIRAN.....	58

DAFTAR TABEL

Tabel 3.1 Demografi Partisipan Penelitian.....	12
Tabel 3.2 Open Coding untuk konstruksi kerentanan anak dalam pengurangan risiko bencana.....	24
Tabel 3.3 Open Coding untuk agensi anak dalam pengurangan risiko bencana.....	25
Tabel 3.4 Open Coding untuk aspek-aspek yang memengaruhi peran anak.....	26

DAFTAR GAMBAR

Fig 5.1 Model Teoritis pada Peran Anak dalam Upaya Pengurangan Risiko Bencana oleh Peneliti.....	44
---	----

DAFTAR LAMPIRAN

Lampiran I: Interview Consent Form.....	58
Lampiran II: Form Ketersediaan Wawancara Informed Consent.....	59

DAFTAR PUSTAKA

- Adriany, V. (2019). Being a princess: young children's negotiation of femininities in a Kindergarten classroom in Indonesia. *Gender and Education*, 31(6), 724–741. <https://doi.org/10.1080/09540253.2018.1496229>
- Adriany, V., & Newberry, J. (2021). Neuroscience and the construction of a new child in early childhood education in Indonesia: A neoliberal legacy. *Current Sociology*, (229). <https://doi.org/10.1177/0011392120985875>
- Adriany, V., & Saefullah, K. (2015). Deconstructing Human Capital Discourse in Early Childhood Education in Indonesia. *Global Perspectives on Human Capital in Early Childhood Education*, 159–179. https://doi.org/10.1057/9781137490865_9
- Ahsanuzzaman, & Islam, M. Q. (2020). Children's vulnerability to natural disasters: Evidence from natural experiments in Bangladesh. *World Development Perspectives*, 19(December 2019), 100228. <https://doi.org/10.1016/j.wdp.2020.100228>
- Allred, P., & Burman, E. (2008). Analysing Children's Accounts Using Discourse Analysis. In *Researching children's experiences* (pp. 175–198). Retrieved from <http://hdl.handle.net/2438/1504>
- Amaratunga, D., Malalgoda, C., Haigh, R., Panda, A., & Rahayu, H. (2018). Sound practices of disaster risk reduction at local level. *Procedia Engineering*, 212(2017), 1163–1170. <https://doi.org/10.1016/j.proeng.2018.01.150>
- Amini Hosseini, K., & Izadkhah, Y. O. (2020). From “Earthquake and safety” school drills to “safe school-resilient communities”: A continuous attempt for promoting community-based disaster risk management in Iran. *International Journal of Disaster Risk Reduction*, 45(January), 101512. <https://doi.org/10.1016/j.ijdrr.2020.101512>
- Amri, A., Bird, D. K., Ronan, K., Haynes, K., & Towers, B. (2017). Disaster risk reduction education in Indonesia: challenges and recommendations for scaling up. *Natural Hazards and Earth System Sciences*, 17(4), 595–612. <https://doi.org/10.5194/nhess-17-595-2017>

- Bakker, P. (2007). *An introduction to sociolinguistics. Language in Society* (Vol. 36). <https://doi.org/10.1017/s0047404507210140>
- Biddle, B. (1986). Recent developments in role theory. *Annual Review of Sociology*, 12(1), 67–92. <https://doi.org/10.1146/annurev.soc.12.1.67>
- Brigg, M. (2002). Post-development, Foucault and the colonisation metaphor. *Third World Quarterly*, 23(3), 421–436. <https://doi.org/10.1080/01436590220138367>
- Burman, E. (1994). Innocents abroad: Western fantasies of childhood and the iconography of emergencies. *Disasters*, 18(3), 238–253. <https://doi.org/10.1111/j.1467-7717.1994.tb00310.x>
- Burman, E. (2008). *Deconstructing developmental psychology* (2nd ed.). Sussex: Routledge.
- Byrnes, J. P. (2019). Piaget's cognitive-developmental theory. *The Curated Reference Collection in Neuroscience and Biobehavioral Psychology*, (April), 543–552. <https://doi.org/10.1016/B978-0-12-809324-5.23519-0>
- Carter, B. (2009). Tick box for child? The ethical positioning of children as vulnerable, researchers as barbarians and reviewers as overly cautious. *International Journal of Nursing Studies*, 46(6), 858–864. <https://doi.org/10.1016/j.ijnurstu.2009.01.003>
- Charmaz, K. (2006). *Constructing Grounded Theory*. Sage.
- Charmaz, K. (2008). Grounded theory as a emergent method. *Handbook of Emergent Methods*, (3), 155–170.
- Chen, C. Y., & Lee, W. C. (2012). Damages to school infrastructure and development to disaster prevention education strategy after Typhoon Morakot in Taiwan. *Disaster Prevention and Management: An International Journal*, 21(5), 541–555. <https://doi.org/10.1108/09653561211278680>
- Christopher, I., Liljelund, A., & Mitchell, J. (2001). Re-framing risk: The changing context of disaster mitigation and preparedness. *Disasters*, 25(3), 185–198. <https://doi.org/10.1111/1467-7717.00171>
- Cuaton, G. P., & Su, Y. (2020). Local-indigenous knowledge on disaster risk reduction: Insights from the Mamanwa indigenous peoples in Basey, Samar

- after Typhoon Haiyan in the Philippines. *International Journal of Disaster Risk Reduction*, 48(April), 101596. <https://doi.org/10.1016/j.ijdrr.2020.101596>
- Cumiskey, L., Hoang, T., Suzuki, S., Pettigrew, C., & Herrgård, M. M. (2015). Youth Participation at the Third UN World Conference on Disaster Risk Reduction. *International Journal of Disaster Risk Science*, 6(2), 150–163. <https://doi.org/10.1007/s13753-015-0054-5>
- Datar, A., Liu, J., Linnemayr, S., & Stecher, C. (2013). The impact of natural disasters on child health and investments in rural India. *Social Science and Medicine*, 76(1), 83–91. <https://doi.org/10.1016/j.socscimed.2012.10.008>
- Djalante, R., Thomalla, F., Sinapoy, M. S., & Carnegie, M. (2012). Building resilience to natural hazards in Indonesia: Progress and challenges in implementing the Hyogo Framework for Action. *Natural Hazards*, 62(3), 779–803. <https://doi.org/10.1007/s11069-012-0106-8>
- Edwards, S., Blaise, M., & Hammer, M. (2009). Beyond developmentalism? early childhood teachers' understandings of multiage grouping in early childhood education and care. *Australian Journal of Early Childhood*, 34(4), 55–63. <https://doi.org/10.1177/183693910903400408>
- Fothergill, A. (2017). Children, youth, and disaster, 1(April), 1–29. <https://doi.org/10.1093/acrefore/9780199389407.013.23>
- Freeman, C., Nairn, K., & Gollop, M. (2015). Disaster impact and recovery: what children and young people can tell us. *Kotuitui*, 10(2), 103–115. <https://doi.org/10.1080/1177083X.2015.1066400>
- Gaillard, J. C., & Texier, P. (2010). Religions, natural hazards, and disasters: An introduction. *Religion*, 40(2), 81–84. <https://doi.org/10.1016/j.religion.2009.12.001>
- Genovese, J. E. C. (2003). Piaget, pedagogy, and evolutionary psychology. *Evolutionary Psychology*, 127–137.
- Ghafory-Ashtiany, M. (2015). *View of Abrahamic Religions on Natural Disaster Risk Reduction. Hazards, Risks and, Disasters in Society*. Elsevier Inc. <https://doi.org/10.1016/B978-0-12-396451-9.00021-4>

- Gignoux, J., & Menéndez, M. (2016). Benefit in the wake of disaster: Long-run effects of earthquakes on welfare in rural Indonesia. *Journal of Development Economics*, 118, 26–44. <https://doi.org/10.1016/j.jdeveco.2015.08.004>
- Gill, J. C., & Malamud, B. D. (2016). Hazard interactions and interaction networks (cascades) within multi-hazard methodologies. *Earth System Dynamics*, 7(3), 659–679. <https://doi.org/10.5194/esd-7-659-2016>
- Gray, D. E. (2004). *Doing research in the real world*. Sage.
- Ha, K. M. (2016). Disasters can happen to anybody: The case of Korea. *Environmental Impact Assessment Review*, 57, 1–9. <https://doi.org/10.1016/j.eiar.2015.11.002>
- Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2017). *International Disaster Management. Introduction to Emergency Management*. <https://doi.org/10.1016/b978-0-12-803064-6.00008-1>
- Hall, N., & Hawrylyshyn, K. (2006). *Children and young people at the centre of disaster risk reduction*. London.
- Haring, U., Sorin, R., & Caltabiano, N. J. (2019). Reflecting on childhood and child agency in history. *Palgrave Communications*, 5(1), 1–9. <https://doi.org/10.1057/s41599-019-0259-0>
- Hart, R. (1992). *Children's participation: from Tokenism to Citizenship*. Florence: UNICEF.
- Hoffmann, A. L. (2020). Terms of inclusion: Data, discourse, violence. *New Media and Society*. <https://doi.org/10.1177/1461444820958725>
- Husni Rahiem, M. D., Krauss, S. E., & Rahim, H. (2018). The child victims of the Aceh tsunami: Stories of resilience, coping, and moving on with life. *Procedia Engineering*, 212(2017), 1303–1310. <https://doi.org/10.1016/j.proeng.2018.01.168>
- Izadkhah, Y. O., & Gibbs, L. (2015). A study of preschoolers' perceptions of earthquakes through drawing. *International Journal of Disaster Risk Reduction*, 14, 132–139. <https://doi.org/10.1016/j.ijdr.2015.06.002>
- Jackson, J. (1998). Contemporary criticisms of role theory. *Journal of Occupational Science*, 5(2), 49–55. <https://doi.org/10.1080/14427591.1998.9686433>

- James, E. (2008). Getting ahead of the next disaster: Recent preparedness efforts in Indonesia. *Development in Practice*, 18(3), 424–429. <https://doi.org/10.1080/09614520802030607>
- Karlin, B. (2012). Power through Participation: Impacts of Youth Involvement in Invisible Children. *53rd Annual International Studies Association Convention*, (April), 1–19.
- Ke, K. Y., Lin, Y. J., Tan, Y. C., Pan, T. Y., Tai, L. L., & Lee, C. A. (2020). Enhancing local disaster management network through developing resilient community in new Taipei city, Taiwan. *International Journal of Environmental Research and Public Health*, 17(15), 1–19. <https://doi.org/10.3390/ijerph17155357>
- Kemendikbud. (2015). *Pilar 3 - Pendidikan Pencegahan dan Pengurangan Risiko Bencana*. Jakarta.
- Kemendikbud. (2019). *Pedoman Pendidikan Kebencanaan Di Satuan PAUD*. Jakarta.
- Kenny, C. (2009). Why do People Die in Earthquakes?: The Costs, Benefits and Institutions of Disaster Risk Reduction in Developing Countries. *World Bank Policy Research Working Paper*, (4823).
- Kerrie Proulx, F. A. (2019). Disaster risk reduction in early childhood education: Effects on preschool quality and child outcomes. *International Journal of Educational Development*, 66(October 2017), 1–7. <https://doi.org/10.1016/j.ijedudev.2019.01.007>
- Khanlou, N., & Wray, R. (2014). A whole community approach toward child and youth resilience promotion: A review of resilience literature. *International Journal of Mental Health and Addiction*, 12(1), 64–79. <https://doi.org/10.1007/s11469-013-9470-1>
- Kousky, C. (2016). Impacts of natural disasters on children. *Future of Children*, 26(1), 73–92. <https://doi.org/10.1353/foc.2016.0004>
- Kurniasih, N. (2016). The Model of Disaster Information Dissemination Based on Volunteer Communities: A Case Study of Volunteer Communities in Bandung Regency, West Java, Indonesia. In *Proceedings of the*

- International Conference on Library and Information Science* (pp. 285–313). Taipei: IBAC Taipei Taiwan.
- Kurnio, H., Fekete, A., Naz, F., Norf, C., & Jüpner, R. (2021). Resilience learning and indigenous knowledge of earthquake risk in Indonesia. *International Journal of Disaster Risk Reduction*, 62, 102423. <https://doi.org/10.1016/j.ijdrr.2021.102423>
- Kusumawardhani, D. (2019). *The influence of background factors on children's level of learning about disaster: the case of Bandung metropolitan area*. Technische Universität Darmstadt.
- Lefa, B. (2014). The Piaget theory of cognitive development: An educational implications. *Educational Psychology*, 1(9), 1–9. Retrieved from https://www.researchgate.net/publication/252532772_Constructing_a_theory_of_learner_autonomy_Some_steps_along_the_way
- Leitmann, J. (2007). Cities and calamities: Learning from post-disaster response in Indonesia. *Journal of Urban Health*, 84(SUPPL. 1), 144–153. <https://doi.org/10.1007/s11524-007-9182-6>
- Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (2003). *Handbook of psychology*. (I. B. Weiner, Ed.) (Development). New Jersey: John Wiley & Sons, Inc. <https://doi.org/10.4324/9781315867212-22>
- Lopez, Y., Hayden, J., Cologon, K., & Hadley, F. (2012). Child participation and disaster risk reduction. *International Journal of Early Years Education*, 20(3), 300–308. <https://doi.org/10.1080/09669760.2012.716712>
- Lozon, M. M., & Bradin, S. (2018). Pediatric Disaster Preparedness. *Pediatric Clinics of North America*, 65(6), 1205–1220. <https://doi.org/10.1016/j.pcl.2018.07.015>
- Mac Naughton, G. (2005). *Doing foucault in early childhood studies: Applying post-structural ideas*. *Doing Foucault in Early Childhood Studies: Applying Post-Structural Ideas*. <https://doi.org/10.4324/9780203465332>
- Matthews, S. (2004). Post-development theory and the question of alternatives: A view from Africa. *Third World Quarterly*, 25(2), 373–384. <https://doi.org/10.1080/0143659042000174860>

- McGregor, A. (2009). New possibilities? Shifts in post-development theory and practice. *Geography Compass*, 3(5), 1688–1702. <https://doi.org/10.1111/j.1749-8198.2009.00260.x>
- Mitchell, T., Haynes, K., Hall, N., Choong, W., & Oven, K. (2008). The roles of children and youth in communicating disaster risk. *Children*, 18(1), 254–279. Retrieved from <http://www.colorado.edu/journals/cye.%0AAbstract>
- Mitchell, T., Tanner, T., & Haynes, K. (2009). *Children as agents of change for Disaster Risk Reduction: Lessons from El Salvador and the Philippines. Children in a changing climate research working paper* (Vol. 1).
- Moe, I. R., Rizaldi, A., Farid, M., Moerwanto, A. S., & Kuntoro, A. A. (2018). The use of rapid assessment for flood hazard map development in upper citarum river basin. *MATEC Web of Conferences*, 229, 0–5. <https://doi.org/10.1051/mateconf/201822904011>
- Monteil, C., Simmons, P., & Hicks, A. (2019). Post-disaster recovery and sociocultural change: Rethinking social capital development for the new social fabric. *International Journal of Disaster Risk Reduction*, 101356. <https://doi.org/10.1016/j.ijdrr.2019.101356>
- Mort, M., Catalunya, U. O. De, & Delicado, A. (2020). *Children and young people's participation in disaster risk reduction. Children and Young People's Participation in Disaster Risk Reduction*. <https://doi.org/10.47674/9781447354437>
- Muzenda-Mudavanhu, C., Manyena, B., & Collins, A. E. (2016). Disaster risk reduction knowledge among children in Muzarabani District, Zimbabwe. *Natural Hazards*, 84(2), 911–931. <https://doi.org/10.1007/s11069-016-2465-z>
- NAEYC. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Retrieved August 13, 2021, from <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf>
- Nasser, A., Sagr, A., Abdullah, N., & Sagr, A. (2020). The effect of electronics on the growth and development of young children: A Narrative Review. *Journal of Health Informatics in Developing Countries*, 14(1), 1–13.

- Nuryanti, L., Sullivan, G. B., Branney, P., & Wang, S. (2017). Resilience as boundary object in disaster policy, research and interventions: Border thinking from Indonesian “Supermarket of disaster.” *Resistance and Renewal in Theoretical Psychology*, (January 2018), 163–172.
- Oktari, R. S., Shiwaku, K., Munadi, K., Syamsidik, & Shaw, R. (2018). Enhancing community resilience towards disaster: The contributing factors of school-community collaborative network in the tsunami affected area in Aceh. *International Journal of Disaster Risk Reduction*, 29, 3–12. <https://doi.org/10.1016/j.ijdrr.2017.07.009>
- Pambudi, N. A. (2018). Geothermal power generation in Indonesia, a country within the ring of fire: Current status, future development and policy. *Renewable and Sustainable Energy Reviews*, 81(March), 2893–2901. <https://doi.org/10.1016/j.rser.2017.06.096>
- Peek, L. (2008). Children and disasters: Understanding vulnerability, developing capacities, and promoting resilience - An introduction. *Children, Youth and Environments*, 18(1), 1–29.
- Peek, L., & Stough, L. M. (2010). Children with disabilities in the context of disaster: a social vulnerability perspective. *Child Development*, 81(4), 1260–1270. <https://doi.org/10.1111/j.1467-8624.2010.01466.x>
- Penrose, A., & Takaki, M. (2006). Children’s rights in emergencies and disasters. *Lancet*, 367(9511), 698–699. [https://doi.org/10.1016/S0140-6736\(06\)68272-X](https://doi.org/10.1016/S0140-6736(06)68272-X)
- Peters, K. (2018). *Accelerating Sendai Framework implementation in Asia*. Retrieved from <https://www.odi.org/publications/11153-accelerating-sendai-framework-implementation-asia-disaster-risk-reduction-contexts-violence-conflict>
- Pillai, R R & Sekar, K. (2013). Impact of tsunami disaster among children. *Dysphrenia*, 4(1), 21–24. Retrieved from https://www.researchgate.net/profile/Renjith_Pillai2/publication/234056161_Impact_of_tsunami_disaster_among_children/links/57de3bdd08aeea195938cf05.pdf

- Preparing for disasters in Indonesia. (n.d.). Retrieved August 12, 2021, from <https://www.dfat.gov.au/development/who-we-work-with/ngos/ancp/news/preparing-disasters-indonesia>
- Rahman, A., Sakurai, A., & Munadi, K. (2018). The analysis of the development of the Smong story on the 1907 and 2004 Indian Ocean tsunamis in strengthening the Simeulue island community's resilience. *International Journal of Disaster Risk Reduction*, 29, 13–23. <https://doi.org/10.1016/j.ijdrr.2017.07.015>
- Riama, N. F., Sari, R. F., Rahmayanti, H., Sulistya, W., & Nurrahmat, M. H. (2021). The level of public acceptance to the development of a coastal flooding early warning system in Jakarta. *Sustainability (Switzerland)*, 13(2), 1–24. <https://doi.org/10.3390/su13020566>
- Ritchie, H., & Roser, M. (2019). Natural disasters. Retrieved June 3, 2021, from <https://ourworldindata.org/natural-disasters>
- Ronoh, S., Gaillard, J. C., & Marlowe, J. (2015). Children with Disabilities and Disaster Risk Reduction: A Review. *International Journal of Disaster Risk Science*, 6(1), 38–48. <https://doi.org/10.1007/s13753-015-0042-9>
- Roulston, K. (2014). Analysing Interviews. *The SAGE Handbook of Qualitative Data Analysis*, 297–312. <https://doi.org/10.4135/9781446282243.n20>
- Rowland, J., Arenas, M., Cordani, F., Grisi, A., Nikolarazi, M., Papazafiri, M., ... Bingley, A. (2020). Participatory tools for disaster risk management with children and young people. *Children and Young People's Participation in Disaster Risk Reduction*, 117–150. Retrieved from <http://www.jstor.org/stable/j.ctv1b9f5c1.12>
- Sampurno, P. J., Sari, Y. A., & Wijaya, A. D. (2015). Disaster (STEM-D) Education for Building Students' Disaster Literacy Climate Change and STEM Education in Indonesia View project Using Technology to develop teaching material based on local potential in learning physics View project Pandu Joy and Disaster. <https://doi.org/10.13140/RG.2.1.2384.9443>
- Seddighi, H., Salmani, I., Javadi, M. H., & Seddighi, S. (2019). Child Abuse in Natural Disasters and Conflicts: A Systematic Review. *Trauma, Violence, and Abuse*. <https://doi.org/10.1177/1524838019835973>

- Seddiky, M. A., Giggins, H., & Gajendran, T. (2020). International principles of disaster risk reduction informing NGOs strategies for community based DRR mainstreaming: The Bangladesh context. *International Journal of Disaster Risk Reduction*, 48(April 2019), 101580. <https://doi.org/10.1016/j.ijdrr.2020.101580>
- Sengara, I. W., Munaf, Y., & Susila, I. (2001). Seismic Risk and Site Response Analysis for City of Bandung-Indonesia. *International Conferences on Recent Advances in Geotechnical Earthquake Engineering and Soil Dynamics*, 1–6.
- Seyle, D. C., Widyatmoko, C. S., & Silver, R. C. (2013). Coping with natural disasters in Yogyakarta, Indonesia: A study of elementary school teachers. *School Psychology International*, 34(4), 387–404. <https://doi.org/10.1177/0143034312446889>
- Shah, A. A., Gong, Z., Ali, M., Sun, R., Naqvi, S. A. A., & Arif, M. (2020). Looking through the Lens of schools: Children perception, knowledge, and preparedness of flood disaster risk management in Pakistan. *International Journal of Disaster Risk Reduction*, 50(October), 101907. <https://doi.org/10.1016/j.ijdrr.2020.101907>
- Sherry, J., & Curtis, A. (2017). At the intersection of disaster risk and religion: interpretations and responses to the threat of Tsho Rolpa glacial lake. *Environmental Hazards*, 16(4), 314–329. <https://doi.org/10.1080/17477891.2017.1298983>
- Shoji, M., Takafuji, Y., & Harada, T. (2020). Behavioral impact of disaster education: Evidence from a dance-based program in Indonesia. *International Journal of Disaster Risk Reduction*, 45(January), 101489. <https://doi.org/10.1016/j.ijdrr.2020.101489>
- Siagian, T. H., Purhadi, P., Suhartono, S., & Ritonga, H. (2014). Social vulnerability to natural hazards in Indonesia: Driving factors and policy implications. *Natural Hazards*, 70(2), 1603–1617. <https://doi.org/10.1007/s11069-013-0888-3>

- Solehuddin, M., & Adriany, V. (2017). Kindergarten teachers' understanding on social justice: stories from Indonesia. *SAGE Open*, 7(4). <https://doi.org/10.1177/2158244017739340>
- Sorbing, E. (2009). The child as an active agent in conflict situations. *Early Years*, 1, 38–45. <https://doi.org/10.1080/0957514840040207>
- Stoklosa, H., Burns, C. J., Karan, A., Lyman, M., Morley, N., Tadee, R., & Goodwin, E. (2021). Mitigating trafficking of migrants and children through disaster risk reduction: Insights from the Thailand flood. *International Journal of Disaster Risk Reduction*, 60, 102268. <https://doi.org/10.1016/j.ijdrr.2021.102268>
- Taylor, D. (2014). *Michel Foucault Key Concepts*. New York: Routledge.
- Thornberg, R., & Charmaz, K. (2014). Grounded Theory and Theoretical Coding. *The SAGE Handbook of Qualitative Data Analysis*, 153–169. <https://doi.org/10.4135/9781446282243.n11>
- Tuswadi, & Hayashi, T. (2014). Disaster Prevention Education in Merapi Volcano Area Primary Schools: Focusing on Students' Perception and Teachers' Performance. *Procedia Environmental Sciences*, 20, 668–677. <https://doi.org/10.1016/j.proenv.2014.03.080>
- Uddin, B., Iskandar, R., & Bagus, I. (2017). Heavy Early Warning System in Merapi Mount based on Android. *International Journal of Computer Applications*, 179(5), 22–26. <https://doi.org/10.5120/ijca2017915941>
- UNISDR. (2005). *Hyogo framework for action 2005-2015: building the resilience of nations and communities disasters*. Japan.
- UNISDR. (2007). Towards a culture of prevention: Disaster risk reduction begins at school. Retrieved from http://www.unisdr.org/files/761_education-good-practices.pdf
- UNISDR. (2009). Terminologi pengurangan risiko bencana. Bangkok: Asian Disaster Reduction and Response Network. <https://doi.org/10.1080/15475440701360168>
- UNISDR. (2015). *Sendai Framework for Disaster Risk Reduction 2015-2030*. United Nations.

- Walkerdine, V. (1993). Beyond developmentalism? *Theory & Psychology*, 3(4), 451–469.
- WHO. (2002). Environmental health in emergencies: Vulnerable groups. Retrieved from https://www.who.int/environmental_health_emergencies/vulnerable_groups/en/
- Yani, A., Widaningsih, L., & Rosita. (2016). Local Wisdom of Traditional House in Earthquake Risk Mitigation. *International Conference on Innovation in Engineering and Vocational Education (ICIEVE 2015) Local*, (Icieve 2015), 17–21.
- Zaidi, R. Z., & Fordham, M. (2021). The missing half of the Sendai framework: Gender and women in the implementation of global disaster risk reduction policy. *Progress in Disaster Science*, 10, 100170. <https://doi.org/10.1016/j.pdisas.2021.100170>