The Relationship Between Teacher Behavior and Preparedness in Facing Pre-Flood Disasters at SMP Negeri Kecamatan West Limboto

Arifin Umar 1, Pipin Yunus 2, Fillah Hardiyanto 3
Program Studi Ilmu Keperawatan,
Universitas Muhammadiyah Gorontalo, Indonesia

ABSTRACT
The Relationship between Teacher Behavior and Preparedness in Facing Pre-Flood Disaster in SMP Negeri West Limboto District. Guided by PIPIN YUNUS as Chairman and as Member of HASLINDA DAMANSYAH. Preparedness is a critical phase in the disaster management series because this phase will determine independence, the success of emergency response, the level of suffering of victims, and the safety of victims' lives during disasters. The purpose of the study was to determine the relationship between teacher behavior and preparedness in facing pre-flood disasters in SMP Negeri West Limboto District. Quantitative research design using correlational design with cross-sectional approach. Sampling using purposive sampling techniques with the number of respondents as many as 30 respondents. Data collection techniques use questionnaire sheets and data obtained from schools. The results of this study found good teacher behavior with preparedness in facing the pre-flood disaster category very ready as many as 14 respondents, good teacher behavior with preparedness in facing the pre-flood disaster ready category as many as 6 respondents, teacher behavior enough with preparedness in facing the pre-flood disaster very ready category as many as 1 respondents and teacher behavior enough with preparedness in facing the pre-flood disaster ready category as many as 9 respondents. The results of the statistical test using Chi-Square obtained a value p=0,002 of > indigo, then Ha was accepted and Ho was rejected, meaning that there is a relationship between teacher behavior and preparedness in facing pre-flood disasters in West Limboto District Public Junior High School. a=0,05

Keywords: Behavior, Flood Disaster, Preparedness, Teachers

This is an open access article under the CC BY-SA license.

INTRODUCTION
Indonesia is an area that often has the potential for disaster. A disaster is an event or series of events that threaten and disrupt people's lives and livelihoods. Disasters are phenomena that cannot be avoided by humans. The phenomenon can occur at any time suddenly through a process that takes place slowly anywhere and anytime (Agnesia, 2022). The phenomenon of disasters that often occur is flooding.

Flood disasters in the last 10 years (1998-2017) WHO accumulated the percentage of floods was 80-90%. The population affected by this flood disaster amounts to more than 2 million people worldwide. The
frequency and intensity of floods are increasing, and the frequency and intensity of extreme rainfall are expected to continue to increase due to climate change (WHO, 2017). Even that makes the whole country experience flood disasters, as happened to the country of Indonesia (Mantu, 2020).

Gorontalo Province itself often experiences floods. According to BNPB data, there were 77 flood disasters in the 2020-2022 period. In the incident there were 25,817 people displaced, 102,879 people suffered, 3 people were injured, 5 people died and 1 person was reported missing. From the incident, 1,875 houses were submerged, 18 educational facilities were damaged and 4 health facilities were also damaged. This flood disaster is spread throughout the district or city area in Gorontalo province. Of all areas affected by floods, Gorontalo Regency is an area that often experiences floods, especially in West Limboto District, Tibawa District, and Limboto District. (Disaster Management Agency (BNPB), 2020)

Flood disaster preparedness requires teacher resources who know such disaster knowledge, disaster management, and disaster emergency response, to be better prepared and prepared to face and control problems due to flood disasters. This knowledge will improve the teacher’s ability to analyze to produce a better attitude. So it can be said that attitudes and knowledge have a relationship to flood disaster preparedness (Ranggauni et al., 2020). Positive attitudes and efforts to increase officer knowledge are important factors in the success of disaster preparedness (Parhusip et al., 2022).

From the initial data collection conducted by researchers, there are four schools, namely SMP Negeri 1, 2, 3, and 4 West Limboto. The results of interviews conducted with 5 teachers obtained information that the flood that occurred in the school was caused by overflowing rivers and floods sent from Daenaa village. Teachers said the measures taken to anticipate the flooding were only to clean drainage and build wall fences but heavy rainfall still caused flooding to occur in schools, teachers could only secure all school facilities to high ground. Researchers also obtained information that teachers collaborated with residents and the government in dealing with flooding disasters in schools in the form of fundraising and work on damaged facilities.

METHOD
The research conducted is a quantitative method research using a correlational research design. In this study, the population was teachers in SMP Negeri Kec. Limboto Barat which amounted to 46 people, Sampling in this study used purposive sampling techniques. The sample in this study was 30 teachers of SMP Negeri 1 Limboto Barat and SMP Negeri 2 Limboto Barat.

The type of instrument in this study is a questionnaire sheet covering behavior and preparedness.

YIELD AND WETTING
Result
1. Characteristics of respondents based on age, education, and gender

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Frequency</th>
<th>Presented</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-35 Years</td>
<td>9</td>
<td>30,0%</td>
</tr>
<tr>
<td>36-45 Years</td>
<td>8</td>
<td>26,7%</td>
</tr>
<tr>
<td>46-55 Years</td>
<td>10</td>
<td>33,3%</td>
</tr>
<tr>
<td>56-65 Years</td>
<td>3</td>
<td>10,0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Education:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3</td>
<td>2</td>
<td>6,7%</td>
</tr>
<tr>
<td>S1</td>
<td>26</td>
<td>86,7%</td>
</tr>
<tr>
<td>S2</td>
<td>2</td>
<td>6,7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Gender:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td>6</td>
<td>20,0%</td>
</tr>
<tr>
<td>Woman</td>
<td>24</td>
<td>80,0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Data Primer 2023
2. Univariate analysis of behavior

<table>
<thead>
<tr>
<th>Teacher Behavior</th>
<th>Frequency</th>
<th>Presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Manners</td>
<td>20</td>
<td>66.7%</td>
</tr>
<tr>
<td>Enough Behavior</td>
<td>10</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Data Primer 2023

Based on the table above, the results obtained that good teacher behavior was 20 respondents (66.7%) and teacher behavior was sufficient as many as 10 respondents (33.3%) from 30 respondents.

3. Analysis of sleep variables for summer apsiga

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>Frequency</th>
<th>Presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Prepared</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>Ready</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Data Primer 2023

Based on Table 4.3, the results obtained from the teacher preparedness in facing the pre-flood disaster in SMP Negeri Kecamatan Limboto Barat category were very ready as many as 15 respondents (50.0%) and teacher preparedness in facing the pre-flood disaster in SMP Negeri Kecamatan Limboto Barat category was ready as many as 15 respondents (50.0%) from 30 respondents.

4. The Relationship between Teacher Behavior and Preparedness in Facing Pre-Flood Disasters at SMP NEGERI KEC. LIMBOTO BARAT

<table>
<thead>
<tr>
<th>Teacher Behavior</th>
<th>Preparedness in Facing Pre-Flood Disaster</th>
<th>Total</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly Prepared</td>
<td>Ready</td>
<td>n</td>
</tr>
<tr>
<td>Good</td>
<td>14</td>
<td>46.7%</td>
<td>6</td>
</tr>
<tr>
<td>Enough</td>
<td>1</td>
<td>3.3%</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>50%</td>
<td>15</td>
</tr>
</tbody>
</table>

Source: Data Primer 2023

Based on Table 4.4 above, shows that of the 20 teachers who have good behavior with preparedness in facing the pre-flood disaster category are very ready, as many as 14 teachers (46.7%) and teachers who have good behavior with preparedness in facing the pre-flood disaster category are ready as many as 6 teachers (20%). Meanwhile, of 10 respondents, who had sufficient behavior with preparedness to face pre-flood disasters in the very prepared category as many as 1 teacher (3.3%) and teachers who had sufficient behavior with preparedness in facing pre-flood disasters in the ready category as many as 9 teachers (30%).

The results of the statistical test were obtained indigo p = 0.002 with a<0,05, it can be concluded that there is a relationship between teacher behavior and preparedness in facing pre-flood disasters in West Limboto District Junior High School.

DISCUSSION

1. Characteristics of respondents

Based on data from research that has been conducted on 30 respondents, the frequency based on the age of most respondents in this study is 46-55 years, namely as many as 10 teachers (33.3%), the results of data obtained from 30 respondents who have filled out questionnaires obtained frequency based on the education of the most respondents in this study are Bachelor (S1) as many as 26 teachers (86.7%), and data from research that has been carried out from 30 respondents obtained The frequency based on gender of the most respondents in this study was women 24 teachers (80.0%). Gender is one of the factors that affect work productivity and determines a person's level of participation and productivity.

In line with research conducted by Tiansi Hidayati (2021) on "The Relationship of Disaster Management Knowledge with Community Prevention Attitudes in Facing Landslides in Lomaya Village, North Bulango District", it is explained that age and experience are very important factors for every human being, the older we get, the more human comprehension and thinking patterns will develop.
In line with previous research by Putra Agina Widyaswara Suwaryo, Podo Yuwono (2017) on "Factors Affecting the Level of Public Knowledge about Landslide Natural Disaster Mitigation" explained that education is an increasingly important factor in daily life. Education level will affect a person's perception of cognition.

Similarly (Nastiti et al., 2021), "Factors Related to Community Preparedness in Facing Flood Disaster in Kebon Pala Village, East Jakarta," said that respondents with female gender are more aware of flood risk than male respondents. Some women take disaster events or threats more seriously and riskily than men, and they are generally more involved in mitigation and preparedness activities than men, especially in activities centered within the home.

2. Analisa Univariat

The results of research that has been conducted on 30 respondents found that respondents with good teacher behavior as many as 20 respondents (66.7%) and sufficient teacher behavior as many as 10 respondents (33.3%). The results of the research that have been conducted were obtained on 30 respondents that respondents in the very ready category preparedness as many as 15 teachers (50%) and ready category preparedness as many as 15 teachers (50%).

Behavior is an action or reaction of organisms to their environment. This means that a new behavior manifests when something is needed to elicit a response called a stimulus. Thus a stimulus will certainly cause certain behaviors as well. Good behavior plays an important role in preventing or minimizing floods that come because behavior is based on three domains, namely, knowledge, attitudes, and actions (Irwan, 2020).

Preparedness can also be said to be an effort to anticipate all possible disasters, especially to reduce the resulting impact. This activity is proactive-preventive, where the process is carried out before a disaster occurs. According to LIPI – UNESCO / ISDR (2006) preparedness in school communities has five parameters, namely knowledge, policies or guidelines, emergency response plans, early warning systems, and resource mobilization. (National Disaster Management Agency, 2019)

3. The Relationship between Teacher Behavior and Preparedness in Facing Pre-Disaster at SMP NEGERI KEC. LIMBOTO BARAT

Based on data from research conducted on 30 respondents, it was found that good teacher behavior with preparedness in facing pre-flood disaster categories was very ready as many as 14 teachers (46.7%), indicating that good behavior can affect preparedness to face pre-flood disasters. Unlike the case with teacher behavior, it is enough with preparedness in facing pre-flood disasters, the category is very ready, which is as many as 1 teacher (3.3%).

In the behavior of good teachers with preparedness in facing pre-flood disasters, the category of ready as many as 6 teachers (20.0%) is because there is no flood preparedness training to hone knowledge and skills to deal with flood disasters that will occur. Teacher behavior is sufficient with preparedness to face pre-flood disasters in the ready category of as many as 9 teachers (30.0%).

Based on previous research conducted " (Krisman Harefa et al., 2021) The Influence of Health Worker Behavior on Disaster Preparedness in North Nias Regency in 2021", the results of this study show the influence of respondents' knowledge on disaster preparedness, it was obtained from 63 people (44.4%) sufficient practices were obtained as many as 32 people (50.8%) with the readiness of 40 ready health workers (63.5%). While the practice was lacking as many as 13 people (20.6%) with readiness of health workers who were not ready as many as 23 people (36.5%). While good practice as many as 18 people (28.6%) with the readiness of health workers ready as many as 40 people (63.5%). The results of the chi-square statistical test analysis obtained a p-value = 0.002.

According to researchers, good behavior will have an impact on preparedness, to improve teacher preparedness, disaster mitigation training is needed to hone knowledge and skills to deal with floods that will occur, and must also pay attention to school-level preparedness parameters so that preparedness can be maximized.

The results of the analysis obtained by the researcher, Knowledge of flood disasters are known such as knowing the causes and understanding of flood disasters, but the actions taken are only in the form of planting trees without caring and guarding so that the trees planted become dead and do not grow as water catchment and preventive or mitigation measures carried out are only in the form of erecting wall fences to prevent water from entering the school without taking precautions or stronger mitigation due to lack of preparedness socialization and training and The absence of preparedness socialization or training which makes teachers less likely to take preparedness actions.

In this study, researchers found that the people in Tenilo Village already understand better and understand what to do when a traffic accident occurs. So it can be ascertained that this study has a relationship between knowledge and public behavior in first-aid traffic accidents.
SIMPLIFICATION AND ADVICE

From the results of the indigo statistical test, \( p=0.002 \) with values, it can be concluded that there is a relationship between teacher behavior and preparedness in facing pre-flood disasters in West Limboto District Public Junior High School, \( a=0.05 \).

REFERENCES

cover


