



Research Article

An Analysis of Emergency Drills in Enhancing Self-Readiness and Emergency Preparedness Behavior Among Employees at Taman Dolan Tourist Site

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ABSTRACT

Natural tourism areas are highly vulnerable to disasters, making employees a crucial factor in ensuring visitor safety. One important mitigation strategy is the implementation of emergency drills, also known as emergency response exercises. However, the effectiveness of training in improving employee preparedness remains uncertain. This study aimed to analyze the effect of emergency drills on self-readiness and emergency preparedness behavior among employees at Taman Dolan Nature Tourism, Batu City. A quantitative approach was used with a pretest-posttest design and Wilcoxon test analysis involving 14 respondents. The intervention consisted of theoretical education and practical simulations on Basic Life Support (CPR) and open wound management. The results showed an increase in the mean self-readiness knowledge score, but it was not statistically significant ($p = 0.391$). In contrast, emergency preparedness behavior showed a significant increase ($p = 0.018$), indicating that practical training was more effective in shaping behavioral responses than theoretical material alone. The insignificant change in knowledge may have been influenced by participants' already high baseline knowledge, the short duration of training, and the limited sample size. This study concludes that emergency drills play an important role in shaping behavioral preparedness. For more optimal outcomes, training should be conducted continuously, tailored to the local context, and accompanied by long-term evaluation.

Keywords: Emergency Drills, Emergency Preparedness, Self Readiness, Taman Dolan

INTRODUCTION

Indonesia is one of the countries with the highest disaster risk levels in the world. Geographically, Indonesia is located at the convergence of three major tectonic plates and has a humid tropical climate. These conditions contribute to the frequent occurrence of earthquakes, volcanic eruptions, floods, and landslides. Data from the National Disaster Management Agency



(BNPB) reported that in 2023 there were approximately 5,400 disaster events across the country, the majority of which were floods, landslides, and tornadoes. This situation presents serious challenges to public safety, the environment, and economic activities.

The tourism sector, particularly nature-based tourism, is highly vulnerable to the impacts of such disasters. Many natural tourist destinations are located in high-risk areas, such as mountains, beaches, and forests, where the absence of prevention and preparedness measures may lead to severe injuries and damages. Taman Dolan in Batu City is one such nature-based tourism destination, situated in a highland area. Considering its geographical location and the nature of visitor and staff activities, there are potential disaster risks that require intervention to reduce the likelihood of accidents.

An important aspect in addressing these risks is the readiness of tourism workers and staff. Their preparedness to respond effectively in the event of an incident or disaster involves knowledge, practical skills, and an emergency response attitude. Emergency drill that train skills such as cardiopulmonary resuscitation (CPR), open wound management, evacuation, and emergency safety procedures are considered effective methods to build the preparedness of tourism workers and staff.

Although several studies have addressed first aid training, their findings highlight certain limitations. Setiawan et al. (2023) found that tourism workers at Pacet Water Park possessed basic knowledge of first aid in drowning emergencies, but further training was still needed. Cahayawati et al. (2021) reported improvements in the understanding of Bali tour guides regarding the management of minor wounds and unconscious victims following educational interventions, although they did not directly assess the effectiveness of practical drills. Meanwhile, Ketut et al. (2023) emphasized the importance of first aid socialization in the Lovina Beach tourism area, yet their focus was mainly on the general public. These findings indicate that previous studies have focused more on increasing knowledge and attitudes, whereas empirical evaluations of emergency drill emphasizing practical skills particularly among nature-based tourism workers remain scarce. This gap is reinforced by our observation that no emergency drill have ever been conducted for staff at Taman Dolan. This becomes the research gap that the present study seeks to address.

The theoretical foundation of this study is guided by the *Sendai Framework for Disaster Risk Reduction 2015–2030*, particularly Priority 4, which highlights the importance of enhancing disaster preparedness for effective response and recovery. In addition, it refers to the *Health Emergency and Disaster Risk Management (Health EDRM) Framework* by WHO, which emphasizes preparedness, prevention, community engagement, and effective response capacity. These frameworks help define the indicators of self-readiness, which include physical readiness, mental readiness, knowledge, and practical skills. Based on the above, this study aims to analyze the impact of conducting emergency drill focused on Basic Life Support (CPR) and open wound management on the self-readiness of staff at Taman Dolan, Batu City.

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MATERIAL AND METHODS

This study involving human participants was reviewed and approved by the Health Research Ethics Committee of Universitas Negeri Malang, with approval number No.16.06.20/UN32.14.2.8/LT/2025. All participants were informed about the purpose and procedures of the study, and written informed consent was obtained prior to data collection. This study employs a quantitative research method using the Wilcoxon descriptive statistical test. In this design, the researcher measures the initial condition of the respondents (pre-test), followed by an intervention in the form of education on workplace hazards and risks at the Taman Dolan tourism site, Basic Life Support (CPR), open wound management, and a simulation of an emergency drill related to workplace accidents. The simulation was carried out individually by each respondent, with a duration of 10 minutes per person. The intervention was conducted over two sessions. The training was delivered by a certified Occupational Health and Safety (OHS) expert, officially licensed by the Ministry of Manpower. After the intervention, the researcher conducted a post-test to assess the changes that occurred.

The subjects of this study were employees working at Taman Dolan in Batu City who met the inclusion criteria. These criteria included having worked at Taman Dolan for more than three months and participating in all stages of the study. Out of 16 total employees, 14 met the criteria and were included as study participants. Respondents participated in a series of activities, including a pre-test, educational sessions, an emergency drill simulation, and a post-test. This limited number of eligible participants reflects the actual number of employees available at the study site. Therefore, the study used total sampling to include all qualified participants. While the sample size was relatively small ($n = 14$), this was a necessary constraint due to real-world conditions at the research location.

This research focuses on two variables, namely knowledge of self-readiness and emergency preparedness behavior. The first variable refers to the participants' understanding and awareness regarding emergency situations, while the second variable reflects their actual behavior and response during emergency simulations, such as CPR and wound management. In this study, knowledge of self-readiness represents the cognitive domain, focusing on the level of understanding regarding workplace hazards and emergency response procedures. Meanwhile, emergency preparedness behavior refers to the attitudinal and behavioral domain, measured through the participants' practical responses during simulated emergency drill.

The instrument used in this study was closed question questionnaire that measured the level of knowledge and behavior related to emergency preparedness. Each instrument was used at the time of the incident pre-test and post-test. Each instrument was used at the time of the incident pre-test and post-test. The questionnaire instrument used in this study was tested for both validity and reliability. Validity testing was conducted using the Pearson Product Moment correlation technique, yielding correlation values ranging from 0.626 to 0.987, which exceeded the critical r -value of 0.5529. Reliability testing using Cronbach's Alpha produced a score of 0.924, indicating that the questionnaire was both valid and reliable.

The data obtained were then analyzed using two techniques. First, descriptive statistical analysis was performed to obtain an overview of the average, minimum, and maximum values, as well as the standard deviation of each variable. Second, a Wilcoxon Signed Rank Test was performed to determine whether there were significant differences between the results pretest and posttest. The Wilcoxon test was chosen because the samples used were small and paired.

RESULTS AND DISCUSSION

Table 1. Characteristics of Respondents

Variabel	Category	Frequency	
		(n)	(%)
Age	17-25 years	7	50.0
	26-45 years	5	35.7
	46-65 years	2	14.3
Total		14	100.0
Working Time	New	14	100.0
Total		14	100.0
Gender	Man	12	85.8
	Woman	2	14.2
Total		14	100.0

This study involved 14 respondents who were active employees at the Taman Dolan tourist area in Batu City. Most of the respondents were in the productive age range, between 20 and 45 years old. They held various types of jobs, including those in the administrative department, Human Resources Development (HRD), room boy, front office, and the kitchen team. In terms of educational background, the majority of respondents were high school/vocational high school graduates. This level of education is one factor that can influence the speed of comprehension of training materials. Furthermore, the length of service at Taman Dolan also varied, with most respondents having worked for more than a year, indicating a sufficient familiarity with the work environment and potential risks.

The Effect of Emergency Drill on Employees' Self Readiness Knowledge

Table 2. Knowledge Increase

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	14	15	19	16.57	1.016
Post-Test	14	15	19	17.14	1.231

Measurement results of self-readiness knowledge shows an increase in the average value between pre-test and post-test. The average pre-test score was 16.57, while the posttest score increased to 17.14, an increase of 0.57 points. Although there was an upward trend in scores, the results of the statistical test using Wilcoxon Signed Rank Test showed that the difference was not statistically significant ($p = 0.391$). This indicates that educational interventions and emergency drill did not provide significant changes in the knowledge of Taman Dolan employees. In addition, the standard deviation value increased from 1.016 to 1.231, which indicates an increase in variation in knowledge among respondents after an emergency drill.

The results of the study showed an increase in the average knowledge score from 16,57 to 17,14 on post-test after implementing interventions in the form of education and emergency drill. However, this increase was not statistically significant based on the Wilcoxon test results, with a significance value of 0.391 ($p > 0.05$). This means that although there was a trend of increasing scores, the change was not strong enough to be considered a significant effect of the intervention.

This phenomenon indicates that the training was not able to produce substantial changes in knowledge on a group scale.

One possibility that explains this is the high initial knowledge scores obtained by respondents. With an average value of pre-test with a score of 16.57 out of 20 questions, Taman Dolan employees can be categorized as having a good basic understanding of preparedness knowledge, such as disaster types, evacuation procedures, and emergency equipment. This knowledge may come from previous work experience, non-formal training, public education, or even information widely disseminated to the public through the media and workplace safety policies. Employees working in public service facilities typically have a higher chance of receiving preparedness information through various channels, including indirect education from their workplace and community (Susilawati & Utama, 2022).

This relatively high initial knowledge level results in limited room for improvement after training. The higher a participant's initial score, the less likely it is that a statistically significant increase will occur. Significant increases in knowledge are only seen if the training lasts between 4 and 25 hours (Huy et al., 2025). Despite these findings, several limitations must be acknowledged. The small sample size ($n = 14$) reduced the statistical power of the analysis, making it more difficult to detect significant changes. The study was also limited to a single site Taman Dolan, Batu City which restricts the generalizability of the results to other workplaces with different employee backgrounds and safety environments. Furthermore, the short intervention period and single-session design may have constrained the potential impact of the training. Previous research has shown that repeated training involving larger and more diverse participants can increase retention rates by up to 40% compared to a single session (Goodwin et al., 1998). Therefore, emergency drill should ideally be conducted periodically, supported with digital modules, reinforcement activities, and follow-up assessments to sustain improvements in employee knowledge. Meanwhile, the training in this study was conducted within a relatively short duration and only once, which may have resulted in suboptimal intervention effects. In addition, the small sample size ($n = 14$) limited the statistical power to detect significant changes, while the single-site setting at Taman Dolan, Batu City, restricted the generalizability of the findings to other workplaces with different contexts. These factors combined suggest that the study's design constrained the potential to capture meaningful and sustained improvements in employee knowledge.

Technical factors in the study, such as the small sample size ($n = 14$), also affected the power of the statistical analysis. With a limited sample size, the statistical test's ability to detect differences is low, so even small increases are not considered statistically significant. This issue was also raised by Goodwin et al. (1998), who stated that repeated training with a large number of diverse participants can increase retention rates by up to 40% compared to a single training session. Because of this, training in the form of emergency drill should not be done just once, but rather periodically, accompanied by digital modules, post-training reinforcement, and follow-up assessments to measure the sustainability of its impact on employee knowledge.

The Influence of Emergency Drills on Employee Emergency Preparedness Behavior

Table 3. Behavioral Improvement

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	14	56	77	64.21	6.565

Post-Test	14	57	81	68.86	7.533
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In the emergency preparedness behavior variable, the results showed a clearer improvement compared to the knowledge domain. The average pretest score was 64.21, while the posttest score increased to 68.86, a difference of 4.65 points. Based on the Wilcoxon test, this increase was statistically significant ($p = 0.018$), indicating that the intervention in the form of education and emergency drill successfully brought about meaningful changes in employee emergency preparedness behavior. However, the findings also raise an important distinction: while there was measurable behavioral improvement, it remains necessary to question whether these changes reflect superficial behavioral compliance participants following instructions because of the training context or a deeper, more durable shift rooted in meaningful learning and internalized preparedness. The standard deviation also increased from 6.565 to 7.533, indicating varying degrees of behavioral change among respondents. This may indicate that some participants benefited substantially from the training, while others showed minimal progress, resulting in uneven impacts. Such differential effects highlight the importance of tailoring training to participant characteristics and ensuring inclusivity in learning approaches.

These results stand in contrast to the knowledge variable, where the intervention did not produce a statistically significant improvement. The discrepancy suggests that while knowledge may be harder to increase given employees' already high baseline, behavior is more malleable through practice-based methods. Simulations such as emergency drill provide experiential learning that resembles real-life situations, thereby strengthening motor memory, reducing panic tendencies, and improving self-confidence in handling emergencies. Prior studies have emphasized that simulation-based training is psychologically more impactful than theoretical education that relies solely on conceptual understanding (Napirah et al., 2023).

From the perspective of the Health Belief Model (HBM), this outcome may be linked to the role of self-efficacy. Practical exercises enhance participants' confidence in their ability to perform appropriate responses in emergencies. As noted by Dewabrata et al. (2023), preparedness is more effectively built through direct experience combined with reinforcement of self-confidence. Observations during the training supported this view: several participants showed high enthusiasm, actively engaging in simulations, asking questions, and participating in discussions. Conversely, others were less serious, distracted, or disengaged, which diluted the overall effectiveness of the training. This highlights the need for more engaging training designs, such as incorporating interactive visual media, gamification, or performance-based reward systems (Ingkadijaya & Pramanik, 2019).

Another consideration is the potential influence of the Hawthorne effect, in which participants modify their behavior simply because they are aware of being observed. This may explain part of the behavioral improvement detected in the post-test, which does not necessarily translate into long-term preparedness. Therefore, it is crucial to evaluate behavioral outcomes not only immediately after training but also over extended periods to ensure that changes represent sustainable and deeply internalized preparedness habits rather than temporary adjustments to training or observation contexts (Sumual, 2023).

Within the theoretical framework Health Belief Model (HBM), preparedness behavior is greatly influenced by self-efficacy or a person's confidence in their ability to deal with risky situations. Practical exercises that simulate emergency conditions can increase self-efficacy. Participants felt more prepared, understood the sequence of actions better, and were less likely to

panic when a real-life situation occurred. This was also supported by Dewabrata et al. (2023), who emphasized that the formation of effective preparedness must include factors of direct experience and strengthening self-confidence through simulative activities.

Observations during the training revealed that several participants demonstrated high levels of enthusiasm in participating in the simulation sessions. This was evident in their active engagement, participation in discussions, and initiative in asking questions when presented with emergency scenarios. However, several participants also exhibited less serious behavior, such as playing around, ignoring instructions, or lacking focus. This presents a challenge in training implementation, as it can reduce the effectiveness of overall material delivery. Therefore, it is necessary to consider more engaging and participatory training designs, such as the use of interactive visual media, a gamification approach, or a performance-based reward system (Ingkadijaya & Pramanik, 2019).

The possibility of side effects cannot be ignored either. Hawthorne during this study, namely changes in participant behavior due to realizing they were being observed. This effect can cause participants to appear more prepared when post-test. However, these changes do not always reflect lasting preparedness. Evaluation of behavioral changes should be conducted within a certain period of time after training to ensure that the changes are truly embedded in the participants' habits, not simply a temporary response due to monitoring or assessment (Sumual, 2023).

Implications and Relevance of Findings to Preparedness Programs

The overall results of the study provide important insights into the effectiveness of training interventions in shaping employee preparedness for emergencies. Emergency drill has been shown to significantly improve preparedness behavior, but has not been sufficiently effective in influencing knowledge. These findings suggest that a practical training approach has advantages in developing affective and psychomotor aspects, but needs to be complemented by more in-depth and iterative cognitive learning methods.

The practical implications of these findings are quite broad, particularly in the context of the tourism sector and public spaces such as Taman Dolan. As an area that involves general visitors and outdoor activities, employee preparedness is a crucial aspect in ensuring visitor safety in the event of an emergency. Employee training programs should be designed not only as one-off training but also as part of the institution's regular learning cycle (Azzahra & Koesyanto, 2023). Because the training in this study was relatively short and conducted only once, its potential impact on long-term preparedness was limited. To enhance effectiveness, future interventions should not only extend the duration of training but also be implemented periodically, for instance every three to six months, to ensure continuity of learning. Moreover, reinforcement strategies such as video-based tutorials, digital simulations, refresher drills, and structured pre- and post-tests could be incorporated. These approaches would help consolidate knowledge, strengthen behavioral responses, and promote sustained improvements in emergency preparedness over time. This program should also be supported structurally by organizational management, for example by incorporating preparedness indicators as part of employee performance assessments. Training should also be tailored to specific field needs and based on local risk assessments (Situmorang, 2023). Not all tourist destinations have the same risks, so training materials must be contextualized. Emphasis on experiential learning (experiential learning), strengthening work safety culture, and implementing an internal incident reporting system are important elements in forming a prepared organizational culture (Putra, 2019).

Finally, to strengthen the effectiveness of training, it is also important to conduct follow-up *assessment* that go beyond immediate post-training measurements. While the discussion acknowledges the need for follow-up, a more concrete framework is necessary to assess the sustainability of behavioral changes and knowledge retention. Medium- and long-term evaluations could be scheduled at intervals such as one month, three months, and six months after the training, complemented by refresher modules or digital monitoring tools. Such a structured approach would enable organizations to determine whether the training outcomes are genuinely embedded in workplace culture and contribute to lasting improvements in safety and disaster preparedness.

CONCLUSION AND SUGGESTION

The results of research conducted at Taman Dolan Nature Tourism in Batu City show that the implementation of emergency drill simulations has a significant impact on employees' emergency preparedness behavior. However, changes in knowledge related to self-readiness did not show a significant increase. This may be due to several factors, such as a high baseline level of knowledge, the relatively short duration of the training, and limited sample size. This study contributes to the growing literature on disaster preparedness, particularly in small-scale tourism environments in Indonesia, where formal emergency response training is still rarely implemented.

To enhance program effectiveness, it is recommended that emergency drill training not be conducted as a one-time event, but rather as a continuous program scheduled every six months. The training should be combined with more in-depth cognitive materials and supported by digital modules, such as interactive video media that allow staff to virtually practice emergency scenarios. Long-term evaluation methods should also be applied using predetermined indicators. Support from management is also necessary, particularly in integrating preparedness measures into standard operating procedures (SOPs). Furthermore, local governments are expected to support the sustainability of training programs by issuing specific regulations and providing funding for the regular implementation of emergency drill in tourism destinations. These efforts are essential to building a sustainable culture of preparedness in the tourism sector and improving safety for both staff and visitors.

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CONFLICT OF INTEREST

The authors declare that this article was written without any conflicting interests.

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