

# JOURNAL OF HEALTH COMMUNITY SERVICE



## Cadre Assistance in Disseminating Disaster Mitigation in the Assalafi Al-Fithrah Islamic Boarding School Surabaya

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### ARTICLE INFORMATION

Received: August 27, 2022  
Revised: September 15, 2022  
Available online: September 2022

### KEYWORDS

Cadre Assistance, Mitigation, Disasters, Islamic Boarding School

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### A B S T R A C T

The Covid-19 pandemic, which began to hit the world in 2020, has increased human awareness regarding the importance of paying attention to aspects of their health. Disaster mitigation is a strategy or effort to minimize the impact when a disaster occurs, both natural and social disasters that may occur in the future. Delivery of disaster mitigation activities can be carried out in various ways, including through education, counseling, and training, both conventional and modern. Knowledge related to disaster mitigation should be given to the community starting from basic education. According to the above background, we realize that it is very important to develop awareness and pursuit of disaster preparedness in Islamic boarding schools as soon as possible. This community service activity program has been held at the Assalafi Al-Fithrah Islamic Boarding School in Surabaya which was held on May 21-22 2022 This community service activity is carried out offline with the method of presentation, discussion and question and answer, and training. The research was conducted using a quasi-experimental design with a pre-test and post-test approach. The participants for this community service activity are students from the Assalafi Al-Fithrah Islamic boarding school, Surabaya. Results: The results of the pretest and posttest questionnaires showed that there were differences before and after socialization with a P value of <0.05. This shows that good knowledge makes participants apply health protocols well. Dissemination of disaster mitigation socialization has a good impact, and shows significant results on the results of the pretest and post-test.

## INTRODUCTION

The Covid-19 pandemic, which began to hit the world in 2020, has increased human awareness regarding the importance of paying attention to aspects of their health (Ulfa & Mikdar, 2020). Apart from the spread of Covid-19, the change of seasons is another factor that makes Islamic boarding schools more aware of their health. In addition to these two things, Indonesia is a country prone to natural disasters due to its geography, geology and demography (Fahlevi et al., 2019). This unavoidable natural disaster will have an impact on several sectors of the country, starting from the economy, environment, health, and other sectors (Benali et al., 2018).

Disaster mitigation is a strategy or effort to minimize the impact when a disaster occurs, both natural and social disasters that may occur in the future. In accordance with what is regulated in the Law of the Republic of Indonesia Number 24 of 2007 article 47 which states that disaster mitigation activities are carried out to reduce disaster risk for people in disaster-prone areas. Delivery of disaster mitigation activities can be done in various ways, including through education, counseling, and training, both

conventional and modern. Knowledge related to disaster mitigation should be given to the community starting from basic education (Zurweni et al., 2022; Noviana et al., 2019).

The Hyogo framework says disaster preparedness training is a goal, specifically Action Priority 3: Use knowledge, innovation and education to develop a culture of safety and resilience at all levels (UNISDR, 2005). The findings of a study on disaster mitigation training for elementary school-aged children show that education for children can increase their level of awareness of impending or ongoing disaster hazards (Mitchell et al., 2008; Mubarak et al., 2019). Argues that the level of preparedness shown by children who have received disaster mitigation training will help these children survive and save themselves if a disaster occurs (Indriasari, 2018).

During this pandemic, the Assalafi Al-Fithrah Islamic Boarding School in Surabaya has implemented strict health protocols to minimize the spread of the Covid-19 outbreak in the Islamic boarding school environment. Even though they have implemented strict health protocols, we found that the Assalafi Al-Fithrah Islamic Boarding School in Surabaya has not yet adopted a curriculum or learning topics that specifically address disaster mitigation.

According to the above background, we realize that it is very important to develop awareness and pursuit of disaster preparedness in Islamic boarding schools as soon as possible. Therefore, we started implementing a community service project in the form of outreach on disaster mitigation to help cadres at the Assalafi Al-Fithrah Islamic Boarding School in Surabaya.

## **METHOD**

This community service activity program has been held at the Assalafi Al-Fithrah Islamic Boarding School in Surabaya which was held on Saturday-Sunday, May 21-22, 2022, from 08.00 until finished.

This community service activity is carried out offline with the method of presentation, discussion and question and answer, and training. The participants for this community service activity are students from the Assalafi Al-Fithrah Islamic boarding school, Surabaya, with the sampling technique used is Simple Random Sampling. For a series of activities, we explain as follows:

1. Implementation Stage. The UNUSA Medical Faculty Community Service Team coordinated with the leadership of the Assalafi Al-Fithrah Islamic Boarding School Surabaya for an agreement on the implementation of community service activities.
2. Pre-test evaluation to determine the increase in pre-socialization knowledge. Cadre assistance activities in the form of socialization of disaster mitigation to students at the Assalafi Al-Fithrah Islamic Boarding School Surabaya. Posttest evaluation to determine the increase in post-socialization knowledge.

3. Monitoring and Evaluation. After the socialization activities have been completed, the next step is to monitor and evaluate several aspects, including evaluation of the implementation of community services, assessment of knowledge before and after socialization, and monitoring the completion of reports and program outputs

In addition, we will also conduct a study to determine the level of knowledge of students before and after the activity. The research was conducted using a quasi-experimental design with a pre-test and post-test approach (White & Sabarwal, 2014). Participants will be given a questionnaire before and after the socialization activity. The data obtained will be tested statistically using the Statistical Product and Service Solution (SPSS) version 26 program. The t-test (unpaired) was carried for the difference of means.  $P < 0.05$  was considered as statistically significant.

## RESULT AND DISCUSSION

This community service activity program has been held at the Assalafi Al-Fithrah Islamic Boarding School in Surabaya which was held on Saturday-Sunday, May 21-22, 2022, from 08.00 until finished.

Health protocol cadres for the students of the Assalafi Al-Fithrah Islamic Boarding School Surabaya, a total of 21 people took the pretest and posttest. All cadres showed better results on the posttest. The acquisition of pretest and posttest scores is illustrated in Figure 1 with the average calculation in Table 1.

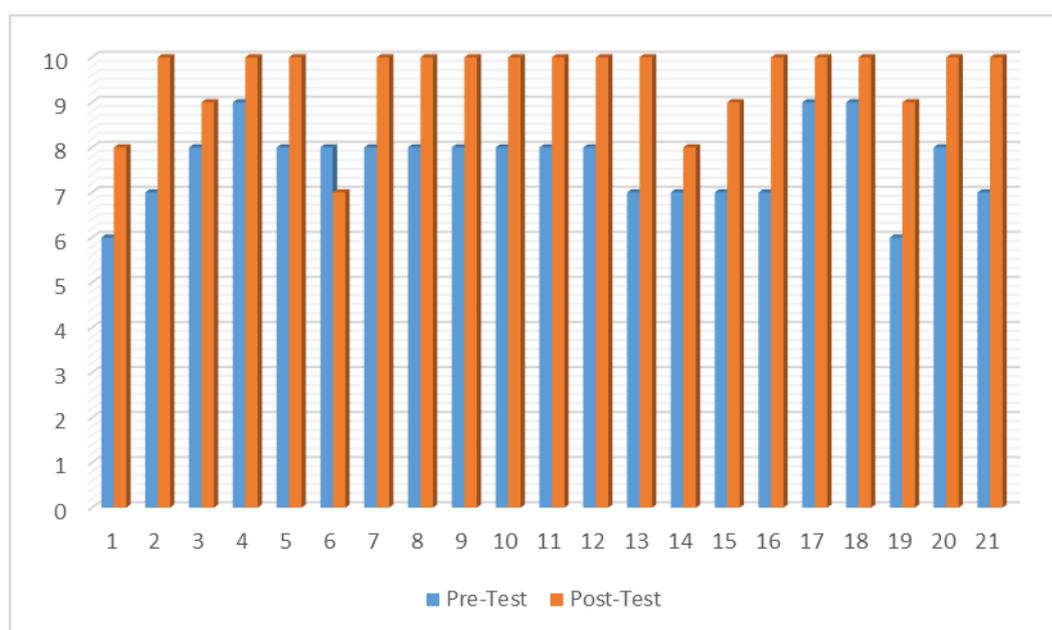


Fig 1. Comparison of pre-test and post-test scores  
Source: Self-processed data, 2022

Table 1. The Average Value and Significance Value of Pre-Test and Post Test

	N	Mean	Sig. (2-tailed)
Pre Test	21	7.6667	.000
Post Test	21	9.5238	

Source: Self-processed data, 2022

In table 1 the average obtained for 21 people who took the pretest and posttest: 7.66 for the pretest and 9.52 for the posttest with a maximum index value of 10. From the results obtained, the paired sample t test was carried out, a test used to compare the difference in the two means of two paired samples assuming the data was normally distributed. Paired samples come from the same subject, each variable is taken in different situations and circumstances. After the test was carried out using the SPSS 26 program, the significance value (2-tailed) was 0.00. This figure shows that there is a significant difference between the pretest and posttest, so it can be concluded that the cadre assistance provided has a significant effect. Research conducted by Zurweni et al., on students of SD Negeri 6 Mataram also showed the same results. In this study, Ayub and his research colleagues used learning aids and disaster mitigation boxes where this had a significant impact on the awareness level of Mataram 6 Elementary School students regarding natural disasters (Zurweni et al., 2022).



Fig 2. Implementation of Activities  
Source: Self-processed data, 2022

Disaster mitigation cadres at Surabaya's Assalafi Al-Fithrah Islamic Boarding School are teenagers. Adolescents are among the most susceptible age groups when it comes to catastrophes (PP No. 21, 2008). The susceptibility of teenagers to disasters is caused by a lack of comprehension of the threats surrounding them, which leads in a lack of readiness in coping with catastrophes. COVID-19 is a form of biological disaster that was rarely discussed prior to the outbreak. The proportion of COVID-19 in

Indonesia by age range reveals that more than 20% are in the teenage age group, indicating that the significance of disaster knowledge and disaster risk reduction is instilled in children at a young age to offer understanding and advice on the procedures that must be followed when a danger arises. to lessen catastrophe risk in adjacent locations (Indriasari, 2018).

Because of the help from numerous stakeholders, this cadre mentorship implementation was successful. The findings of the observations revealed that the disaster mitigation cadres were accompanied by *asatidz/asatidzah*, that the students were extremely eager throughout the mentoring, and that the facilities from the Islamic boarding school, such as scheduling, coordination, and the location of events, truly helped the mentoring program function well. The simulation approach is used in disaster preparedness training for cadres.

This can be a measure of a person in dealing with and dealing with disasters. So that the implementation of assistance with simulations in the form of games can provide better results than not using the simulation method (Indriasari, 2018). This simulation triggers the cadres to be more proactive and initiative during the mentoring activities. The increase in cadre preparedness is expected to be captured by educators, namely *asatidz/asatidzah* so that it is even more supported to ensure that communication about disaster mitigation has been informed both within the boarding school environment and outside the Islamic boarding school. Knowledge that comes from individuals will increase into group knowledge and expand into communal knowledge that is more diverse in age groups.

Cadres play a crucial role in connecting the correct information chain. Due to the need to promptly educate the neighborhood about the community's vulnerability to disasters (Pertiw, 2018). This socialization is necessary so that the society learns and is prepared to defend itself and adapt to natural catastrophe susceptibility. As a result, appropriate disaster mitigation will be done, resulting in fewer casualties and losses if the disaster happens.

## CONCLUSION

After mentoring cadres, it was found that there was a significant difference between the pretest and posttest, so it was concluded that the training provided had a significant effect. However, it is necessary to carry out further dedication and assistance to *asatidz/asatidzah* as educators of Islamic boarding schools, especially related to preparedness and understanding of disaster mitigation. We hope that in future research, researchers or implementers of community service activities can utilize technology-based learning or other learning tools that can help activity targets to understand the socialization material provided.

## UNKNOWLEDGEMENTS

We would like to thank the Institute for Research and Community Service, University of Nahdlatul Ulama Surabaya, which has provided funding for the implementation of the program, as well as the Assalafi Al Fithrah Islamic Boarding School Surabaya for being a partner in this activity.

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