



EDUKASIA

JURNAL PENELITIAN PENDIDIKAN ISLAM

<http://journal.stainkudus.ac.id/index.php/Edukasia>

P-ISSN : 1907-7254; E-ISSN : 2502-3039

Vol. 16 No. 1 Tahun 2021 | 163 – 176

DOI:10.21043/edukasia.v16i1.11661

Integration of Disaster Preparedness Materials in Islamic Education (PAI) Subjects at
SD Muhammadiyah Insan Kreatif Kembaran Bantul

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Abstract

The implementation of the integration of disaster preparedness materials in PAI subjects in SD Muhammadiyah Insan Kreatif Kembaran is an innovation in integrating Islamic religious learning with the context of community needs. The purpose of this research is to reveal the concept of materials for disaster that can be integrated in PAI subjects, their implementation, and the things that support and hinder the integration. This research is a type of field research. The data collection uses interview, observation, and documentation methods. The results of the study explain that: 1) Conceptually, the integration of disaster preparedness materials in PAI subjects is still not mature. 2) From the unfinished concept, the integration of disaster preparedness materials in PAI subjects has not yet been implemented. 3) Supporting factors consist of three factors, namely: experience in integrating disaster preparedness materials with thematic subjects, having many parties to work with, and supporting environmental factors. 4) The inhibiting factors for the integration of disaster preparedness materials in PAI subjects are the change of PAI teachers, the lack of understanding of the DRR program, the lack of socialization from the government about the Disaster Safe Education Unit program, and the lack of information about the integration of disaster preparedness materials in PAI subjects.

Keywords: SPAB, disaster, DRR, Disaster education.

Abstrak

Pelaksanaan integrasi materi siaga bencana dalam mata pelajaran PAI yang ada di SD Muhammadiyah Insan Kreatif Kembaran merupakan inovasi dalam mengintegrasikan pembelajaran agama Islam dengan konteks kebutuhan masyarakat. Tujuan dari penelitian ini adalah untuk mengungkap konsep materi agar bencana yang dapat diintegrasikan dalam mata pelajaran PAI, pelaksanaannya, dan hal-hal yang menjadi pendukung dan penghambat integrasi tersebut. Penelitian ini merupakan jenis penelitian *field research*. Adapun pengumpulan datanya menggunakan metode wawancara, observasi, dan dokumentasi. Hasil penelitian menjelaskan bahwa: 1) Secara konsep, integrasimaterisiaga bencana dalam mata pelajaran PAI masih belum matang. 2) Dari konsep yang belumselesai itu, integrasi materi siaga bencana dalam mata pelajaran PAI belum dapat dilaksanakan. 3) Faktor pendukung terdiri dari tiga faktor, yaitu: pengalaman dalam pengintegrasian materi siaga bencana dengan mata pelajaran tematik, memiliki banyak pihak yang bisa diajak bekerja sama, dan factor lingkungan yang mendukung. 4) Faktor penghambat terlaksananya integrasi materi siaga bencana dalam mata pelajaran PAI adalah terjadinya pergantian guru PAI, minimnya pemahaman tentang program PRB, minimnya sosialisasi dari pemerintah tentang program Satuan Pendidikan Aman Bencana, dan minimnya informasi tentang integrasi materi siaga bencana dalam mata pelajaran PAI.

Kata kunci: SPAB, bencana, PRB, Pendidikan bencana.

A. Introduction

The Qur'an is a holy book that contains instructions for life. In its function as a guide, the Qur'an should contain all things related to life. Therefore, it is appropriate that when faced with problems surrounding life, Muslims should return to the Qur'an, including talking about disasters.

In the Qur'an, one can find a verse that talks about the signs of Allah's power. in the world that was made as *hujjah* to prove that the Qur'an is true. The verse in question can be found in the word of Allah SWT. QS Fussilat verse 53

﴿ سَنُرِيهِمْ آيَاتَنَا فِي الْأَفَاقِ وَفِي أَنْفُسِهِمْ حَتَّىٰ يَتَبَيَّنَ لَهُمْ أَنَّهُ الْحَقُّ أَوَلَمْ يَكْفِ بِرَبِّكَ أَنَّهُ عَلَىٰ كُلِّ شَيْءٍ شَهِيدٌ ۝٥٣ ﴾



Meaning: We will show them Our signs in all directions and themselves so that it becomes clear to them that the Qur'an is true. Is it not enough (for you) that your Lord be a witness over all things? (Ministry of Religion, 2011).

Talking about disasters, Indonesia is an archipelagic country that Geographically, is located between the confluence of several tectonic plates, namely: Australasia, Pacific, Eurasia, and the Philippines. The consequence of this geographical position makes Indonesia an earthquake-prone area and an area that has many volcanoes (Suharwanto et al., 2015). At least the two consequences above are the beginning of disaster vulnerability in Indonesia. With plate shifts that will cause earthquakes, it will usually have an impact on other disasters, such as landslides and tsunamis. In addition to plate shifts, volcanoes also have the potential for disasters, such as Volcanic eruptions and cold/hot lava floods.

After understanding disasters according to the Qur'an and realizing the complex potential of disasters in Indonesia, all Indonesians have to make themselves aware of the importance of reducing disaster risk. Mitigation plays an important role in dealing with disasters. Following the mandate of the Law of the Republic of Indonesia No. 24 of 2007 concerning Disaster Management, that mitigation is a series of efforts to reduce disaster risk, both through physical development as well as awareness and capacity building in dealing with disasters. Previous research has focused on several models for developing disaster mitigation education, one of which is learning about disaster mitigation that can be improved through formal education in schools (Kurniawan & Trientermana, 2020).

From the mandate of Law no. 24 of 2007 concerning Disaster Management, it can be understood that disaster risk reduction can be carried out in two ways, namely: *First*, physical development. *Second*, through the cultivation of understanding, capacity building, and awareness of potential disasters. SD Muhammadiyah Insan Kreatif Kembaran is an elementary school that has implemented the Disaster Risk Reduction program. This program is intended to reach SD Muhammadiyah Insan Kreatif Kembaran which can be called a Disaster Safe Education Unit. With the awareness that the Bantul Regency area is one of the areas that have a high level of disaster risk, Muhammadiyah Insan Kreatif Kembaran Elementary School has started the Disaster Risk Reduction program in 2017.

From the school documents that the researchers reviewed, there are several programs implemented to support the Disaster-Safe Elementary School of Muhammadiyah Insan Kreatif Kembaran. Starting from extra-curricular programs to programs that are integrated into

subjects. The extracurricular program that supports SD Muhammadiyah Insan Kreatif Kembaran is an extracurricular disaster risk reduction. While the integrated program is contained in thematic subjects and PAI. From the various efforts made, SD Muhammadiyah Insan Kreatif Kembaran managed to get the ASEAN award *School Safety Champion Award* at the 3rd ASEAN Regional Safe Schools Conference held in Bangkok, Thailand on 3-4 April 2019.

From the description of the background above, the researcher is interested in conducting an in-depth study and research to be used as a discussion of this research with the title: *“Integration of Disaster Preparedness Materials in PAI Subjects at Muhammadiyah Elementary School Insan Kreatif Kembaran Bantul.”*

B. Discussion

1. Theoretical basis

Definition of Integration

When talking about integration theory, of course, it will not be separated from the theory put forward by Amin Abdullah. It was he who first put forward the integration-interconnection theory which he later applied. From that theory, it was later changed to UIN Sunan Kalijaga which was originally still in the form of IAIN (Abdullah et al., 2014).

This integration theory is the answer to the relationship between religious science and general science. In relation, religious knowledge and general science have two features. The first is the nature of conflict and/or independence. This pattern, according to Amin Abdullah, has many pitfalls and is full of risks. If this pattern is maintained in the relationship between religious science and general science, there will be difficulties in answering the increasingly complex problems of life (Abdullah et al., 2014).

The second feature of the relationship between the religious sciences and the general sciences is dialogue-integrative. In this pattern, three keywords can be described as criteria, namely: semi-permeable, intersubjective testability, and creative imagination.

Semi-permeable

Semi-permeable in the KBBI means something that can be penetrated by particles of certain substances, but not by other substances (Kemendikbud, 2020). Meanwhile, semi-

permeable, in this case, means that religious knowledge and general science are connected through each other.

Inter-subjectivity testability

In a study, the truth will not always be objective. The truth may reveal is subjective or at least *objective cum subjective/subjective cum objective*. Therefore, to avoid this pattern of thinking, integration requires an intersubjective way of thinking (Kemendikbud, 2020).

Creative Imagination

In the development of science, there are two types, namely: developing existing knowledge or finding new theories to make a new science. To find a new theory to produce new knowledge is needed *creative imagination*. Including the integration of disaster preparedness materials in PAI subjects is also one of the breakthroughs that can be made to develop science.

Definition of Disaster

Disaster, according to Law number 24 of 2007 concerning Disaster Management, is defined as an event or series of events that threaten and disrupt people's lives and livelihoods caused by both natural and/or non-natural factors, and human factors. From the definition of disaster mentioned in Law number 24 of 2007 concerning Disaster Management, it can be understood that disasters are not only caused by natural events, more than that, but the causes of disasters can also be due to non-natural factors such as industrial accidents and transportation accidents or human factors such as acts of terror and sabotage.

Disaster mitigation

Mitigation is a series of efforts to reduce disaster risk, both through physical development as well as awareness and capacity building in dealing with disasters. In the process, disaster mitigation, also known as disaster risk reduction, is carried out before a disaster occurs, intending to reduce the impact of losses caused by disasters. Reduction of disaster risk can be done in various ways, both physical and non-physical.

The inability to understand the context of natural hazards is one of the greatest human barriers to managing the consequences of natural disasters. To see all the factors that contribute to a disaster, across professional and disciplinary boundaries in both space and time, is difficult. The general intra-disciplinary approach is not able to capture all the characteristics

of natural disasters, which involve many social, economic, political, technological, organizational, and physical factors (Weichselgartner, 2001).

The urgency of disaster mitigation

The number of disaster threats is the reason for the importance of disaster mitigation. Both natural and non-natural disasters, all contain the possibility of material and non-material losses. To reduce the impact of losses that may occur is using disaster mitigation as described above. In addition, because humans can't prevent disasters, the most likely thing to do is to reduce the risk of losses due to disasters.

Disaster in Islamic Eyes

Etymologically, in Arabic, disaster has several equivalent words such as *al-K āriṣah*, *al-Baliyyah*, and *al-dār*. Each word has a different meaning, *al-Kāriṣah* It means a situation that is filled with difficulties. While *al-Baliyyah*, and *al-dār* means something that humans do not like such as misfortune or disaster (Muqorobin, et al., 2015).

2. Education and Disaster

Talking about education and disaster, it is necessary to find common ground between the two. First, it departs from the definition that can be linked between education, Islamic religious education, and its relationship with disaster.

Education

In the general provisions of Law number 23 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, morals. noble character, as well as the skills needed by himself, society, nation, and state.

Islamic Religious Education (PAI)

Habib Thoḥa and Abdul Mu'thi said that Islamic religious education is a conscious effort to prepare students to believe, understand, appreciate, and practice Islamic religious values through guidance and teaching activities or training by paying attention to guidance to respect other religions (Samrin, 2015).

Disaster Mitigation and Education

Talking about disaster mitigation, it will not be far from education. Because in essence raising awareness related to disaster mitigation is also education, only the scope discussed is not like the subjects that are widely studied in class.

Children in a circle of disaster

In the event of a disaster, the age of children is categorized as a vulnerable group. The vulnerable group is a category for people who are at high risk in a natural disaster.

The urgency of integrating disaster preparedness materials

In implementing the integration of disaster materials, Indonesia ratifies international policies on disaster management which are summarized in *Hyogo Framework for Action (HFA)* or also known as the Hyogo documents.

HFA is the result of a worldwide conference on disaster reduction. There are at least five points that become national and local priorities in implementing disaster management based on the HFA. One of the points is using knowledge, innovation, and education to build a culture of safety and resilience at all levels (Sair, 2018).

In the HFA, one of the priority actions to reduce disaster risk that occurs is through education and training.

3. Research methods

This research is descriptive qualitative research. The descriptive qualitative research method is intended to examine the status of a group of human objects, conditions, thoughts, or events in the present. This method is also used not to test a certain hypothesis, but only to explain conditions such as "as is" (Prastowo, 2014).

The research subject here is *stakeholder* SD Muhammadiyah Insan Kreatif Kembaran, including the Principal as the person in charge of the institution; The person in charge of the DRR program; PAI subject teachers; as the person in charge of the subject; and KYPA as a companion NGO for the Disaster Preparedness School program.

In the selection of research subjects, researchers chose *method purposive sampling*. The selection of the sample aims to find detailed information in a unique context formula

(Moleong, 2007). This study uses data collection methods in the form of documentation, interviews, and observations.

4. Concept of Integration of Disaster Preparedness Materials in PAI Subjects

Conceptually, disaster preparedness materials are delivered in several ways, both through extra-curricular and intra-curricular activities. For extra-curricular programs, a PRB class is held once a month. This activity went well during the pre-pandemic period. Meanwhile, programs that are integrated with subjects are included in Thematics in each class.

If the thematic material of SD Muhammadiyah Insan Kreatif Kembaran already has a PRB LKS, then it is different from PAI subjects. Mr. Sidiq has only been drafting in sixth grade. "In other classes, I haven't thought about it further, but I'm sure there's something I can include regarding natural disasters. *Simple* It is not necessary to discuss disaster in its entirety, the most important thing is that students can do good things to prevent disasters from happening. In addition to instilling good character and morals." Mr. Sidiq said during the interview. This confirms that the integration of disaster preparedness materials is not complicated, moreover, it must explain the disaster in its entirety. However, inserting disaster-related information can also be categorized as disaster preparedness integration.

"Conceptually, the integration of disaster preparedness materials can be inserted when explaining the material. For example, in the *qaḍa* and *qadar* material, an example of destiny regarding disaster is explained. Or, another way is to present relatable material. For example in the material about the prophet Noah as. Additional material was given about flooding and its prevention." That is what Mr. Sidiq said when asked about the concept of integrating disaster preparedness materials that he wanted to do.

5. Implementation Integration of Disaster Preparedness Materials in PAI Subjects

The implementation of the integration of disaster preparedness materials became another challenge after the concept was compiled. This is because there was a change in PAI subject teachers. After all, Mr. Sidiq as a previous teacher had to serve in Sumpur Kudus, West Sumatra.

Another challenge is learning that takes place during a pandemic and requires distance learning to be a separate obstacle.

With these challenges, the concept of integration that was initiated by Mr. Sidiq has not been implemented.

6. Supporting and Inhibiting Factors in the Implementation of the Integration of Disaster Preparedness Materials in PAI Subjects

There are several supporting and inhibiting factors in implementing the integration of disaster preparedness materials in PAI subjects. In addition to the things that have been mentioned previously, such as supporting factors in the form of high teacher awareness regarding disaster risk reduction as well as inhibiting factors in the form of personnel that has changed in a very short time, several other factors affect the implementation of the integration of disaster preparedness materials in PAI subjects.

7. Supporting factors

In carrying out the disaster risk reduction program there are main supporting factors, the supporting factor is the sincerity of the teachers of SD Muhammadiyah Insan Kreatif Kembaran. The sincerity of the SD Muhammadiyah Insan Kreatif Kembaran teachers can be seen from the willingness to learn about the disaster risk reduction program until all are ready to implement the program. After these teachers understand the program, this becomes the strongest supporting factor in implementing the Disaster Preparedness School program. "All the PRB activities are handled by the teachers. Starting from creating evacuation routes, binding *wardrobe*, even to the point of cutting the edge of the table that had been sharp, it was done alone."

Another supporting factor is that schools have experience in integrating disaster preparedness materials in learning. Although the integration is carried out in thematic subjects, the experience of integrating disaster preparedness materials can be used as a reference in integrating related materials. Although with different materials, step by step in the preparation can be done again with the material in the PAI subject.

The last supporting factor is SD Muhammadiyah Insan Kreatif Kembaran which has implemented a disaster risk reduction program and has even received an ASEAN level award. Moreover, KYPA as an institution that has been assisting in carrying out the Disaster Risk Reduction program has also done the same thing after the Bantul earthquake in 2006. By

cooperating with external institutions that have been involved in the world of disasters, it will certainly facilitate the preparation of integrated materials.

8. Obstacle factor

When decomposed, the inhibiting factors can be divided into two, namely internal factors and external factors. This internal factor comes from internal schools. The example that has been mentioned in the personal factor. When Mr. Sidiq, who had started pioneering the integration of disaster preparedness materials in PAI subjects, had to get another assignment, then continued by Mr. Yunus. This turned out to be one of the limiting factors. Moreover, the change only takes a very short time so there is no time to prepare for the transfer of information.

The next internal factor is the lack of knowledge about disaster preparedness schools and the integration of disaster preparedness materials from PAI teachers. In this case, Mr. Yunus as a PAI teacher, when delivering his response about disaster-prepared schools, he said that he did not know much about the program. He only heard about it when he became a teacher at the Muhammadiyah Insan Kreatif Kembaran Elementary School.

In addition to the two internal factors above, there are also inhibiting factors that come from outside. The first external factor is the lack of socialization from the government for the mainstreaming of DRR programs through integration in subjects. This is seen from Permendikbud no. 33 of 2019 concerning the Implementation of the Disaster Safe Education Unit Program Chapter II Part one Article 5 Point D mandates the Ministry of Education and Culture to collect, process, and disseminate data and information about the SPAB program. However, in practice, socialization is not massive enough so that information about SPAB has not been heard by many parties. It is evident from the data obtained during an interview with Mas Andri from KYPA who is also part of the SPAB program under BNPB, who said that there are not yet 10% of the total schools in Indonesia that implement or even know about the SPAB program. "Out of a total of around 500,000 schools, 10% have not heard about SPAB. Only about 27,000 schools have heard of this program."

The next factor is the lack of information about the integration of DRR materials into subjects. If you look at the Regulation of the Minister of Education and Culture regarding the Implementation of the SPAB Program in article 5 point H, it mandates the Ministry of Education and Culture to integrate materials related to efforts to prevent and mitigate the

impact of disasters in education units into the national curriculum. But in reality, it is very difficult to access information about the integration of materials, especially PAI with disaster preparedness materials. So when there is a desire to integrate the two, it requires the teacher to work extra starting from preparing the material to the learning stage.

C. Conclusion

Based on the description of the results of research and discussions that have been carried out regarding the Integration of Disaster Preparedness Materials in PAI Subjects at Muhammadiyah Insan Kreatif Kembaran Elementary School, Bantul. So the researcher concludes that conceptually, the integration of disaster preparedness materials in PAI subjects is still not mature. This can be seen from the concept that has been initiated where the concept is still abstract and cannot be applied. Plus the existing concepts are also limited to one material. From the unfinished concept, the integration of disaster preparedness materials in PAI subjects has not been implemented. The implementation of the integration of disaster preparedness materials in PAI subjects does not have to explain complex disasters. But that also doesn't mean it can be implemented without planning.

Factors that affect the implementation of the integration of disaster preparedness materials into PAI subjects consist of supporting and inhibiting factors. Supporting factors consist of three factors, namely: experience in integrating disaster preparedness materials with thematic subjects, having many parties to work with, and supporting environmental factors. While the inhibiting factors consist of internal factors and external factors, each of which consists of two factors. The first internal factor is the change of PAI teachers in a very fast time so they do not have time to transmit the concepts that have been prepared and the second is PAI teachers who do not understand the Disaster Risk Reduction program. The first external factor is the lack of socialization from the government regarding the Disaster Safe Education Unit program and the second is the lack of information regarding the integration of disaster preparedness materials into subjects, especially PAI.

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