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STUDY OF TEACHER PREPAREDNESS IN FACING FLOOD DISASTERS AT SMA N 1 PERHENTIAN RAJA RIAU PROVINCE

Resti Yolanda Putri*, and Dedi Hermon
Geography Education, Faculty of Social Sciences, Padang State University, Indonesia

*E-mail: restiyolanda020@gmail.com

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ABSTRACT

A flood disaster is one of the disasters that can cause severe damage in the occurrence of floods because, in addition to causing property damage, flash floods can also cause loss of life. Floods are a disaster that often occurs in Indonesia, and Kampar Regency in Riau Province is one of the most affected areas. Therefore, it is important for all levels of society to adequately prepare to deal with the potential consequences of the flood disaster. This study was conducted with three main objectives, namely: first, to analyze the impact of floods; second, to analyze the level of teacher preparedness in dealing with floods; and third, to formulate a teacher preparedness strategy in dealing with floods at SMA Negeri 1 Perhentian Raja, Kampar Regency, Riau Province. Data were collected using interviews and questionnaires, in addition to AHP analysis. A mixed-method approach was used in this study. The study results indicate that the consequences of the flood disaster at SMA Negeri 1 Perhentian Raja include losses and damage to existing facilities and infrastructure. In addition, the level of teacher preparedness in dealing with floods hampers the learning process and damages school facilities and infrastructure. Regarding teacher preparedness in facing flood disasters, it can be classified into the 'ready' category. Based on the AHP analysis of teacher preparedness strategies in facing flood disasters, there are five alternatives that are the main priorities for teachers at SMA Negeri 1 Perhentian Raja, Kampar Regency, Riau Province.

Keywords: *Damage; Flood; Teacher Preparedness.*

INTRODUCTION

Indonesia, a tropical climate zone country, experiences two distinct seasons: the dry and rainy seasons. Due to its location, Indonesia is highly prone to natural disasters, with flooding being one of the most frequent and devastating. This vulnerability to flooding is particularly significant because it affects many aspects of life, including communities, infrastructure, and essential services like education. Indonesia ranks third in the world, following India and China, as a country most affected by flooding. These floods can cause severe damage to property infrastructure and, at times, result in the

loss of life. Flooding, often caused by the overflow of rivers due to heavy rainfall, carries debris like rocks, soil, and trees, further intensifying the disaster's impact.

Flood disasters, especially those triggered by flash floods, often have devastating consequences. In particular, the destructive nature of flooding can disrupt daily life and the functioning of vital institutions, including schools. Flash floods can inundate vast land areas, displace communities, and disrupt normal activities. Several factors influence preparedness for flood disasters: knowledge, attitudes, education, gender, age, previous disaster experience, culture and beliefs (Adamski, 2006).

In particular, flash floods are characterized by an abrupt and rapid rise in water levels, carrying large amounts of debris that cause extensive damage. The rising waters, usually caused by heavy rain or water from higher regions, can result in significant property damage and disrupt normal activities, including education.

One area particularly susceptible to flooding is Kampar Regency. This low-land region faces consistent flood risks due to its geographical features, such as two major rivers. Given this geographical context, it becomes clear how schools like SMA Negeri 1 Perhentian Raja are vulnerable to the consequences of these frequent floods. During the rainy season, heavy rainfall can lead to the overflowing of these rivers, inundating surrounding areas, including schools like SMA Negeri 1 Perhentian Raja. This school, located in a flood-prone region, has experienced flooding due to heavy rainfall that caused a ditch behind the school to overflow, flooding the school's yard during the rainy season. Based on information from school residents, the latest flood incident that impacted this school was in March 2024.

In Kampar Regency, flooding is a recurrent problem. This recurring issue emphasizes the need for effective disaster management, especially in sectors like education, which are often directly impacted by such disasters. Data from the Regional Development Planning Agency (Bappeda) of Kampar (2016) indicated that 67 villages in 12 sub-districts had been affected by flooding. Such frequent and widespread flooding highlights the need for effective disaster management strategies, especially in areas like education.

Indonesia consistently ranks among the top five countries frequently affected by natural disasters (Proulx & Aboud, 2019). This frequent occurrence of natural disasters disrupts various sectors, significantly impacting the education sector. Schools may be forced to close, or learning may be interrupted for extended periods.

One essential element of disaster management is preparedness, which involves planning and organizing activities to anticipate and mitigate disaster risks. Given the widespread impacts of flooding, it is crucial to examine how preparedness can be applied, particularly in the context of schools and the role of educators. According to (Dodon, 2013), preparedness aims to reduce dangerous side effects as little as possible through practical, timely, adequate and efficient preventive actions for emergency response and assistance during disasters. Preparedness can be implemented at individual, group, or community levels to ensure efficient response in case of a disaster (UU No. 24 of 2007). For the education sector, effective disaster preparedness includes equipping teachers and students with the necessary skills to respond to disasters, reducing potential harm. According to Pudjiastuti (2019), disaster preparedness aims to minimize the negative consequences of disasters through efficient preventive measures and timely emergency responses. A well-prepared educational system can significantly improve a community's overall disaster resilience (White-Lewis et al., 2021). Teachers, in particular, must be trained in disaster preparedness, as they play a pivotal role in educating students about disaster risks and appropriate response actions (Amri et al., 2017).

In schools, the role of teachers is critical in instilling disaster preparedness among students. Thus, the preparation and training of teachers become paramount in ensuring that students are equipped to face potential disasters like flooding. When teachers are well-prepared, they can lead students in disaster simulations and provide them with the knowledge and skills to effectively respond to flooding and other natural disasters. The importance of teacher preparedness cannot be overstated, as it directly impacts the readiness of students and the entire school community to handle such events. Through proper education on disaster risks and response strategies, students are better equipped to deal with

floods and other calamities in the future (Sukamto et al., 2021).

Teachers are at the forefront of disaster education. However, despite their essential role, many teachers may lack the necessary training and awareness to educate students about disaster risks and response strategies effectively. They must be well-informed and adequately prepared to guide students during disaster simulations and real-life emergencies. However, in many schools, teachers may not fully understand the scope of disaster risks or the necessary disaster risk reduction strategies (Oktari, 2019). Therefore, there is a need for increased training and awareness programs for educators, focusing on enhancing their understanding of disaster preparedness and response. Teachers should be encouraged to actively participate in disaster relief efforts, which would strengthen their preparedness and improve their teaching on disaster mitigation and response.

In light of the frequent flooding in Kampar Regency, this study examines teachers' role in SMA Negeri 1 Perhentian Raja in promoting natural disaster preparedness. To better understand how teachers can contribute to disaster preparedness, this study will analyze the specific impacts of flooding on the school and explore strategies to enhance teacher readiness. The research aims to analyze the impact of floods on the school, assess the level of teacher preparedness, and propose strategies to enhance teacher readiness in flood disaster management.

Similar research to analyze Teacher Preparedness in Facing Flood Disasters in Kampar Regency has been conducted previously by previous researchers (Efastri et al., 2023). The novelty and originality distinguishing this study from previous studies is that the previous researcher took a sample of kindergarten teachers and used quantitative descriptive methods. In contrast, this study took samples of all teachers of SMA Negeri 1 Perhentian Raja, the Principal of SMA Negeri 1 Perhentian Raja, one person from the Education Office, one person from BPBD, one person from the Environmental Service, two students, two community members, one person from a Non-Governmental Organization, and two university experts using the mix method. Another relevant research is by Nasution (2022); the novelty and originality that distinguish this study from previous studies is that the previous researcher focuses on

creating an illustrated storybook that helps improve children's knowledge of personal safety during floods, while this study focuses on teacher preparedness and strategy to handle the impact of the flood.

The findings from this study will provide insights into improving teacher preparedness and strategies for effective disaster management, contributing to a safer and more resilient school environment. By addressing teacher preparedness in the face of natural disasters like flooding, this study aims to make a meaningful contribution to improving school disaster management.

MATERIALS AND METHODS

Research Type

This study uses a mixed method that combines quantitative and qualitative with the strategy used by the researcher, which is sequential explanatory, namely prioritizing quantitative methods and strengthening the results using qualitative methods.

Research Location

This research location in Kampar Regency, precisely at SMA Negeri 1 Perhentian Raja, located at Jl. Raya Pekanbaru - Teluk Kuantan, Kampar Regency, Riau Province (**Figure 1**).

Research Time

It will be conducted on May 12-16, 2024. Based on the research to be conducted and the research location that has been determined, this research will be conducted in May 2024 by following the licensing system to conduct research at the research location that has been determined.

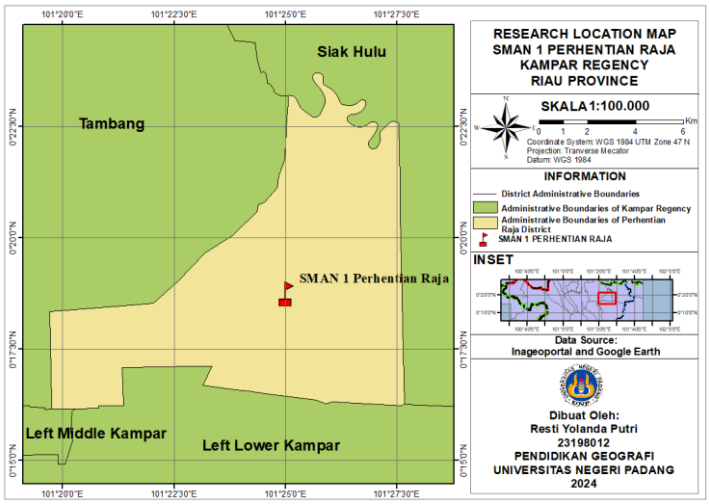

Figure 1. Research Location Map

Population and Sample

The respondents in this study were selected by purposive sampling (intentionally) by considering the respondents' understanding of the problems in selecting preparedness in facing flood disasters. The purposive sampling method is a research sampling method that takes specific considerations or criteria determined by the researcher (Sugiyono, 2013). The population in this study was 20 teachers at SMA Negeri 1 Perhentian Raja.

For Analytical Hierarchy Process (AHP) stakeholders, this study's data consisted of 1 Education Office, 1 Regional Disaster Management Agency (BPBD) Principal, two teachers, and 2 Communities. The Education Office and the Regional Disaster Management Agency were chosen as representatives of the local government, which should also be responsible for the occurrence of flood disasters in schools. At the same time, the principal and teachers became representatives of schools affected by the flood disaster at SMAN 1 Perhantian Raja.

Data Collection Techniques

The data collection technique used was observation at the research location. A documentation study took several photos at the research location and interviewed stakeholders. The data collection technique used in analyzing teacher preparedness in dealing with flood disasters at SMA Negeri 1 Perhentian Raja was carried out by following the guidelines for filling out the questionnaire prepared by the researcher. The questionnaire was distributed by asking specific questions about the variable of teacher preparedness in facing flood disasters at SMA Negeri 1 Perhentian Raja. There are several indicators to assess the preparedness of teachers in this research. First, knowing the factors that cause flood disasters at SMAN 1 Perhentian Raja. Second, knowing how often floods occur at SMAN 1 Perhentian Raja is important. Third, to find out how long this flood disaster occurred at school. Fourth, we need to know how severely the flood affected the school. Fifth, we must know the steps taken during and after the flood. Sixth, we need to know the impact of the flood disaster on the school. Lastly, I want to know whether there is any preliminary information given to the school about when there will be a flood.

Data Analysis Techniques

The data analysis technique researchers use in flood impact analysis is respondent analysis by grouping several respondents into several groups: gender, age,

occupation, position, education and length of service at SMA Negeri 1 Perhentian Raja, which was affected by the flood. The discussion in this study aims to determine the impact of flooding at SMA Negeri 1 Perhentian Raja.

The analysis technique used is a respondent analysis by grouping several respondents into several groups: gender, age, occupation, position, education and length of service at SMA Negeri 1 Perhentian Raja, which was affected by the flood. The results of the interviews conducted by the researcher produced parameters or benchmarks to measure teacher preparedness at SMAN 1 Perhentian Raja and determine its level. The higher the score, the higher the level of preparedness. After data collection, it was obtained through a questionnaire that the researcher had distributed. It is known that the highest index value is 80-100 with the very prepared category, and the lowest index value is 0-39 with the not prepared category. Data analysis techniques in formulating teacher preparedness strategies in dealing with flood disasters, based on in-depth data research and literature review, the researcher compiled an evaluation model. The selection of adaptation model priorities is carried out by selecting alternative adaptation models to be used as priorities for flood disaster adaptation at the research location using the AHP (Analytical Hierarchy Process) method. In the AHP methodology, the data used is primary data obtained from interviews (in-depth interviews) with experts, practitioners, and regulators who understand the problems discussed.

RESULTS AND DISCUSSION

Results

The Impact of Flood Disasters at State High School 1 Perhentian Raja

Based on interviews conducted with 20 teachers regarding the impact of flooding in SMA Negeri 1 Perhentian Raja, it is included in the light category because it did not cause any fatalities. This flood was caused by high rainfall, so the ditch behind the school overflowed, and the water entered the schoolyard—continuous rainfall with moderate and heavy intensity for 3 (three) consecutive days. SMA Negeri 1 Perhentian Raja was submerged in water as high as approximately 50 cm. As a result, several facilities and infrastructure in the school were damaged, including textbooks in the classroom. The library was submerged, ceramics on the classroom walls were peeling, traditional art tools were submerged, the teacher's and principal's rooms were also submerged, and the

classroom floor was slanted but could still be used.

The impact of flooding on the school environment has the potential to hinder the learning process, cause loss, damage, and even cause loss of life. Losses due to flooding can include damage to buildings, loss of valuables, and losses that result in being unable to go to work and school. Flooding cannot be prevented, but it can be controlled, and the impact of the losses it causes can be reduced. Flood mitigation efforts are important in reducing the risk of loss, damage, and loss of life. Based on interviews conducted with 20 teachers regarding the impact of flooding at SMA Negeri 1 Perhentian Raja, it is included in the light category because it did not cause any loss of life.

The school also ordered students to study at home. Meanwhile, to recondition the school, residents and volunteers helped clean it.

Level of Teacher Preparedness for Flood Disasters at SMA Negeri 1 Perhentian Raja

Parameters are benchmarks in determining the level of a condition. The higher the score, the higher the level of preparedness of the subjects studied. The criteria used in this study are as follows:

Table 1. Teacher Readiness Category

No	Parameter Category	Frequency	Interval
1	Very Ready	7	80-100
2	Ready	12	65-79
3	Almost Ready	1	55-64
4	Not Ready	-	40-45
5	Not ready	-	0-39

Based on **Table 1.** it can be seen that the category of preparedness parameters with the highest frequency is in the ready category (65-79%) with a frequency of 12 teachers, while for the very ready category (80-100%) with a frequency of 7 teachers and the almost ready category (55-64%) with a frequency of 1 teacher. This shows that teachers at SMA Negeri 1 Perhentian Raja have high preparedness in facing floods, so it can be seen that the preparedness of teachers and schools is included in the ready category.

After the questionnaire was distributed to the teachers, the research results were obtained based on the criteria contained in the previous table that the category of preparedness parameters with the highest frequency was in the ready category (65-79%) with a frequency of 12 teachers, while for the very ready category (80-

100%) with a frequency of 7 teachers and the almost ready category (55-64%) with a frequency of 1 teacher.

This shows that teachers at SMA Negeri 1 Perhentian Raja have high preparedness in facing floods, so it can be seen that the preparedness of teachers and schools is included in the ready category.

The level of teacher preparedness in facing flood disasters at SMA Negeri 1 Perhentian Raja. The 20 teachers at SMA Negeri 1 Perhentian Raja received a total score of 368 for their answers to 24 questionnaire statements. The teacher answered with the option "YES" and "NO".

1. Survey Implementation

The survey was carried out by distributing questionnaires to predetermined respondents in the following manner:

- A design is conducted on respondents who will be questioned and asked for information.
- Data collection from respondents was carried out through questionnaires given to respondents, which were adjusted to the respondents' conditions and ease of data collection.
- The design of the content of the questions to respondents includes questions that represent the assessment criteria as a measure that influences the selection of alternatives. The questionnaire is designed to make it easy for respondents to read and understand.

2. Pairwise Comparison Matrix Analysis

Researchers compare the criteria values in pairs to determine their priority weights. The final result of AHP is the priority order or weight of each alternative. This study focuses on formulating an AHP-based model to assess the three alternative flood disaster preparedness strategies proposed and which has the best feasibility among the three.

This study focuses on formulating an AHP-based model to assess the three alternative flood disaster preparedness strategies proposed and which has the best feasibility among the three. However, the concept of development and model structure that will be developed later can also be applied to selecting other types of alternatives, if desired. In general, the steps in the AHP model consist of (1) building a

hierarchy, (2) assessment, and (3) priority synthesis.

3. Formation of Hierarchy

In the model proposed in this study, there are at least three levels of hierarchy, as follows:

Level I: The target of the decision is placed at the top of the hierarchy. In this case, the target is "Teacher Preparedness in Dealing with Flood Disasters".

Level II: At the second level, assessment criteria are proposed to indicate the proposed alternatives' quality or level of service. These criteria consist of (1) the impact of flooding on schools, (2) the level of teacher preparedness, and (3) school facilities and infrastructure.

Level III: At the third level, alternative strategies for teacher preparedness in facing flood disasters are proposed. At this level, there are 12 alternatives used, namely:

1) Developing a school program to respond to flood disasters,
2) developing a locally based curriculum that is oriented towards teachers' abilities in compiling teaching materials for flood disaster management,
3) involving teachers in developing flood disaster preparedness school models and concepts,
4) provide flood disaster preparedness training for teachers,
5) improve drainage around the school,
6) planting trees in the school environment,
7) local governments must issue policies for flood disaster management in schools,
8) building the capacity of teacher organizations to monitor and implement flood disaster warning systems,
9) conducting flood management simulations from the National Disaster Management Agency,
10) increasing teachers' knowledge and awareness of potential flood threats,
11) increasing teacher capacity to reduce and adapt to disaster risks,
12) Integration of efforts to reduce the impact of flood disasters into sustainable school development,
13) involving the entire school community, especially teachers, in efforts to overcome the impact of flooding,
14) implementation of the entire risk management series, starting from risk identification, risk assessment, risk evaluation, prevention,

mitigation, flood risk reduction in schools, and

15) use and utilization of independent resources in the school environment with minimal external facilities.

4. Weighting

At this stage, the weights are obtained from the combined opinions of respondents on each criterion, the results shown in **Table 2**.

Table 2. Criteria and Criteria Weight

No	Criteria	Weight
1	Impact of Floods on Schools	0.156
2	Teacher Preparedness Level	0.659
3	School Facilities and Infrastructure	0.185

Based on the data processing carried out, the weight of each criterion is described in the following table. This shows that the criterion with the highest weight is the criterion of Teacher preparedness level, with a weight of 0.659. The second criterion with the next highest weight is school facilities and infrastructure, with a weight of 0.185, while the last criterion is the impact of flooding on schools, with a weight of 0.156.

5. Final Research Results

The final assessment results are the assessment results between each criterion against all alternatives. The most influential criterion is the level of teacher preparedness, with a criteria weight of 0.659. In contrast, the flood impact criteria weigh 0.156, and the school facilities and infrastructure criteria weigh 0.185. Then, an assessment is also carried out between each criterion against the 15 available alternatives to obtain the final weight of all alternatives. Teacher preparedness diagram in facing flood disasters shown in **Figure 2**. Based on the assessment results, it was found that the alternatives with the largest to the smallest weights in sequence are:

1) Building the capacity of teacher organizations to supervise and implement the system
2) Involving teachers in developing flood-prepared school models and concepts
3) Developing a locally based curriculum that is oriented towards teacher capabilities
4) Providing flood disaster preparedness training for teachers

5) Involving the entire school community, especially teachers, in dealing with the impact of flooding
6) Integration of flood disaster impact reduction efforts into school sustainability development plans
7) Developing a school program to respond to flood disasters
8) Implementation of the entire risk management suite
9) Carrying out tree planting in the school environment
10) Use and utilization of independent resources in the school environment
11) Increasing teacher capacity to reduce and adapt to disaster risks
12) Increasing teachers' knowledge and awareness of potential flood threats
13) Improve drainage around the school
14) Conducting flood management simulations from BNPB
15) Local governments must issue policies for dealing with flood disasters in schools

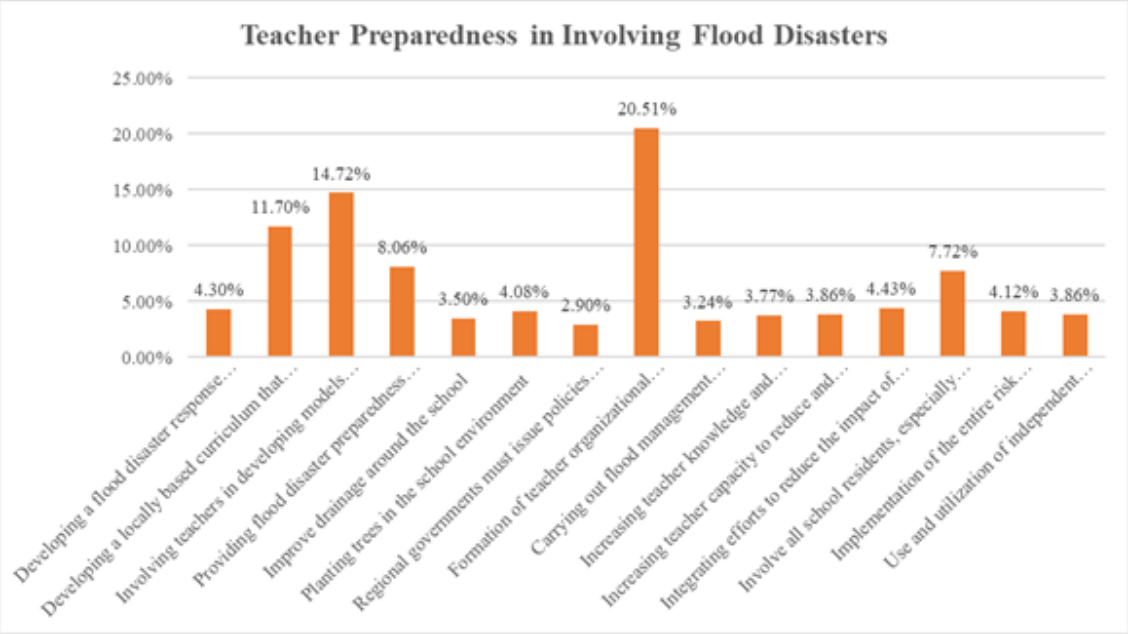

Figure 2. Teacher Preparedness Diagram in Facing Flood Disasters

Discussion

Based on the research results, SMA Negeri 1 Perhentian Raja, the research location, requires mitigation in dealing with flood disasters that often occur in its environment. Natural disaster mitigation generally consists of the following actions:

1) Making and placing warnings, dangers, and signs prohibiting entry to disaster-prone areas.
2) Supervised the implementation of various regulations on spatial planning, building permits (IMB), and other regulations related to disaster prevention.
3) Basic disaster training for officers and the community.
4) Relocation of people from disaster-prone areas to safer areas.
5) Counselling and increasing public awareness.
6) Planning temporary shelter areas and evacuation routes in the event of a disaster.
7) Preparation of legislation.
8) Making disaster-prone maps and problem mapping.
9) Creation of guidelines or standard procedures.
10) Making brochures, leaflets and posters.
11) Research and study of disaster characteristics.
12) Disaster risk analysis assessment.
13) Internalization of disaster management in local educational content.
14) Establishment of disaster task force organizations or units. Strengthening social units in society and prioritizing disaster management in development planning (Hermon, 2021).

In this study, 15 alternatives were also used as efforts made to mitigate flood disasters according to environmental conditions. The impact of flooding on the school environment has the potential to hinder the learning process, cause loss, damage, and even cause loss of life. Losses due to flooding can be in the form of damage to buildings, loss of valuables, or losses that result in being unable to go to work and school. Floods cannot be prevented, but they can be controlled, and the impact of the losses they cause can be reduced.

This effort is closely related to disaster preparedness, as one solution to the problem of the threat of natural disasters, floods can be through socialization activities and simulations of natural disaster preparedness for floods (Susumaningrum & Pristiwandono, 2017). Preparedness aims to reduce the side effects of danger as little as possible through effective, timely, adequate, and efficient preventive measures for emergency response and assistance

during disasters. Preparedness in dealing with floods can help the community plan what actions to take when a flood occurs (Priyanti et al., 2019).

In the research environment conducted, namely schools, teachers have a large role in knowledge about disaster mitigation and preparedness. Teachers who are unaware of disaster preparedness education will have high anxiety levels due to the lack of clear strategies to manage their responsibilities during an emergency or disaster (Kawasaki et al., 2022). Teachers with experience in disaster education and senior teachers have a higher level of disaster preparedness confidence than teachers with no experience, who are still in the early stages of their careers (Sonmez & Gokmenoglu, 2023). Following the results of the study in the criteria section, the percentage or weight of teacher preparedness has the most significant percentage, meaning that according to the combined opinion of respondents, this criterion has the highest level of importance to the existing alternatives.

Teachers who act as educational facilitators need to master the understanding of disaster mitigation so that it can be applied to students. Teachers' role in disseminating information on disaster risk reduction is very important, in the context of disaster response to students, which is inserted into lesson materials or through extracurricular activities in schools whose areas can be prone to disasters. The interaction between teachers and students that occurs directly and intensely makes teachers have a strategic role as facilitators in disaster mitigation education (Rakuasa & Mehdila, 2023). Because through preparedness, disaster risk will be minimized. Disaster risk reduction is a very important priority in education because disaster risk reduction education programs in schools can be a promising way to instil preparedness in children about disaster mitigation and response (Amri et al., 2017). Providing education about disasters in the school community, such as risks and managing them, can significantly impact awareness and readiness in dealing with disasters (Anggaryani, 2021). Thus, the role of teachers as character builders who are prepared for disasters needs to be considered and appropriately facilitated.

Teacher preparedness in facing flood disasters is key to protecting students and maintaining the smoothness of the learning process. To improve this

preparedness, comprehensive efforts are needed to involve all stakeholders.

First, teachers need to improve their understanding of flood disasters. This includes knowledge of early signs of flooding, safe evacuation routes, and first aid steps. Regular education and training ensure teachers have the latest information and necessary skills.

Second, schools need to have a clear and structured emergency plan. This plan should include evacuation procedures, safe evacuation sites, and the roles and responsibilities of each party in the event of a disaster. Teachers should understand their role in this emergency plan and practice regularly so that their actions become automatic in an emergency.

Third, it is important to involve students in efforts to improve preparedness. Teachers can conduct disaster simulations, provide education about disasters, and teach students life skills that are useful in emergencies. By involving students, it is hoped that they will be better prepared for disasters and can help their friends.

Fourth, cooperation between schools, local governments, and communities is crucial. Schools must collaborate with the Regional Disaster Management Agency (BPBD) to obtain the latest information on potential disasters and relevant training. In addition, collaboration with the community can help in disaster mitigation efforts and speed up the recovery process after a disaster occurs.

Fifth, providing adequate facilities and infrastructure is also critical. Schools must have emergency equipment such as first aid kits, rubber boats, and clean water reservoirs. In addition, school buildings need to be designed with disaster risk in mind, such as by building flood-resistant buildings or having easily accessible evacuation routes.

Sixth, psychological aspects also need to be considered. Teachers need to have the ability to provide psychological support to students who experience trauma due to disasters. In addition, teachers also need to maintain their mental health in order to carry out their duties properly.

Finally, it is important to conduct regular evaluations of preparedness improvement efforts that have been carried out. This evaluation aims to identify deficiencies and find solutions to improve them. Thus, school preparedness for disasters can continue to improve.

CONCLUSIONS

Based on the results of research and discussion on teacher preparedness in facing flood disasters at SMA Negeri 1 Perhentian Raja, Riau Province. It can be concluded that the impact of the flood that occurred at SMA Negeri 1 Perhentian Raja is still included in the mild criteria because the impact did not cause fatalities. However, even though it is in the mild category, there is still a need for a method of handling that must be done to minimize the impact of the flood. The scope of this study is the preparedness of teachers at SMA N 1 Perhentian Raja to face flood disasters.

Meanwhile, the level of teacher preparedness in facing flood disasters owned by teachers at SMA Negeri 1 Perhentian Raja is included in the ready category, with a frequency of 12 teachers for the ready category. To improve teacher readiness further, further steps are needed to prepare for flood disasters, such as training in collaboration with the government.

After going through the AHP analysis related to the Teacher Preparedness Strategy, it is known that five alternatives are the main priorities in dealing with flood disasters at SMA Negeri 1 Perhentian Raja, namely 1) establishing the capacity of teacher organizations to supervise and run the system, 2) involving teachers in developing flood-prepared school models and concepts, 3) developing a local-based curriculum that is oriented towards teacher capabilities, 4) providing flood disaster preparedness training for teachers, and 5) involving all school residents, especially teachers, in dealing with the impact of floods.

Teacher preparedness is critical in dealing with flood disasters in schools because teachers are one of the spearheads who can implement strategies or methods to minimize the occurrence of flood disasters; in this case, teacher preparedness is essential.

The teacher's strategy in dealing with flood disasters at SMA Negeri 1 Perhentian Raja is one of the efforts that can be made to increase preparedness in dealing with flood disasters. However, there are already methods that have been formed previously; to increase preparedness further, planning a strategy that is the main priority is undoubtedly necessary.

In conclusion, increasing teacher preparedness in facing flood disasters is a complex effort requiring all parties' commitment. Through increased

knowledge, training, careful planning, good cooperation, and the provision of adequate facilities and infrastructure, it is hoped that teachers can provide optimal protection for students and minimize the negative impacts of disasters. The government undoubtedly plays a key role in supporting teachers and schools in preparing strategies to face flood disasters, ensuring that activities to prepare these strategies can be carried out smoothly and effectively.

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