

Curriculum of Disaster Response for Students of Guidance and Counselling

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Natural disasters can be classified as incidents that cannot be avoided. Banten Province, especially the western region, has the potential for highly diverse and complex natural disasters. These disasters can cause a range of impacts. One feared impact of natural disasters is trauma. The correct treatment of trauma can result in massive and sustained impacts. Knowing how to handle a disaster effectively can be based in education. Schools can provide appropriate knowledge and skills for students dealing with disaster situations. Guidance and counselling play an important role in debriefing and handling the problems of students. Guidance and Counselling teachers must be provided with disaster-preparedness knowledge and skills so that they are able to provide optimal services and support.

Key words: *Disasters, Trauma, Students, Curriculum, Guidance and Counselling.*

Introduction

Natural disasters occur in almost all regions of Indonesia (Chang et al., 2012) (Handoyo, 2019). Banten Province, especially the western region, is one place in Indonesia which has a diverse and complex potential for natural disasters (Tata, 2019). Data from BPBD states that in 2018, there were 66 disasters which happened in Banten and 57 incidents which happened in West Banten (BNPB, 2019). One of the disasters that caused significant casualties was the Sunda Strait Tsunami which took place in December 2018. BNPB data related to the Sunda Strait Tsunami disaster showed that there were 437 deaths, 10 people missing, 31,943 injuries and 16,198 people who were displaced as a result (BNPB, 2019). Banten Province, especially the Sumur sub-district, was the most affected area with the highest number of victims. Natural disasters have a huge variety of impacts. One of the impacts of disasters that must be accounted for is trauma (Harville et al., 2015).



Trauma has a diverse impact on individuals in general, but especially on disaster victims, who show a high potential for becoming traumatised (Bonanno et al., 2011). Trauma can occur shortly after experiencing an incident, but can also occur sometime after becoming a victim of a natural disaster (APA, 2000). Natural disaster victims who initially seem “normal” may later need trauma treatment assistance, because the effects of trauma can take time to manifest.

Beside the trauma felt by victims directly, trauma can also affect others who were not the direct victims of disaster or the participants of traumatic incidents (APA, 2000). Trauma can also occur across generations, especially if the traumatic event took place over a long period such as war, recurring disasters, etc (Qouta et al., 2003). When situations like this happen, the impacts of trauma can affect an entire nation due to so many citizens experiencing excessive fear (Daud and Rydelius, 2009; Izgar, 2019; Tong & Baslom, 2019; Omotayo, 2019).

Based on the explanation above, it is clear that natural disasters can have huge impacts, not only related to material damage but also with the potential to destroy a nation indirectly. Much needs to be done in order to reduce the potential impact of natural disasters. Human beings can feel the impact of natural disasters directly or indirectly, so they must be supported to prepare to deal with a disaster situation, especially with respect to those who live in regions with great natural disaster potential (Desfandi, 2019).

It will take a massive and sustainable effort to prepare responsive and resilient citizens for the impact of disasters. The method chosen must be comprehensive and structured in order to reach all people. One form of media that can be used to prepare citizens who are ready and responsive toward disasters is education. Educational services that reach out to everyone provide fair and free access in order to reach more individuals. Education provides foundational life skills and if individuals are located in disaster-prone areas, they must be prepared to face the likelihood of disasters and the impacts which may eventuate (Petal and Izadkhah, 2018).

Guidance and counselling services provide students with support so that they are more able to equip themselves with a variety of life skills. Guidance and counselling provide assistance for students to solve the problem being faced. In relation to education-based disaster services, guidance and counselling have an important role in being able to provide students with skills and knowledge regarding disasters, and this is especially important for those in disaster-prone areas.

Drought was a potential disaster that also occurred in most areas of Banten. Almost all cities / regencies have drought potential.

Disaster Potential of Banten Region

A. Banten Regional Conditions

Banten is a province located at the western end of Java Island. The Banten Province is directly adjacent to the West Java and DKI Jakarta provinces of the east and the Java Sea in the north-west. The western region is also side by side with the location of Anak Krakatau active mount. Banten Province has 9662.92 km² of land which is divided into four cities and four districts. Serang city has been the capital and central government of Banten Province since 2000 (Banten, 2019).

Banten has diverse geographical conditions ranging from lowlands to mountains with a maximum height reaching 2000 meters above sea level. Most of Banten province is in the lowlands, but it has several highlands and mountains especially in the Pandeglang and Lebak regions. The Banten region also consists of the shoreline and the sea which in at the tip of the province starting from the North, West and South. In 2017, there were 12,448,160 people registered as residents of the Banten Province, excluding migrants who had not yet officially resettled (BPS, 2018).

A wide area of the region shows some gaps that are quite far between cities and regencies in the Banten region. BPS data shows that in 2017, the average per capita expenditure in the Banten region reached 11 million per year, while even in the Tangerang region it could reach 15 million; unfortunately, in the Lebak and Pandeglang regions it only exceeded eight million. The poorest population in Banten is dominated by residents in West Banten areas such as Lebak, Pandeglang, that even with a nominal poverty threshold is lower than other regions. The education sector does not escape the gap. Pandeglang and Lebak Regencies are larger than Tangerang Raya which has fewer schools and students. The literacy rate in the Pandeglang region is only 30%, (even in Pandeglang it is only 21%) while other regions have reached 40%.

B. Banten Regional Disaster Hazard

The wide and varied areas mean that Banten has a high potential for potentially complex disasters. The BPBD data of Banten Province showed that almost all kinds of disasters can occur in the Banten regions. Flooding is a potential disaster that dominates because it has the potential to occur in all Cities / Regencies.

Landslide Potential occurs in the regions of Serang, Lebak and Pandeglang regencies because they have high altitude areas. The potential for earthquakes affects the districts of Serang, Pandeglang, and Lebak because they are located on an active volcano track. Serang and Pandenglang districts also have a higher potential for tsunamis than other regions. The potential for tsunamis and earthquakes in the Serang and Pandeglang Regencies are because they are

directly adjacent to Anak Krakatau Mountain which is active and grows more dangerous every year.

Based on BPBD data, it can be concluded that in the western Banten, especially in the Serang and Pandeglang district, those areas have a higher potential for disasters than other regions. BPS data for 2017 showed that the victims of natural disasters in the Pandeglang areas were in far higher numbers than in other districts.

C. Natural Disasters Impacts

Natural disasters have direct and indirect impacts on human beings. The direct impact of disasters felt by humans manifests as physical injuries, loss of property, and even death. The indirect effect is fear, and trauma. Disasters are one cause of stress which can even develop into Post-traumatic Stress Disorder (PTSD) (Kinchin, 2007). Another impact that can appear is adaptation to the new environment after natural disasters happened (Li and Tan, 2019). Self-adaptation to the new environment can cause many problems. One issue that can appear as an impact of the aftermath of disaster is not only discomfort in a new environment but also violence and criminality (Parkinson, 2019).

Other problems, such as PTSD, are aspects of human psychology that require intense care, especially if they develop in children. Children who are victims of natural disasters have a great potential for trauma (National Commission on Children and Disasters, 2010). If trauma is left unchecked it will become more serious and severe (Felton et al., 2013).

Role of Guidance and Counselling

A. Functions and Roles of Guidance and Counselling

Guidance and counselling in schools is designed to facilitate the development of students / counselees in order to support them to be able to actualise their potential and achieve optimal development (Kementerian dan Kebudayaan, 2016). Guidance and counselling have several functions and roles. If support is related to the situation of students who are victims of natural disasters, the school counsellor must be able to perform the functions of adjustment, prevention, improvement and recuperation (Direktorat dan Tenaga, 2016). A preventative function is included in order that the school counsellor is capable of imparting knowledge to equip students to deal with the worst circumstances in disaster situations and those of post-disaster. It is expected that students who have been supported with knowledge, relating to both physical and psychological aspects, can deal with disaster and post-disaster situations more precisely and accurately and therefore suffer reduced adverse effects. The function of the improvement and recuperation process is related to the efforts of assistance given to victims



of natural disasters in order that they may be more able to handle the burden and problems faced after natural disasters. The function of healing is also related to the possibility that the counselee may experience fear and even trauma.

B. Disaster Response Curriculum for Guidance of Counselling Students

Some developed countries like Japan have prepared a good education-based system to reduce and overcome the impact of natural disasters (Shaw et al., 2011). Education-based disaster preparation and treatment has proven to be effective in reducing the adverse effects of disasters since victims already have knowledge and abilities for dealing with the worst situations which can occur after natural disasters (Shiwaku et al., 2016).

School-based disaster management schemes should be implemented in Indonesia. The 12-year compulsory education program enables every Indonesian to be involved in a learning process in school. If all schools provide students with the knowledge and skills for dealing with disasters, it can be interpreted that all citizens should be able to deal with the worst situations after a disaster (Kapur and Baéz, 2017). The knowledge and skills gained are also expected to be distributed and shared with those around them so that disaster preparedness knowledge becomes a social force that has a broad impact (Paton, 2003).

Guidance and counselling offer support and information that must be provided to students, especially for those living in disaster-prone areas. The school counsellor must have basic knowledge and abilities related to dealing with disaster situations in order to be able to socialise and equip students.

Efforts that can be made to prepare school counsellors with knowledge and skills in handling natural disasters is to equip prospective teachers from their earliest studies. An intense training and assessment process will prepare the prospective school counsellor with comprehensive knowledge regarding natural disasters and their impacts. It is expected that after these students graduate, they will be able to disseminate their knowledge and help prepare students for the impacts of natural disasters.

Each university that has a guidance and counselling study program should be able to provide a disaster curriculum for students, especially those in disaster prone areas. The disaster response curriculum design has been provided by the Indonesian government by publishing various disaster response books, and one of the books is by the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan) (Sekretariat, 2017) and the National Disaster Prevention Bureau (BNPB) (Badan Nasional). Students must be able to master the skills to handle post-disaster conditions which has been outlined in a variety of existing guidelines.

Compiling a disaster response curriculum that will be provided to students requires adequate coordination and preparation in order to ensure maximum results. The curriculum for guidance and counselling students refers to the formulation of Indonesian National Qualification Framework (KKNI) - Based Learning Achievements (Murdaya, 2017). In reference to these guidelines, knowledge, and skills regarding disasters can become the core curriculum for guidance and counselling students or it can be a curriculum for the specifics of study programs. Organisers of the guidance and counselling study program in disaster-prone areas can make the disaster curriculum one of the subjects that students are required to take and is especially important for those who will work in disaster-prone areas.

The curriculum design can be drawn from the presentations relating to natural disasters, published by various government and non-government agencies. Learning resources can also be taken from the realities that exist around the campus or directly by delegating the students to areas that have experienced natural disasters. Problem-based learning mediums designed to enrich students' knowledge and skills offer a tangible way according to the needs in the field. Students will therefore understand realistic portrayals of situations which occur during disasters, and post-disaster, based on observations and interviews with victims of natural disasters. Students will also be able to train themselves to deal with victims of natural disasters and apply the knowledge and skills that have been directly learned. Students are expected to be able to engage in self-introspection about their strengths and weaknesses, in handling victims of natural disasters, so that they are able to carry out evaluation and self-development planning on an ongoing basis.

Conclusion

The disaster conditions in Indonesia should be of particular concern for the Indonesian people. Disasters can cause a multitude of problems. Based on references and additional sources of information, it can be seen that developed countries have developed prevention and treatment disaster-based education. These efforts have proven effective in reducing post-disaster impacts.

Every Indonesian citizen is required to take a minimum education of 9-12 years. Education provides knowledge and skills for students to be able to survive and develop themselves in dealing with life situations. Countries that are in disaster-prone areas must be prepared and able to teach knowledge and skills for dealing with disaster situations.

Guidance and counselling play an important role in developing students' abilities to deal with potential problems in life. Guidance and counselling also provides assistance to enable students to solve problems. In relation to disaster, guidance and counselling must be able to provide students with specific knowledge and disaster-oriented skill sets. Guidance and counselling

must also be able to handle problems in students, especially with respect to victims of natural disasters.

As prospective guidance and counselling teachers, individuals must be provided with the knowledge and skills that will be delivered to their students. The design of the knowledge and skills material that will be provided for them have been formulated into a specific curriculum. The self-learning curriculum refers to the formulation of Learning Achievement which is guided by KKNi. The development of a disaster curriculum can be used as a core curriculum or a specialty that the Guidance and Counselling department organises. Efforts to provide students with disaster management skills are an important element in the creation of counsellors who are responsive to natural disasters so that they can work to reduce the worst impacts of natural disasters.

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