

Perception of Students on the Implementation of Indonesian Language Learning Model Based on Environment and Disaster Mitigation

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ABSTRACT

Indonesia is a disaster-prone region. Data from the National Disaster Management Agency (BNPB) shows that the number of disasters in Indonesia has continued to increase up to 2021. Therefore, comprehensive risk management of disaster threats is urgently needed to reduce losses due to disasters. One way to achieve this is by implementing an environment-based and disaster mitigation learning model in Indonesian language education. This simple study aims to examine students' perceptions of the implementation of an environment-based and disaster mitigation learning model in Indonesian language education. This research is quantitative using a descriptive method. The data collection instrument was a questionnaire distributed to 47 students. About 74% of respondents had experienced a disaster and indicated low disaster preparedness when it occurred. The percentage of positive perceptions towards environment-based and disaster mitigation language learning was higher among students who had experienced disasters, at 88.5%. Although this is only a 3.5% difference from the positive perceptions of the 26% of students who had not experienced natural disasters, it shows that those who have experienced disasters and felt the direct impact of natural disasters consider the implementation of an environment-based and disaster mitigation Indonesian language learning model to be more important and necessary.

Keywords: Perception; Implementation; Learning; Environment; Mitigation.



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INTRODUCTION

Indonesia is located between the three most active tectonic plates in the world, namely the Eurasian Plate, the Indo-Australian Plate, and the Pacific Plate, which are always moving towards and away from each other (Scotese et al., 2024). This geographical location makes Indonesia very vulnerable to natural disasters (Fuady et al., 2021). The National Disaster Management Agency (BNPB) has documented a steady increase in disaster events since 2011, peaking at 5,402 events in 2021 (Rohmat et al., 2022). This data underlines the importance of Indonesian people remaining alert to disasters. Wekke (2020) defines disasters as events where the convergence of threats, vulnerabilities, and capacity limitations triggers adverse impacts. Low preparedness for disasters often correlates with increased casualties and losses. More details can be seen in Fig 1 below.



Figure 1. Trend of the number of disasters in Indonesia (Source: DataIndonesia.id)

Padang City, which is known to be prone to earthquakes and tsunamis, is an example of the importance of disaster preparedness. After a major earthquake in 2009, residents sought shelter in green zones designated by the government and considered safe from tsunamis. As a result, property prices in the area soared. Coastal residents store emergency supplies in "bags" containing essential items such as snacks, flashlights, first aid kits, and important documents, which are easy to access during an emergency.

Despite ongoing seismic activity, awareness of disaster preparedness in Padang has decreased over time (Anggun et al., 2020; Putera et al., 2020). Go-bag maintenance stalled, and disaster drills lost priority, even in educational settings (Addiarto, 2019).

Indonesia's geographic range from west to east presents a variety of disaster risks, requiring a strong risk management strategy to effectively mitigate losses. By emphasizing mitigation in emergency response, this strategy aims to minimize threats, reduce vulnerability, and increase community resilience (Rusilowati & Binadja, 2012; Suarmika & Utama, 2017; Qurrotaini & Nuryanto, 2020).

Effective disaster management integrates environmental education, increasing students' preparedness and resilience (Agustiana et al., 2013). Mastery of environmental vocabulary has proven important in enabling students to articulate their perspectives and improve disaster preparedness skills (Ikhlasani et al., 2020). By fostering environmental awareness and disaster mitigation skills, education can foster behavior that promotes harmony between humans and nature (Ramadhan et al., 2019). Integrating environmental education into language classes can enhance the role of educators in promoting sustainability (Cotton, 2006).

Understanding students' perceptions of environmentally based language learning and disaster mitigation is very important. Positive perceptions can support implementation efforts while overcoming negative perceptions can perfect the educational approach (Ramadhan et al., 2019).

METHODS

The questionnaire data obtained from the respondents is summarized based on the respondents' experiences with disasters. Subsequently, the recapitulation is made based on the indicators and aspects of students' perceptions of environment-based and disaster mitigation language learning. This study is a quantitative research with a descriptive method. It encompasses survey research and fact-finding aimed at describing ordinary conditions, often referred to as ex post facto research (Ramadhan et al., 2017). The subjects of this study are students of Adzkia University from the 2022 intake who are taking Indonesian language courses. The population includes students enrolled in Indonesian language courses. The sample size for the study is 47 students. Data collection is conducted through a questionnaire measuring students' perceptions of language learning with an environment-based and disaster mitigation model. The questionnaire is considered a direct and closed questionnaire as the answers are provided (Sari, 2014). Below is the outline of the questionnaire used which can be seen in Table 1 below.

Table 1. Questionnaire outline: Students' perceptions of the implementation of environment-based and disaster mitigation learning models in Indonesian language courses

No	Aspect	Indicator	Number
1	Understanding of the material	– Students can understand learning with environment-based and disaster mitigation models well.	1,7,8,9
2	Enjoyment in learning	– Students are active during learning. – Students are sensitive and adaptable to learning. – Students are well motivated	2,3,4,10,11
3	Collaboration	– Students are able to collaborate well.	5
4	Application	– Students feel capable of applying environmental knowledge and disaster mitigation when disasters occur	6,12

The questionnaire data obtained from the respondents is summarized based on the respondents' experiences with disasters. Subsequently, the recapitulation is made based on the indicators and aspects of students' perceptions of environment-based and disaster mitigation language learning.

RESULT

A total of 74% have experienced disasters, and when disasters occur, disaster preparedness is low. Environmental awareness and disaster mitigation are important to reduce disaster risks by enhancing the capacity of communities residing in disaster-prone areas (Maryani, 2010; Pratama & Putranto, 2021). The percentage of positive perceptions towards environment-based and disaster mitigation language learning is higher among students who have experienced disasters, at 88.5%. Although it is only a 3.5% difference from the positive perceptions of the 26% of students who have not experienced natural disasters, this indicates that those who have experienced disasters and felt the direct impact of natural disasters have greater environmental awareness and disaster mitigation. In general, students' positive perceptions of environment-based and disaster-mitigation language learning are in the range of 85-87%. Below are the percentage of student perceptions per-aspect indicator used which can be seen in Table 2 below.

Table 2. Percentage of student perceptions towards environment-based learning

No	Aspect	Indicator	Number
1	Understanding of the material	– Students can understand learning with environment-based and disaster mitigation models well.	85%
2	Enjoyment in learning	– Students are active during learning. – Students are sensitive and adaptable to learning. – Students are well motivated.	87%
3	Collaboration	– Students are able to collaborate well.	85%
4	Application	– Students feel capable of applying environmental knowledge and disaster mitigation when disasters occur	87%

CONCLUSIONS

Indonesia is prone to disasters, underscoring the critical need for environmental awareness and disaster mitigation efforts to reduce vulnerability. There is a growing necessity for language learning programs centered around these themes. A significant 74% of individuals have encountered disasters, yet preparedness remains insufficient when these events occur. Among students who have experienced disasters, the positive perception towards environment-based and disaster mitigation language learning is notably higher, reaching 88.5%. This reflects a 3.5% increase compared to students (26%) who have not faced natural disasters, indicating that firsthand experience enhances environmental awareness and disaster preparedness. Students' favorable perception of

environment-based and disaster mitigation language learning ranges from 85% to 87%. Particularly notable is their enthusiasm for learning and the recognition of how this knowledge can be applied in daily life and during future disaster scenarios.

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