

Training and Assistance in the Implementation of Disaster Safe Schools/Madrasahs (SMAB) as an Effort to Reduce Disaster Risk in Muhammadiyah 1 High School Malang City

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Abstract

Until now, schools in Indonesia that have received disaster education, whether facilitated or only limited to socialization, are still recorded at around 9%, which is still very few. SMA Muhammadiyah (SMAM) 1 Malang City, one of the schools in a potential disaster area, is located in a watershed area (DAS), a one-way road that has a risk of disaster, such as traffic accidents, landslides, and fires. Meanwhile, the vulnerabilities include building maps which tend to be difficult for the evacuation process in the event of a disaster. In 2018 and 2019 every rainy season there are always schools affected by landslides at the back of the school which is right in the Brantas DAS caused by the erosion of the river banks. Training and Assistance in the Implementation of Disaster Safe Schools/Madrasahs (SMAB) as an Effort to Reduce Disaster Risk at Muhammadiyah 1 Middle School Malang City based on Law no. 24 of 2007 concerning Disaster Management. It clearly states that everyone has the right to receive education, training, counselling, and skills in disaster management, both in situations where a disaster does not occur or when there is a potential for disaster. Through education it is hoped that disaster risk reduction efforts can achieve broader targets and can be introduced earlier to all students, by integrating disaster risk reduction education into the school curriculum as well as into extracurricular activities. Preparation for the implementation of disaster-safe schools/madrasahs (SMAB) begins with compiling materials on the SMAB framework and transformation of implementation information based on guidelines from BNPB/BPBD and the Ministry of Education and Culture/Disdikbud. The second step is to arrange training for educators and education staff regarding the framework and assistance for SMAB implementation. The last stage is compiling disaster risk reduction learning practices for students in subjects and compiling activities to increase students' knowledge and skills about first aid, protection and rescue.

Keywords: Training, School, Disaster



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INTRODUCTION

Situation Analysis

Based on Information Data (Kapusdatin) and Public Relations of the National Disaster Management Agency (BNPB) noted 3,622 disasters occurred in Indonesia from January 2019 to December 16 2019. In general, from this data there has been an increase in the number of disasters, of which 29 earthquakes have occurred. damaged and caused 69 people died, 1,905 people were injured, 311,874 people were displaced, and 21,554 housing units were damaged. Of the 3,622 disaster incidents, BNPB recorded 475 deaths, 108 people missing, 3,408 people were injured, 6 million people were displaced, and 72,390 houses were damaged. Nevertheless, the number of victims decreased, because throughout 2019 there were no very large natural disasters like 2018. BNPB also recorded Central Java as the province with the highest number of disasters reaching 859 incidents, followed by West Java with 672 incidents, and East Java with 582 incidents . Then Aceh with 117 incidents and South Sulawesi with 162 incidents (BNPB, 2019).

Likewise, BPBD Malang City recorded 201 disaster events from January to the end of November 2019. This increased by 4 percent compared to the previous year, namely during January-November 2018, BPDB Malang City recorded 193 disaster events. In 2019, 42 cases of landslides were recorded out of 45 cases in 2018. Floods or puddles were 12 cases compared to 5 cases in 2018. Fires became 86 cases from 68 cases in 2018. Strong winds rose quite high, from 9 cases in In 2018 there were 22 incidents in 2019. Falling trees were recorded 20 times compared to 46 cases in 2018, earthquakes were only 2 times and non-natural events were both recorded 17 times.

Meanwhile, the Malang City BPBD Control and Operations Center (Pusdalops) has also carried out calculations of damage and losses due to the disaster until November 2019, a loss of Rp. 10,792,047,300. The total loss of more than IDR 10 billion or even reaching IDR 11 billion increased by around 62 percent from the previous year of the same period, which was IDR. 6,658,146,850. Still based on the Pusdalops BPBD Malang City, it was stated that during November 2019 there were 17 disaster cases consisting of 1 landslide, 2 flood cases (puddles), 6 fire cases, 5 strong wind cases, 2 fallen tree cases and 1 non-natural incident. . Of the 17 cases, 5 incidents were in the Sukun District area. Lowokwaru and Kedungkandang each with 4 cases, Blimbing 3 cases and Klojen recorded only 1 case. Until now BPBD Malang City continues to strive to provide disaster understanding and information to all elements of society. This is intended to provide a basis for mitigation in order to reduce disaster risk which results in reducing the value of damage and losses (BPBD Kota Malang, 2019).

With various data submitted by BNPB and BPBD, it is for this reason that disaster education is one of the important priorities for disaster management, especially in disaster mitigation efforts. Disaster education in Indonesia is one of the priorities of the president's directives for disaster management in 2019. Through disaster education, it is hoped that it can change awareness and strengthen the character of the nation's successors who are resilient to disasters. Knowledge of disaster is very important for children and young people. They are part of the future of the Indonesian nation. In addition, children can transmit disaster education and can become agents of change in the family.

Even the Government of Indonesia has committed to implementing Disaster Safe Schools - Safe Schools since 2010 by launching a campaign of one million safe schools and hospitals in Indonesia. This commitment was strengthened by the issuance of BNPB Head Regulation No. 4 of 2012 concerning the implementation of Disaster Safe Schools/ Madrasahs (SMAB) which have become the basis for the implementation of disaster education implementation to date. (Directorate of PRB-BNPB, 2018: iii-iv). The impact of the disaster on the education sector resulted in many casualties for both students and teaching staff, cessation of the teaching and learning process, damage to school facilities and infrastructure and loss of school documents. It is hoped that the teaching and learning process will continue under any circumstances and that school members will have the ability and readiness to face disasters at school. For this reason, it is important to implement the Disaster Safe Education Unit Program in order to foster a culture of disaster awareness. In Indonesia disaster education is coordinated in a platform known as the SPAB National Secretariat.

Meanwhile, until now there are still around 9% of schools in Indonesia that have received disaster education that has been facilitated or only limited to outreach. Of course, this number is still very small when compared to the number of schools in Indonesia, most of which are located in disaster-prone areas. So the challenge going forward is to carry out the dissemination of the SPAB program broadly and evenly, more than that preparing an evaluation and monitoring system for the continuity and sustainability of the program. This of course requires the support of various parties involved in the implementation of education..

Muhammadiyah High School (SMAM) 1 Malang City is located on Jalan Brigjen Slamet Riyadi 134 Oro-oro dowo Malang City, East Java. This school is located in a river flow area, is on a one way route and has the potential for fire. so that this school has the risk of disasters, such as traffic accidents, landslides, and fires. Meanwhile, the vulnerabilities include building maps that tend to be difficult for the evacuation process when a disaster occurs (Data processed, 2019). Based on information from the leadership of SMAM 1 Malang City, it has a land area of 1500 M2 and a building area of 945 M2. The school accommodates 127 people consisting of: 15 teachers/ educators, 110 students and 2 employees. Almost every year SMAM 1 Malang City always has the potential for landslides to occur, because the school area is on the edge of the Watershed (DAS). Even in 2018 and 2019 in every rainy season there are always schools affected by landslides at the back of the school which is right in the Brantas DAS caused by the erosion of the river banks.

Outer Target

As explained in the purpose of the Competitive Service Program (PPK), that this activity seeks to help create peace and comfort in social life, in terms of Training and Assistance activities for the Implementation of Disaster Safe Schools/Madrasahs (SMAB) as an Effort to Reduce Disaster Risk at Muhammadiyah 1 Middle School City Malang, with the implementation of training and assistance in the implementation of SMAB aims to make schools have an understanding about Disaster Management (PB). Second, the formation of the School Disaster Preparedness Team. Third, the school disaster management action plan. Finally, the establishment of an extra-curricular school disaster management program. Thus, after achieving the three things above, thus the awareness and safety of school/madrasah residents can be continuously improved in carrying out educational activities.

Outer Type

Training and Assistance in Implementing Disaster Safe Schools/Madrasahs (SMAB) as an Effort to Reduce Disaster Risk at Muhammadiyah 1 Middle School in Malang City, at least implementing preparedness in disaster management for school residents. Based on Law no. 24 of 2007 concerning Disaster Management. It clearly states that everyone has the right to receive education, training, counselling, and skills in disaster management, both in a situation where a disaster does not occur or in a situation where there is a potential for disaster. Through education it is hoped that disaster risk reduction efforts can achieve broader targets and can be introduced earlier to all students, by integrating disaster risk reduction education into the school curriculum as well as into extracurricular activities.

Meanwhile, according to the Circular Letter (SE) of the Ministry of Education and Culture No. 70a/SE/MPN/2010 concerning Mainstreaming Disaster Risk Reduction (DRR) in schools, this shows that the implementation of disaster management in schools is considered important and necessary. Meanwhile, the implementation of DRR mainstreaming strategies in schools is carried out both structurally and non-structurally in order to create a culture of preparedness and safety in schools; and (3) this circular letter is a guideline for implementing DRR mainstreaming strategies in schools. The types of outputs to be produced in accordance with the activity plan are as follows:

Table 1. Types of Outcomes for Implementing Disaster Safe Schools/Madrasahs (SMAB)

NO.	PROGRAM	PROGRAM RESULT
1	SMAB Application Preparation Workshop	
1.1.	Dissemination of Knowledge about the framework of disaster-safe schools/madrasahs.	Achieving an understanding of the PB concept in schools.

1.2.	Dissemination of information about the implementation of SMAB from BNPB and the Education and Culture Office.	
2	Training of Educators, Education Personnel, School Committees and Village Government (SMAB Framework)	
2.1.	Delivery of SMAB framework knowledge	Compilation of SOP for Disaster Management in Schools
2.2.	Training for education staff, education staff and school committees to assist SMAB implementation.	Formation of a School Disaster Preparedness Team
3	Student Training	Services/Products
3.1	PRB learning practice for children/students in the subject	There is a PB Action Plan (Renaksi) in Schools that involves all school members and Stakeholders
3.3	Increasing students' knowledge and skills about First Aid (PP)	
3.4	Increased Knowledge and skills of students in protection and rescue	

IMPLEMENTATION METHOD

Approach Method

The approach method used in this activity is by conducting education, training and mentoring, as an effort to improve the ability of partners, in this case all school members, both school administrators, namely school principals, educators and education staff, school committee members, students, government Villages and Surrounding Communities in Implementing Disaster Safe Schools/Madrasahs (SMAB) as an Effort to Reduce Disaster Risk at Muhammadiyah 1 Middle School Malang City.

Activity Plan

Several activity plans are adapted to the type of output of assisting the implementation of SMAB as an effort to strengthen school capacity in reducing disaster risk in Muhammadiyah Malang Raya elementary and middle schools according to the needs of School Management, School Committees, Village Administration and Surrounding Communities by offering solutions to problems encountered in implementation of disaster management.

Workshop on preparation for the implementation of Disaster Safe Schools/Madrasahs

Workshops on the preparation for the implementation of disaster-safe schools/madrasahs for disaster stakeholders in the regions are the first steps to introduce disaster-safe school/madrasah activities to all stakeholders in the regions. The purpose of this activity is to convey knowledge about the framework of disaster-safe schools/madrasahs. Disseminate information about the implementation of disaster safe schools/madrasahs (SMAB) from BNPB and the Ministry of Education and Culture. Obtaining commitment and support from the local government and legislative commissions in the context of program sustainability sourced from the regional budget and the local private sector.

The achievements are that participants have knowledge and information about the framework for disaster-safe schools/madrasahs, the 3 pillars of a comprehensive safe school module, and the implementation of Disaster-Safe Schools/Madrasahs. Dissemination of information on the implementation of disaster-safe schools/madrasahs (SMAB) from BNPB and the Ministry of Education and Culture; the process of aligning perceptions about the roles and duties of regional heads, key SKPDs, and the legislature in mainstreaming DRR in the education sector with the aim of building a culture of schools/madrasahs that are safe from disasters. Realization of commitment and support from local government and legislative commissions in the context of program sustainability sourced from APBD and local private parties.

Training of Educators, Education Personnel, School Committees and Village Government (SMAB Framework)

This activity is one of the efforts to increase the capacity of the school community and its surroundings. The objectives of this activity are: Convey knowledge of the school/madrasah framework that is safe from disasters. Train education staff, education staff and school committees to assist SMAB implementation in schools. Get support and involvement from the village government, school committee, and the community around the school. While the achievement is conveying knowledge of the school/madrasah framework that is safe from disasters. Implementation of training for education staff, education staff and school committees to assist SMAB implementation in schools. There is support and involvement from the village government, the school committee, and the community around the school.

Student Training

Student training is one of the stages of increasing student capacity so that children know the knowledge and skills in protection and rescue. The objectives of this activity are: To practice learning DRR for children/students in the subject. Disseminate KIE media on DRR to children/students. Increase students' knowledge and skills about First Aid (PP). Increase the knowledge and skills of students in protection and rescue. This is the achievement of conveying knowledge about the concept of disaster-safe schools/madrasahs to children. Increased knowledge and skills of children in DRR. Increasing children's knowledge and skills in helping, protecting and saving themselves during a disaster.

Partner Participation

In assisting the preparation of village regulations as an effort to strengthen the capacity of disaster-resilient villages in Pujiharjo Village, Malang Regency, it will require the participation of partners, in addition to regional officials, administrators of village institutions, volunteer teams, and the community. The following is an explanation of partner participation in table 2 as follows:

Table 2. Partner Participation

No.	Partner Element	Participation
1.	Principals, Educators and Education Personnel	a. Setting up the activity site. b. Participate in preparing the schedule of activities. c. Coordinate activities with other institutions and village communities. d. Participate in education and training on the importance of SMAB e. Participate in education and training on SMAB.

APPLICANT ELIGIBILITY

Expertise Type

As explained earlier, this activity was carried out to support the ability of school administrators, school committees, village administration and surrounding communities to offer solutions to problems encountered in implementing disaster management, particularly in the implementation of disaster-safe schools/madrasahs (SMAB) as an effort to reduce disaster risk in Muhammadiyah Malang Raya Elementary and Middle School. In carrying out the program, of course, requires some expertise in offering solutions to partners according to their needs and interests in realizing the strengthening of disaster-resilient villages. For this reason, the types of expertise possessed by the proposing team are as follows, as explained in table 3 as follows:

Table 3. Types of Expertise

No.	Name	Expertise Type	Task Description
1.	Yana S. Hijri, S.IP., M.IP	Regional Arrangement and Disaster Management	a. Prepare materials about SMAB b. Explain the importance of disaster mitigation and preparedness in disaster management. c. Arrange the stages of post-disaster needs assessment (jitupasna) in the Rehabilitation and Reconstruction process.
2.	Saiman, Dr., M.Si.	Community Empowerment and Disaster Mitigation	a. Develop Survey Instruments and FGDs on School Baselines. b. Arrange the stages of procedures for preparing SMAB activities. c. Providing knowledge and skills in SMAB practice.
3.	Wahyudi Kurniawan, S.H., M.H.Li	Legal Drafting and Disaster Law	a. Provide knowledge and understanding of SMAB legal products. b. Provides an understanding of several important aspects regarding SMAB legal products. c. Provide understanding and preparation of the importance of commitment between stakeholders regarding SMAB.

RESULTS OF SERVICE AND DISCUSSION

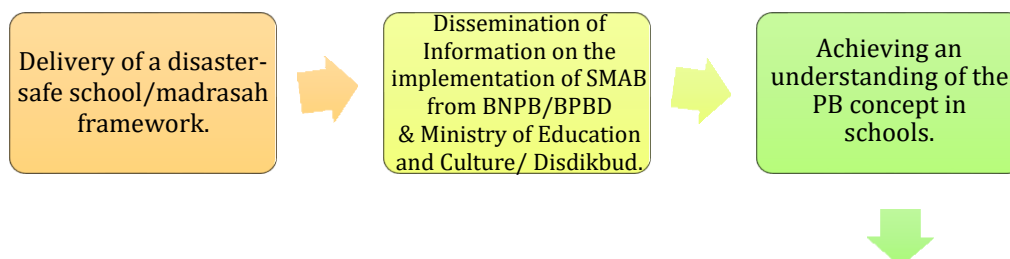
Application of SMAB at SMA Muhammadiyah I Malang City

SMAB Application Preparation

Training and Assistance in the Implementation of Disaster Safe Schools/Madrasahs (SMAB) as an Effort to Reduce Disaster Risk at Muhammadiyah 1 Middle School Malang City based on Law no. 24 of 2007 concerning Disaster Management. It clearly states that everyone has the right to receive education, training, counselling, and skills in disaster management, both in situations where a disaster does not occur or when there is a potential for disaster. Through education it is hoped that disaster risk reduction efforts can achieve broader targets and can be introduced earlier to all students, by integrating disaster risk reduction education into the school curriculum as well as into extracurricular activities. Meanwhile, according to the circular of the Ministry of Education and Culture No. 70a/SE/MPN/2010 concerning Mainstreaming Disaster Risk Reduction (DRR) in schools, shows that the implementation of disaster management in schools is considered important and necessary, and is carried out both structurally and non-structurally in order to create a culture of preparedness and safety in schools.

Preparation for the implementation of disaster-safe schools/madrasahs (SMAB) begins with compiling materials on the SMAB framework and transformation of implementation information based on guidelines from BNPB/BPBD and the Ministry of Education and Culture/Disdikbud. The second step is to arrange training for educators and education staff regarding the framework and assistance for SMAB implementation. The last stage is compiling disaster risk reduction learning practices for students in subjects and compiling activities to increase students' knowledge and skills about first aid, protection and rescue.

SMAB Framework



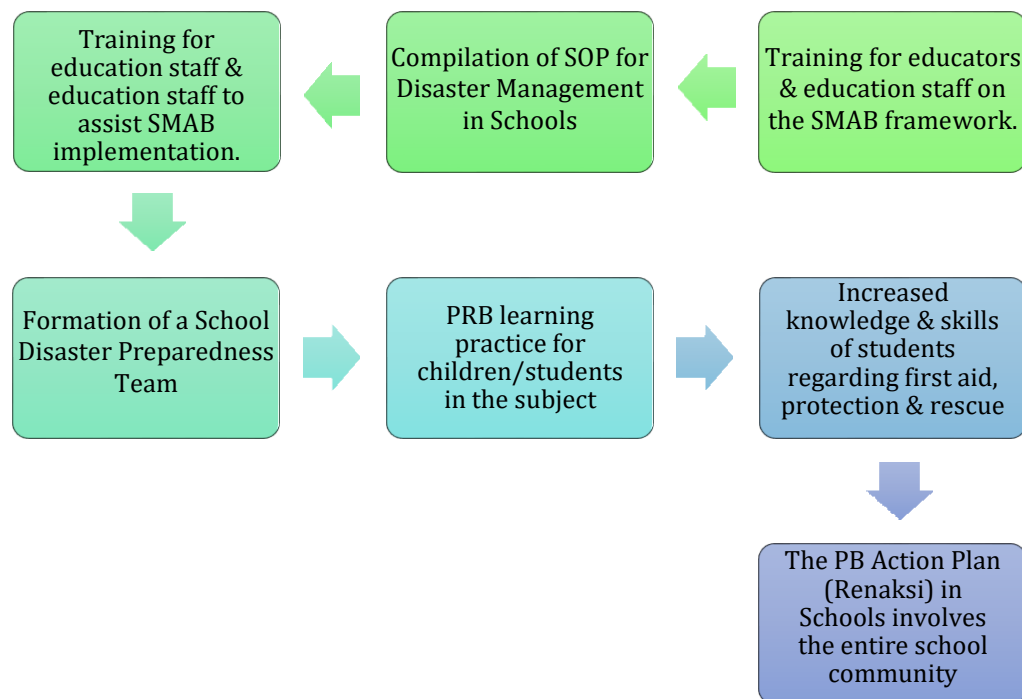


Figure 1. SMAB Framework

Action Plan for Disaster Management in Schools

The disaster management action plan at SMA Muhammadiyah I begins with classifying the types of disaster threats at school, compiling the characteristics of disasters, determining disaster triggers and how these disasters can occur, determining the probability of a disaster occurring and the impact of a disaster, and compiling additional information that is considered important in disaster management in school. Develop evacuation management that can be well understood, has a school map that is used as the basis for making effective and safe evacuation routes for the school community.

Disaster risk assessment is an integrated mechanism to provide a comprehensive picture of disaster risk in an area by analyzing the threat level, loss level and regional capacity based on BNPB Head Regulation No. 2/2012. This can be done by understanding and applying the risk formula.

$$R = H \times V/C$$

R = Risk (Disaster Risk)

H = Hazard (Hazard/Potential Disaster)

V = Vulnerability (Regional Vulnerability)

C = Capacity (Community Capacity)

First, a disaster is an event caused by nature or human activity, which can occur suddenly or slowly, causing loss of human life, damage to property and the environment, in which the local community with all its capabilities and resources is unable to deal with it. Second, hazard is a situation, condition, or biological, geographical, social, economic, political, cultural and technological characteristic of a community in an area for a certain period of time that has the potential to cause casualties and damage. Third, vulnerability is the degree of deficiency in the ability of a community to prevent, tame, achieve preparedness, and respond to the impact of certain hazards. Vulnerability can be in the form of physical, economic, social and behavioral

vulnerabilities caused by various factors. Fourth, ability is the mastery of resources, methods and strengths owned by the community, which enables them to prepare themselves, prevent, tame, overcome, defend themselves and quickly recover from the effects of disasters. Fifth, risk is the possibility of loss in an area and a certain period of time arising from a hazard becoming a disaster. Risks can be in the form of death, injury, illness, disappearance, threatened life, loss of sense of security, displacement, damage or loss of property and disruption of community activities. Sixth, mitigation is an effort made to reduce the impact of disasters, both physically-structurally through the construction of physical buildings, and non-physically-structurally through legislation and training. Furthermore, there are several general indicators in disaster threat assessment, namely the impact and probability of a disaster occurring. Probability can be measured by the frequency or level of frequency the disaster occurs. Meanwhile, the impact of a disaster can be seen from the strength or damage, the area affected, and the speed at which it occurred.

Table 4.

Type	What are the threats of disaster at school
Characteristics	Characteristics include: destructive power, signature, distance of threat, speed of occurrence, frequency, period, duration
Reason	Cause of disaster?? How did it happen??
The resulting impact	Divided into several categories: lives, injuries, damage to infrastructure, environment and economy
Probability	Likely to happen in the future?? Is it certain that it will happen next year or is it unexpected??
Information	Additional information deemed important

Table 5.

No.	Probability	Impact
1.	5 = Very certain (almost certain to happen next year)	5 = Very severe (almost 100% of the area is completely paralyzed)
2.	4 = Almost certain (10-100% will happen next year or once in 10 years)	4 = Severe (50-75% area destroyed paralyzed)
3.	3 = Likely (1-10% will happen next year or once in 100 years)	3 = Moderately severe (10-50% area destroyed)
4.	2 = Low probability (less than 1x in 100 years)	2 = Mild (less than 10% area affected)
5.	1 = Not certain (not at all certain)	1 = Not severe (not at all affected)

After delivering material related to risk assessment, participants were asked to form a risk assessment team. Participants were given the task of discussing and analyzing the threats, vulnerabilities and potential of the school. It is hoped that the participants are well aware of the risks at school and have an idea of what to do so that disasters can be prevented. Based on the results of discussions between participants, there are two types of disaster threats in schools, namely floods and fires. Both types of threats have their own characteristics, causes, impacts, and probability of occurrence. Participants were asked to write on flano paper and present it.

This type of flood disaster has characteristics such as a lack of water absorption in school areas and residents' homes, the distance of several school buildings, and insufficient gutter capacity to drain rainwater to a predetermined location. This can happen if the intensity of the rain is quite heavy and doesn't stop. While the impact that will occur is damage and the collapse of the ceiling of the school building and damage to school facilities. The level of probability and impact of this type of flood disaster is at level 2, which means that the disaster is unlikely to occur and the damage is in the light category. Furthermore, the second type of disaster is a fire with the characteristics of the area or location of the school being in a densely populated

location, power lines that are not neatly arranged, the electric power capacity is too large, and the kitchen space is small and stuffy. This can make electricity easy to short circuit and leak gas cylinders. If a fire occurs, it will result in burning teaching and learning support materials, loss of school documents, gas poisoning, explosions and possibly fatalities. The level of probability and impact of the type of fire threat is at level 3, which means that a fire disaster is likely to occur and the resulting damage is in the moderately severe category.

In addition, it is important for us to know emergency evacuation management. This is done so that when we are in an emergency situation we know where to find a safe place to take shelter. Some things that need to be considered related to evacuation management are:

1. Make sure the number of school members who are threatened, such as: students, teachers and employees.
2. Know the location of school residents with high vulnerability.
3. Do the division of tasks and roles for evacuation.
4. Agree on a safe assembly location for evacuation
5. Make safe evacuation routes and if possible distinguish between routes for entry and exit from threatened areas
6. Make data on the number of facilities/assets needed in schools that can support evacuation activities and other emergency activities.
7. Know the location and route from the concentration point of school residents to the planned safe area
8. Calculate the time needed to arrive at a safe area.
9. Prepare important papers, documents or other valuable assets that you can take with you and put them in an easy-to-reach place when saving yourself.

Furthermore, evacuation management can be well understood if each school has a school map. The school map will be used as a basis for making an effective and safe evacuation route for the school community. Several things need to be considered in making maps and evacuation routes:

1. Draw the symbol for north direction as a guide
2. Picture of School Map including local area boundaries
3. Write down the names of the areas concerned (classrooms, library, field, canteen, office, laboratory, and so on according to each school's facilities).
4. Describe land use and space in the school environment.
5. Determine a safe and smooth evacuation route. Use the arrows to get to a safe area. Pay attention to road junctions (t-junctions or crossroads) that can cause traffic jams or accidents. If possible establish different routes for entry and exit into the threatened area
6. Mark several areas as safe gathering places

The duties and responsibilities of the first aid team are:

1. Implementation of treatment/first aid for victims
2. Provide referrals and escort victims to receive further treatment immediately (Puskesmas, Hospital)
3. Implementation of health services for victims in schools
4. Availability of medicines and aid facilities for victims
5. Availability of emergency tents and vehicles as a means of transportation to take victims to hospitals or health centers.

The Evacuation and Rescue Sector is in charge of evacuating, securing and rescuing all school members including saving school assets to be taken to a safer place. The team is also

responsible for finding and helping school residents who are not yet in a safe location, as well as bringing victims to shelters. This team coordinates with the first aid team and reports activities to the implementing coordinator.

1. The evacuation of all school members and school assets to a safer place
2. Rescuing residents who are trapped in collapsed buildings and those who are missing
3. Vulnerable groups (children/students, women, disabled, pregnant/breastfeeding teachers, and elderly teachers over 55 years) are saved
4. Handing over and ensuring students reach their families or relatives safely

The Logistics Team plays a role in meeting basic needs during an emergency, such as drinking water, snacks and preparing safe locations for evacuation, and provides reports to the implementing coordinator.

1. Provide and serve the fulfillment of basic needs such as drinking water and snacks (biscuits)
2. Provide safe locations and when necessary set up emergency tents for students

Outreach and Emergency Schools play a role in carrying out socialization of disaster response programs to all school members and building communication and collaboration with community members and relevant agencies and emergency school services when needed;

1. Conduct socialization of the disaster response program to all school members
2. Building communication and cooperation with the community and related agencies
3. Manage rally points
4. Provide emergency school services when needed

After providing materials related to the disaster preparedness team at school, continue the activity by helping the participants to form a disaster preparedness team. Participants discuss what divisions are needed, the duties of each division and determine who will occupy the positions that have been described. The following are the results of participants' discussions regarding the standby team at school.

Table 6. Muhammadiyah 1 High School Disaster Preparedness Team, Malang City

No.	Name	Position
1.	Dra Umi Mafrukhah	Coordinator
2.	Drs. Karno Widodo	Deputy Coordinator
3.	Ahmad Fahmi yuanto, S.Pd	Ko. Early warning team and command post
4.	Gimo	Early warning team and command post
5.	Bari	Early warning team and command post
6.	Amar	Early warning team and command post
7.	Muhammad Rizal, S.Pd	Ko. Evacuation Team
8.	Agus	Evacuation Team
9.	Hendri	Evacuation Team
10.	Heri	Evacuation Team
11.	Haky Adnan, Dip. KMD	Ko. PPGD Team
12.	Nur Alfi Maula Devi, S.Psi	PPGD Team
13.	Maya Marisa, S.Pd	PPGD Team
14.	Laili Mauladina, S.Psi	PPGD Team
15.	Rizky	PPGD Team
16.	Anggi Mega Senja, S.Pd	Ko. Logistics Team
17.	Dya Fatikhatur Rohimah, S.Pd	Logistics Team
18.	Titik	Logistics Team
19.	Rika Ulfatuzzahroh, S.Pd	Ko. Psychosocial Team & Emergency School
20.	Seka Andriani, S.Pd	Psychosocial Team & Emergency School
21.	Yani	Psychosocial Team & Emergency School

The Disaster Preparedness Team which consists of: First, the First Aid Team with the duties and responsibilities of carrying out first aid/handling of victims, providing referrals and escorting victims to receive further treatment immediately, evacuating and rescuing all school members including saving school assets. Second, forming a Logistics Team plays a role in meeting basic needs during an emergency, such as drinking water, snacks and preparing safe locations for evacuation. Lastly, carry out socialization and emergency schools play a role in implementing disaster response program socialization to all school members.

CONCLUSION

Training and Assistance in the Implementation of Disaster Safe Schools/Madrasahs (SMAB) as an effort to Reduce Disaster Risk at Muhammadiyah 1 Middle School in Malang City has been carried out starting with preparation by compiling some material on the SMAB framework, information transformation based on guidelines from BNPB/BPBD and Ministry of Education and Culture/Disdikbud, carrying out training for educators and education staff on the framework and assistance for the implementation of SMAB up to compiling disaster risk reduction learning practices for students in subjects and compiling activities to increase students' knowledge and skills regarding first aid, protection and rescue.

The action plan for disaster management at SMA Muhammadiyah I begins with compiling some general indicators in disaster threat assessment and additional information that is considered important in disaster management at school. Arrange evacuation management, form a Disaster Preparedness Team which includes the First Aid Team and the Logistics Team, then carry out outreach and emergency schools to all school residents.

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