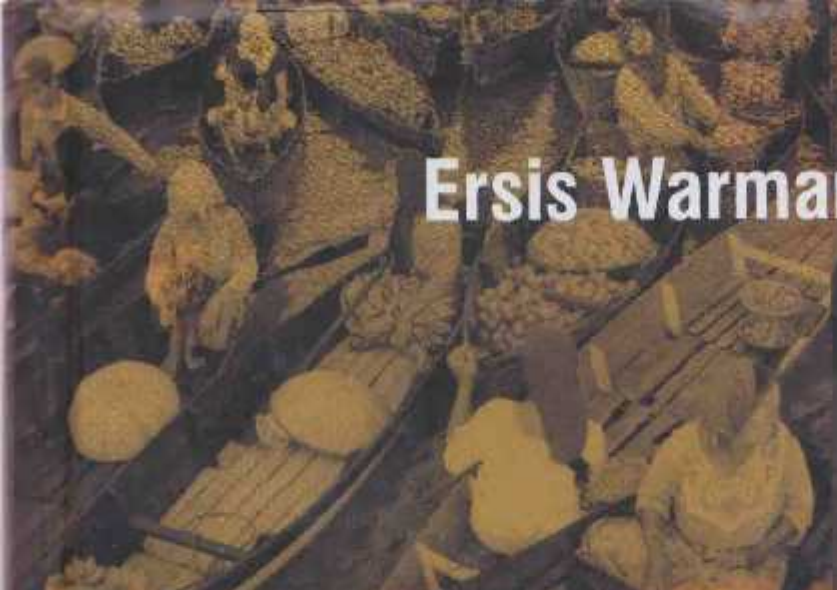

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on November 14, 2015

DAFTAR ISI

THE LEARNING COMMUNITY BASED MODEL IN THE CONTEXT OF TEACHER-PARENT PARTNERSHIP FOR PREPARING POST-DISASTER RECOVERY AND RESILIENCE OF ELEMENTARY STUDENT AT RISK AREA IN INDONESIA

Abdurrahman, Diah Utaminingsih, Budi Kadaryanto, dan Andrian
abdurrahman.1968@fkip.unila.ac.id

ABSTRACT

The frequent disaster events in Indonesia have been a major challenge for concerning more consideration on integrating disaster education curricula*. Models of Learning Community to enhance the students' disaster recovery and resilience have been criticized for not being embedded in the context of partnership between school and society. This paper highlighted an adapted-Learning Community model, which the qualitative investigations indicated that it was potentially effective in facilitating students' disaster literacy, attitudes and skills for preparing post-disaster recovery and resilience in the context of learning community approach. The role shift needed to embed and extend the optimalization of teacher-parents involved in the school program that was achieved through the positive support and commitment of them in the engaging of schools program development.

Keywords: disaster education, recovery, resilience, learning community

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** Faculty of Teacher Training and Education, University of Lampung.

I. INTRODUCTION

Indonesia is a country located along the Indian Ocean where four tectonic plates-the Australian, Philippine, Eurasia and Pacific plates-meet. Therefore, Indonesia is one of the countries most vulnerable to plate-relate earthquakes and its accompanying impact, tsunami in the world (UN-ISDR, 2009). In another word, Indonesia, as one of the world's most highly disaster-prone country often faces multiple hazards resulting in natural disasters such as earthquakes, tsunamis, volcanic eruptions, floocs, landslides, drought, and forest fires. These has brought about an awareness of the importance of public disaster prevention education anc has made it a great urgency in Indonesia (Gwee et al., 2011; Tuswadi & Hayashi, 2014). In the context of human view, Indonesia ranks first in tsunami hazards out of 76 countries, first in landslides among 162 countries, third in earthquakes out of 153 countries, and sixth in floods among 162 countries. The development of public disaster education has become a top priority considering the absence of disaster awareness in the past that caused more than 165,708 lives to be lost due to the 2004 Sumatra-pacific Ocean tsunami, 1,300 due to the 2005 Nias Earthquake, 5,778 due to the 2006 Yogyakarta Earthquake, 645 due to the 2006 South Java Tsunami and 1,117 due to the 2010 West Sumatra Earthquake (UNDP-Indonesia, 2008).

Disaster preparedness issues have been a concern of many scholars as a consequence of the increase in unpredictable natural disaster events for the last decade (Adiyoso and Kanegae, 2013). A number of recent studies have explored the influence of children's disaster knowledge, attitude, and skills on disaster preparedness (Soffer et al., 2009; Ronan et al., 2010; Chen & Lee, 2012; Tuswadi & Hayashi, 2014). It is acknowledged that advanced preparations for disasters awareness in school can save lives, reduce injuries, prevent damage to property and critical infrastructure, and recover students' psychological aspect early (Smith, 1993; Ronan, Crellin, & Johnston, 2010; Adiyoso, and Kanegae, 2013). Therefore, disaster education, which includes education on disaster risks, disaster awareness, mitigation and preparedness strategies, is one effort to reducing the destructive impact of disasters early (Mulyasari et al., 2011; Rafliana, 2012).

The 2005-2015 Hyogo Framework for Action (United Nation, 2005) stated that the objective of disaster education is 'to build a culture of safety and resilience at all levels'. Disaster education is developed in order to reduce the adverse social, political, environmental and economic impacts of hazards (Mercer, 2010). Commonly, disaster reduction education particularly stresses pre-disaster preparedness and emergency response during disasters. Little is mentioned about post-disaster including recovery and resilence as a 'soft solution' for disaster risk reduction (DRR) program (Rafliana, 2012; ThiMyThi & Shaw, 2013). In the meantime, although Indonesia government's units have some education resources, they are independent, and there is little collaboration with school and community, especially in integrating to school curriculum (Tuswadi & Hayashi, 2014). Despite these longstanding education efforts, household preparedness level, as the second alternative for developing children's disaster awareness, has remained low and generally unchanged, even while the costs and dangers of catastrophic disasters have increased every time (Paton et al., 2010).

Community-based approaches to development disaster are becoming more common place as the development community come to realise the benefits of this approach (Uitto & Shaw, 2006) which recognises and values local culture, conditions and development issues (Ayers & Huq, 2009). The post-highly destructive Pacific Ocean tsunami of December 26, 2004, disaster management systems, including community involvement, have been established in studies focusing on the influence of school disaster programs in contextual and actual preparedness, however, have remained limited in developing countries including in Indonesia (Adiyoso & Kanegae, 2013). Therefore, school and community in Indonesia have to collaborate for concerning about the importance of the process of translating knowledge, attitude, and skills especially for community recovery and resilience into action by giving community education both in schools and the community so that those being educated will be prepared in encountering disasters (Murata et al., 2010). Several studies have been developed for involving a community in the context of community-based disaster management model for any situations (Chen et al., 2006; Cutter et al., 2008; Sweetland & Hoy, 2000). Because the characteristics of disasters, culturals, and education systems in Indonesia are different from others, this study will be valuable in enriching the different perspectives of learning community model for DRR concerning in preparedness recovery and resilience through collaboration teacher-parents partnership intensively.

II. THE EXISTING DISASTER RESILIENCE OF LEARNING COMMUNITY MODEL

Research to develop resilience that involve learning community has been conducted by several countries. Fikriani & Bone (2014) conducted research that involve children to reduce disaster risk with ECE (early childhood education) model. This research didn't involve family (parents) as children primary environment. It emphasized teachers as primary tutor.

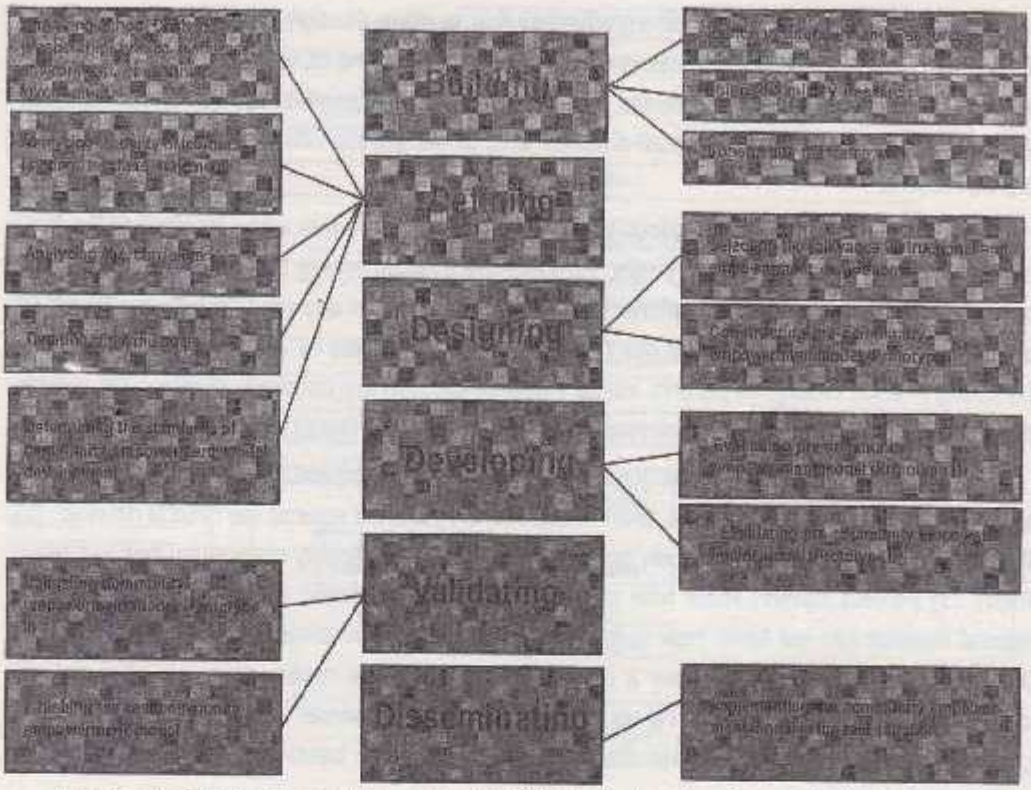
Development model research also conducted by Cutter et al. (2008). They developed DROP (Disaster Resilience of Place) model that focus on community level, not specifically on individual development. For example how children can deal with the effect of disaster so they can grow up as adult optimally for long-term period. This research focus on extensive social system, Mesosystem and Macrosystem level, not on psychological effect that still stick on children after disaster. We can see that the advantage of this research is how it developed coping response for every indicator, such as ecology, social, economy, institution, infrastructure and competence community. This concept is represented as nested triangles illustrating how this inherent process occurs at the local scale, resulting in community-level endogenous factors, as well as at the broader scales (larger triangles) which embody exogenous factors.

Other post-disaster treatment models have also been developed by Chen et al. (2006), namely integrating community-based disaster management (ICBDM). The model that is for disaster management in Taiwan includes several stages, such as initiation, assessment, planning, and practice where for each stages involves the active contribution of community-based disaster management organizations. In this case, every member of the community must know the purpose and disaster mitigation strategy to maximize on every phase in this model.

This study hasn't been focus on how to build resilience in children that involves primary environmental, which is parents as the primary scaffolding for the children.

III. RESEARCH METHOD

This learning community model was developed by using Research & Development method (Gall, Gall and Borg, 2003). The location of the research was conducted in Lampung province, Indonesia, precisely in Lampung Barat district and Pesisir Barat district with the objects of research were the students, parents, and teachers. The LC2MDA was developed by using the framework of Thiagarajan (1974) and Beecham (2005) roomates components and indicators both of them has combined suplementary. The step of developing process could be representated in fig. 2. Stages of developing model are as follows: (a) **Building**, at this stage the researchers did the exploring literature and resources, preliminary research, and constructing the framework. This stage was the stage of preliminary study which was conducted by applying a qualitative descriptive approach. (b) **Defining**, at this stage, it was done by analyzing school context, analyzing modality of learners, analyzing the curriculum, defining aims and goals, determining the standards of community empowerment model of development. (c) Designing, at this stage, it was done by selecting the relevance instructional and empowerment components, constructing pre-community empowerment model/prototype I. The development stage of designing the models was by applying the descriptive approach, followed by the application of a limited trial design models with experimental method (single one shot case study). When there is an improvement from the limited test, then it was continued by a broader test with the experimental method (one group pretest-posttest). (d) **Developing**, at this stage, it was done the evaluation of the first prototype based on the theory and the experts judgement, after the first prototype have been evaluated, prototype II and prototype III will be produced. (e) **Validating**, at this stage, it was done the validation of the second prototype model based on the expert judgment by using expert validation instrument. Once validated, the prototype II was later corrected and revised again to produce the final product models. Validation of models was using quasi experimental method (non-equivalent pretest-posttest control group design) followed by the development of culture/school culture that is responsive to potential natural disasters. (f) **Disseminating**, this stage was the stage of application of the model that has been developed. The phase scheme of this study were presented according to the picture 1.



Gambar 1. Tahap pengembangan model (diadopsi dari Beecham, dkk (2005) dan Thiagarajan (1974)

IV. RESULT AND DISCUSSION

In this paper we proposed a new model for preparedness post-disaster awareness based on learning community approach, namely "Learning Community Cycle Model for Disaster Awareness (LC2MDA)". The advantage of LC2MDA is student's resilience mapping and supported by community learning. This concept is proportional with some literatures which explain that resilience social system ability to give responses and to recover the condition after disaster. It focus on situation after disaster and how to give better responses to threats. Although there are many definitions of resilience, Clinton (2008) strongly explained that resilience is the ability to adapt positively to disaster and unexpected specific events, where surrounding social systems have main role.

Furthermore, comparing with other disaster model, LC2MDA has some advantages, those are: (1) focus on specific psychological condition of children; (2) have process to increase resilience after disaster through EXCLUSIVE (Exploring, Clustering, Simulting, Valuing, and Evaluating) syntax learning model that integrated in the model (Abdurrahman, Kadaryanto, & Tarmini, 2013); (3) involve the nearest social system for the students, parents and teachers; (4) observe supporting and risk factors that make the role of social system can be increased to promote resilience. LC2DMA also mapped how communication pattern between parents and teachers to develop student' recovery and resilience.

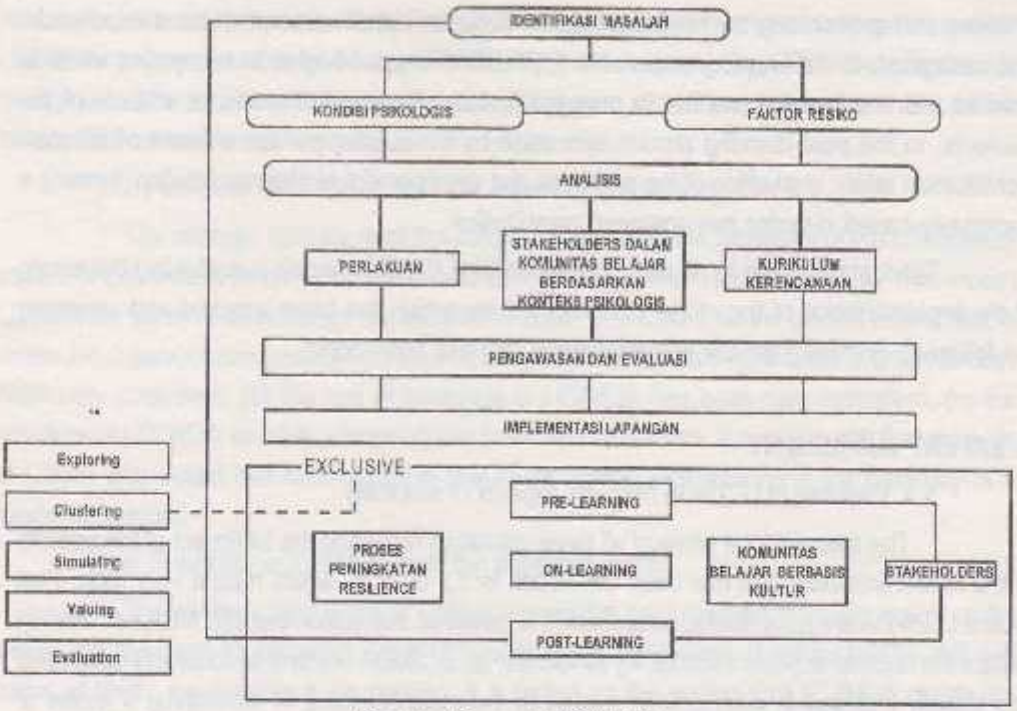
The study begins with an introduction that is done through the FGD (Focus Group Discussion) to the students, parents, and teachers at SDN 1 and SDN 2 Liwa Lampung Barat. In FGD, students were asked to fill out a few items of questions related to the identification of students psychological condition post-disaster. One of the question items and students' answer are as follows:

What makes you feel anxious today? The answer given was when listening to the loud sound of a car, seeing the heavy rain, listening the thunder, seing the strong winds. All the answers given were related to natural disaster, it did not have any relation with friendship or academic fields. It was also in line with depth interview conducted by 23 parents in West Coast Lampung (Pesisir Barat), 18 parents stated that their children are not ready in facing the natural disaster and only 5 people who are ready to face the natural disaster.

From the analysis of some questions, it can be concluded that (1) students in elementary school have high level of stressors and low attitude of resilience against the natural disaster, (2) there is no communication between parents and teachers (learning community has not been form), (3) parents haven't know how to deal with the children who experience stress due to natural disaster (do not know how to grow the resilience to the disaster on children), and (4) teachers and schools do not have a program to increase the resilience against the natural disaster on students and (5) there is no program to integrate disaster curriculum on the learning process in the classroom. The results are then used as the basis to build a framework of LC2MDA development.

Based on literature studies and reinforced by the results of the preliminary study, the researchers set out some basic assumptions in the development of LC2MDA, such as: (1) LC2MDA which is developed is directed to the process of recovery after natural disasters, and not in the context of disasters caused by technological disasters or terrorist acts; (2) LC2MDA focus on growing disaster awareness and increasing resilience of primary school students in facing natural disasters around through a learning community between students, parents, teachers, and schools; (3) LC2MDA focus on improving disaster literacy and its impact on the soft skills ability in the context of students psychosocial; and (4) the development of LC2MDA is implemented on the learning process in the classroom by using integrated thematic learning concept with EXCLUSIVE models in order to improve students' disaster literacy.

After going through a series of research and development stages, it is produced a final product in the form of the model presented in Figure 1:



Gambar 2. model LC2MDA

V. EXPLANATION OF THE MODEL

The early process of LC2MDA is problem identification. In this process, there are a few things to be done, such as: identification of the problem, literature study, understanding the local culture and the role of stakeholders, understanding the geological factors, identification of pre-knowledge of students, identification of students' character which must be constructed.

Once the problem is identified and the psychological condition of the object is mapped, then it is carried out the identification of risk management. At this stage, things to be done are: to establish the disaster risk context (Psycho-social), identify the worst thing that will happen after the disaster, the risk analysis of post-disaster and ways to overcome the problems, the treatment which will be given to students in improving the resilience to post-disaster recovery process.

On the next phase, it is done the identification and analysis of instructional essential materials that include analysis of the Standard Competence (KI) and Basic Competence (KD), identify the types of material or themes of the subjects, select the type of material or theme which is suitable with the standard competence and basic competence, identification and approaches analysis, models, methods, and learning instrument, and preparation for field implementation. At this stage, the learning model used is the EXCULSIVE model (Exploring, Clustering, Simulating, Valuing, and Evaluating) which is specific for disaster mitigation (Abdurrahman, Kadaryanto, & Tarmini, 2013).

After all the preparations for the study has been completed, then it comes to the field implementation phase. It consists of three phases: pre-learning, on-learning and post-learning. In the pre-learning phase, orientation process is done by all stakeholders to engage in recovery

activities and establishing the resilience of the students, identification of disaster experience, and motivation. In the learning phase, the EXCLUSIVE model begins to be applied which is covered with the learning process to increase disaster literacy and resilience attitude of the students. In the post-learning phase, it is done by conducting an assessment of disaster identification ability, evaluation of the problems and development of disaster solution, forming a community-based disaster management organization

The last step done by all stakeholders on this LC2MDA models is evaluating the results of the implementation of the model comprehensively which has been acquired and supervise the follow-up process from the implementation that has been done.

V. EXPERT JUDGEMENT

5.1. Eligibility of LC2MDA from the aspects of suitability

The average total score of all three validators regarding the fulfillment of the aspects of the model suitability that has been developed is 3.3 or 81%, which means very high. That means LC2MDA is appropriate to be applied. It is based on the reason that LC2MDA has already fulfilled the feasible aspects of suitability as follows: (a) LC2MDA which is successfully developed has already included in good criteria related to the main objective in developing a model of community empowerment in disaster-prone areas, (b) LC2MDA is very feasible if it is implemented as a model for community empowerment in disaster-prone areas, (c) The concept of process presented by LC2MDA are in accordance with the concept of model for community empowerment in disaster-prone areas, (d) The integration between the whole process of LC2MDA if it is associated with the concept of model for community empowerment in disaster-prone areas has been good, (e) LC2MDA has already been systematic in order to increase the community participation in learning communities, (f) The workflow or process described in LC2MDA to be implementable has already been consecutive, (g) the theory and list of references used in the development of LC2MDA has been very relevant, and (h) the language used in LC2MDA to make stakeholders understand has been appropriate. It is in line with Beecham, et al (2005) who stated that suitability is one of the factors that determine the feasibility of a model developed.

5.2. Feasibility of LC2MDA from the aspects of scope

The average total score of the validators regarding the fulfillment of the scope aspect from the model that has been developed is 3.4 or 85%, which means very high. It means that LC2MDA in terms of scope are feasible to be applied. It is based on the reason that LC2MDA meets the criteria of the scope aspects as follows: (a) LC2MDA as a model that focuses on disaster mitigation, community-based learning community has been completed, (b) the level of LC2MDA phase detail related to the purpose of development and implementation, especially in the neighborhood school with the vulnerability level of disaster has been specific, (c) the phase of LC2MDA which is successfully developed to involve stakeholders in the whole process that is both theorists and technical based on the development goals has been already in a good criteria, (d) the phase of LC2MDA which are able to represent all the main processes of the

model of community empowerment in vulnerable disaster areas has been very good, and (e) LC2MDA is very possible to be applied directly to the community with a heterogeneous background. It is in line with Beecham, et al (2005) who stated that the scope is one of the factors that determine the feasibility of a model developed.

5.3. Feasibility of LC2MDA from the aspect of consistency

The average total score of the validators regarding the fulfillment of the consistency aspect of the model that has been developed is 4 or 100%, which means very high. That means LC2MDA in terms of consistency are feasible to apply. It is based on the reason that LC2MDA meets the criteria of consistency with the following aspects: (a) the use of terms in LC2MDA has been very consistent, (b) the use of language in LC2MDA has been very consistent, (c) the structure of LC2MDA which is presented has been very consistent. It is in line with Beecham, et al (2005) who stated that consistency is one of the factors that determine the feasibility of a model developed.

5. 4. Feasibility of LC2MDA from the aspect of clarity

The average total score of validator regarding the fulfillment of clarity aspect of the model that has been developed is 3.6 or 96%, which means very high. It means that LC2MDA in terms of clarity are feasible to be applied. It is based on the reason that LC2MDA meets the criteria of the aspects of clarity as follows: (a) the terms used in LC2MDA is very clear, (b) the language used in LC2MDA has been very clear, (c) easy to understand the operational phase of LC2MDA, (d) the presentation of LC2MDA (chart/schematic plot and descriptive) is obvious, and (e) the relationship of the chart/plot scheme with a descriptive explanation of LC2MDA is clear. It is in line with Beecham, et al (2005) who stated that clarity is one of the factors that determine the feasibility of a model developed.

5.5. Feasibility of LC2MDA from the aspects of ease of use

The average total score of the validator regarding the fulfillmentof ease of use aspect from the model that has been developed is 3 or 75%, which means high. It means that LC2MDA in terms of ease of use are feasible to be applied.

It is based on the reason that LC2MDA meets the criteria of the ease of use aspects as follows: (a) prior knowledge required by the user to interpret the operational framework of LC2MDA is only slightly, (b) based on the phase of operations that have been described in LC2MDA, the steps are easy to understand, (c) based on the phase of operations that have been described in LC2MDA, the steps are easy to apply, (d) the description of the phase of operations in LC2MDA can be easier for users to apply the LC2MDA, (e) LC2MDA is easily adapted to different situations in the context of mitigation for disaster in general. It is in line with Beecham, et al (2005) who stated that ease of use is also one of the factors that determine the feasibility of a model developed.

5.6. Feasibility of LC2MDA from the aspects of depth

The average total score of the validator regarding the fulfillment of the depth aspect of the model that has been developed is 3.7 or 92%, which means very high. It means that LC2MDA

in terms of depth usage are feasible to be applied. It is based on the reason that LC2MDA meets the criteria of the depth aspects as follows: (a) LC2MDA has already been characteristic related to the development objectives and the context of the problems encountered, (b) the specificity of LC2MDA with the context of the situation which is encountered has been specific, and (c) LC2MDA operational phase related to the development objectives and the context of the situation encountered has been detailed. It is in line with Beecham, et al (2005) who stated that the depth is also one of the factors that determine the feasibility of a mocel developed.

5.7. Feasibility LC2MDA of aspects operational

The average total score of the validator regarding the fulfillment of operational aspects of the model that has been developed is 3.5 or 88%, which means very high. It means that LC2MDA in terms of operational are feasible to be applied. It is based on the reason that LC2MDA meets the criteria of operational aspects as follows: (a) LC2MDA is possibly implemented in an organized and structured way by involving all stakeholders and (b) LC2MDA has already been operational to improve the disaster awareness and resilience against the disaster risk. It is also in line with Beecham, et al (2005) who stated that operational is also one of the factors that determine the feasibility of a model developed.

VI. CONCLUSION

Based on the expert judgement of the models that have been developed, it showed that LC2MDA model can be considered as an alternative model which is effective to recover the post-disaster psychological condition of the students and form the students' psychological resilience to the possibility of the aftershocks.

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ETHNOPEDAGOGY

The Proceeding of International Seminar on Ethnopedagogy

Seminar Internasional Etnopedagogi dilaksanakan, Sabtu 14 November 2015, di Hotel Aria Barito Banjarmasin dengan Pemakalah Utama Prof. Furqon, Ph.D. (Universitas Pendidikan Indonesia Bandung), Prof. Sutarto Hadi, M.Si., M.Sc. (Universitas Lambung Mangkurat Banjarmasin), Christine Pheeney, MA (AVID Australia), Dr. Jumaungo Juma Abdu (Centre for Basic and Research in Uganda/Institute and Community Service UPI Bandung), dan Joel Palmer (RELO Officer Representative Indonesia) dengan 92 pemakalah pada paralel session. Peserta Seminar Internasional Etnopedagogi sebanyak 478 orang terdiri dari dosen, guru, mahasiswa, peminat dan pemerhati pendidikan.

Seminar Internasional Etnopedagogi kelanjutan Seminar Internasional Pendidikan Karakter dan dibukukan (prosiding) menjadi Building National Character Through Education (2014) didahului penerbitkan buku Pendidikan Karakter (2014) dan Seminar Nasional Pendidikan IPS yang dibukukan menjadi Pendidikan IPS Berbasis Kearifan Lokal (2015). Tahun ini, Insya Allah, terealisir seminar dalam kerja sama dengan Universiti Kebangsaan Malaysia (UKM) di Banjarmasin. Kalau buku (prosiding) sebelumnya dengan kisaran 600 halaman, Etnopedagogy: The Proceeding of International Seminar on Ethnopedagogy mendekati 1.000 (seribu) halaman. Sebagaimana dirancang, setelah "belajar" tiga tahun (2014, 2015, dan 2016), Insya Allah tahun 2017 hujaman seminar menitikberat pada kualitas.

Seminar Internasional Etnopedagogi terselenggara atas atensi dan kontribusi Universitas Lambung Mangkurat Banjarmasin dan FKIP Unlam Banjarmasin. Kepada Rektor Unlam, Prof. Dr. Sutarto Hadi, M.Si., M.Sc. dan Dekan FKIP Unlam, Prof. Dr. Wahyu, M.S. beserta jajaran, panitia mengucapkan terima kasih. Bak pepatah: Tiada gading yang tidak retak. Untuk itu kami mohon maaf kepada segala pihak atas segala kekurangan panitia.

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