Developing Busy Book for Children Mitigation Preparedness

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Abstract. Learning activities for flood disasters must be integrated into learning programs in the education sector. This research aims to determine the development process and feasibility of busy book media as a mitigation lesson for children aged 5–6. Media busy book "Super Kid Respond to Flood Disaster" contains material about actions when there is no flood, if there is a potential for flooding, during a flood, and after a flood. This study uses a type of development research with the ADDIE model. Data collection techniques using questionnaire data and analysis techniques in this study are qualitative and quantitative data. The test subjects in this study were one material expert, one media expert, and 15 teacher respondents. The feasibility of the product can be seen from the results of the assessment of the material expert instrument with a percentage of 90%. In comparison, the media expert with a rate of 85%, and the combined calculation results of 15 teacher respondents obtaining a percentage of 94%, the results of the assessment of the instrument are declared very suitable to be used for learning flood disaster preparedness mitigation in children aged 5–6 years.

Keywords: Busy Book · Mitigation · Preparedness

1 Introduction

In early 2021, Indonesia was hit by a series of natural disasters that claimed hundreds of lives. It cannot be denied that Indonesia is included in the category of countries with a high potential for natural disasters. As mentioned by the Center of Research on the Epidemiology of Disaster, 2018 [1], Indonesia consistently ranks in the top five in the order of countries that often experience natural disasters. The National Disaster Management Agency (BNPB) noted that in 2020 there were 2,925 natural disasters.

News about floods during the rainy season has always been a problem in various regions of Indonesia. According to Kodoatie [2], Floods are caused by two things, namely natural and the result of human activities. a) Natural in nature, caused by heavy rains that occur during the rainy season, the influence of the geographical location of the river in the upstream and downstream areas, sediment deposition in rivers, the drainage network system does not work well, and the tides of seawater. b) Due to human activities, changes in river drainage areas due to deforestation, garbage dumped into rivers, ineffective flood control buildings, and lack of maintenance of river channels.

Floods cause a loss of time for learning activities and outbreaks of water-borne diseases, so the frequency of absent children from school is very high, and the academic achievement index of children decreased [3] in early 2021, which was written in the online news liputan6.com. As many as four children have become victims of flooding in the Jakarta area. The Governor explained that the four children died because when the flood hit, they were playing in the water [4].

According to Soehatman [5], one of the efforts made to reduce disaster risk in Indonesia, namely by conducting disaster preparedness education contained in Law No. 24 of 2007 concerning disaster management. In law No. 24 of 2007, it is explained that disaster preparedness education must be integrated into development programs, including the education sector. He also emphasized that education is one of the supporting factors for activities to reduce regional disaster risk. The low ability and attitude of public awareness regarding disaster preparedness education in schools is a problem faced in the world of education.

Children are very vulnerable to becoming victims of natural disasters because their ability and knowledge related to disaster mitigation are minimal in understanding natural disasters. After all, physically and mentally, children's understanding of natural disasters still depends on adults. Disaster mitigation is everything that is done to minimize the impact of a disaster that can be done before a disaster occurs by preparing yourself and taking several actions to reduce the long-term impact of a disaster (Noor, 2014). According to [7], Disaster mitigation in early childhood is essential because disasters can affect children such as physical health, mental impact, and the continuity of their education. Disaster risk from an early age is significant to be implemented to minimize risk by providing disaster mitigation lessons for early childhood in schools [8]. The aim is to provide an understanding of the conditions and descriptions of a disaster and how to deal with it, so in tackling disasters, it is necessary to have early childhood participation or participation [5].

Therefore, aspects of children's cognitive development in reasoning, like children can solve a concrete (actual) problem in their environment, play an essential role in disaster mitigation learning. UNESCO & UNICEF [9] describe the achievement of the ability of children aged 4–7 years related to disaster risk reduction education as follows: a) Learners understand ideas of risk, danger, and safety and are aware of hazards in the classroom and at home, and ways of being careful and staying safe; b) Learners know what to do and who is responsible at home and in school should a hazard threatens knowing the efforts in the event of a disaster; c) Learners understand the difference between needs and wants, and d) Learners acquire the ability to cooperate with others on tasks that cannot be completed without cooperation. The Flood Disaster Preparedness Guide for the Community, the book also has some education about what we should do when there is no flood, if there is a potential for flooding, during a flood, at evacuation sites, and after flooding.

Based on interview data from mini research on five occur teachers in different sub-districts in Sidoarjo Regency, it is known that the kindergarten has never provided teaching materials about flood disaster mitigation.

This lack of information causes children to learn what disaster mitigation is and the benefits of disaster mitigation. Some of these kindergarten locations have an excellent potential for flooding.

Reinforced by the results of previous research by [5], who interviewed three principals of kindergarten institutions and provided information that learning in kindergarten only introduced flood disasters through the theme of natural phenomena. Although kindergartens often experience floods, there has never been any training/seminars for kindergarten educators as a provision of knowledge so that they can teach children about flood disaster preparedness; even the media/facilities used to teach flood disaster preparedness to students do not yet exist. Therefore, awareness to be responsive in dealing with natural disasters in kindergarten needs to be increased again by developing children's understanding of natural disasters, primarily floods that often hit their environment. Kindergarten needs media/facilities to make it easier for educators to deliver teaching materials about flood disaster preparedness to students at school.

Seeing these problems, the effort that can be made is to provide knowledge of flood disaster mitigation through meaningful learning using the help of learning media. Media is an inseparable part of the learning process to achieve educational goals. Briggs [10] argues that the tool to encourage students to make a learning process happen is through learning media.

As explained by Piaget, the cognitive stages of children at an early age are at the concrete preoperational stage, where children are stimulated to think concretely by doing, feeling, touching, and exploring; the role of learning media is something that needs to be considered in fostering children's cognitive development [11].

Therefore, researchers use appropriate and exciting learning media by utilizing busy book media. In its application, dynamic book media can develop aspects of development that exist in early childhood [12]. According to [13], busy book media is a new form of media that can adapt to the needs of the learning process and is designed creatively and innovatively to develop the abilities possessed by children.

In busy book media, children will find a variety of unique, fun activities that can hone their cognitive development. Busy book media can provide understanding for children to recognize and identify everything related to the learning delivered by educators.

Based on the statements above and the results of previous research, busy book media teaching materials are still developing as disaster mitigation learning for early childhood. Therefore, researchers are interested in developing teaching material in the form of learning media in the form of soft files, which can then be mass-printed to produce a product called a busy book entitled Anak Hebat Tanggap Bencana Banjir (Super Kid Respond to Flood Disaster).

2 Method

This type of research uses research and development with the ADDIE model. The ADDIE model was developed by Branch and had five stages, namely analysis-design-develop-implement-evaluate. In addition, the ADDIE model was chosen because it aims to create and produce a product. So the researchers made a product with the ADDIE model in the form of a busy book media product designed to improve flood disaster preparedness

that is easy to understand by early childhood ages 5–6 years. The explanation of these stages is as follows:

a. Analysis. In the first stage, namely the analysis stage, a problem in the field will be obtained through observations and teacher interviews and strengthened by the news media regarding the number of victims of natural disasters that occur in early childhood. Therefore, it began to be realized as a learning media product with the objectives to be achieved. The learning media will correlate with the surrounding environment's conditions and the material that needs to be conveyed, such as the causes, what to do when a flood occurs, the impact, and how to prevent flood disasters. Based on this analysis, it is necessary to develop teaching materials that aim to provide new information so that it is expected to meet the needs of the learning process.
b. Design. The design stage is carried out to focus on teaching materials that will be delivered in busy book media to get the concept of learning media that follows kindergarten curriculum standards and essential competencies that are in synergy with teaching and learning objectives.
c. Development. The development stage contains making media, media validation, and media revision ready to be implemented.
d. Implementation. At the implementation stage, media trials will be conducted on children whose areas were affected by the flood disaster in the city of Sidoarjo. In the results of this implementation stage, the researchers made improvements to the final results of the media trying to be refined into a final form.
e. Evaluation. The evaluation stage is the final stage of ADDIE development which aims to measure the achievement of development goals.

The product feasibility test in this development research is one material expert and 1 AUD learning media expert. To test the practicality of the product in this study, there were 15 teacher respondents. Suggestions from media experts, material experts, and teacher respondents will be used for improvement to validate the product's feasibility and practicality. Questionnaires were given to material experts, media experts, and teacher respondents offline.

Before conducting the feasibility and practicality test of the media, the researcher has compiled an instrument consisting of several statements that will be tested for validity. The instrument will be declared valid in the validity test if it can be used to measure what will be measured using expert opinion. After getting the specialist opinion's validation results, a reliability test will be carried out. The instrument is reliable if the measurement results are steady or stable [14]. Then the reliability will be calculated using the formula proposed by H.J.X. Fernandes [15]. Two experts carried out the reliability test in this study as appraisers or expert judges. If the appraiser consists of 2 or more people, it is necessary to equalize the raters. The following are the results of observations of the two expert opinions on the instrument to determine the tolerance for differences. Based on the results of discussions with experts, the instruments for material experts and media experts were valid, and there were no revisions; the instruments for teachers were accurate, and there were several revisions (Fig. 1).

$$KK = \frac{2S}{N_1 + N_2}$$

Fig. 1. Reliability Test Formula

Table 1. Contingency Agreement

	Observer I					Total
Observer II		1	2	3	4	
	1	–	–	–	–	–
	2	–	–	–	–	–
	3	–	–	7,8,9,11,12,13,14,17, 18,21,22,24,25,28,29,31, 32,33,34,36,37,38,39	–	23
	4	–	–	–	1,2,3,4,10,15,19,20,27,40	10
Total number		–	–	23	10	33	

Information

KK: Coefficient of Agreement

S: Agree on the same number of codes for the same code

N1: Number of codes generated by observer I

N2: Number of codes generated by observer II

Based on the results of the data from the contingency Table 1, then it is entered into the HJX Fernandes formula with the following calculations:

$$KK = \frac{2S}{N_1 + N_2} = \frac{2\sqrt{ó}33}{33 + 33} = \frac{66}{66} = 1$$

The formula results show an agreement coefficient of 1 which means that the instrument sheet used in this study is reliable and can be used to assess media experts, material experts, and teacher respondents.

Data analysis techniques in this study are qualitative data and quantitative data. Qualitative data was obtained through criticism and suggestions from material experts, media experts, and 15 teachers. At the same time, quantitative data were questionnaire numbers from content experts, media experts, and 15 teachers.

In determining the data analysis, the questionnaire was processed as a percentage with a Likert scale as a measurement scale. The Likert scale instrument was compiled based on previous research sources, and four responses were as in Table 2.

Scores of 1 to 4 were given for responses "disagree," "disagree," "agree," and "strongly agree" to determine the position of the reaction from a very negative to a very positive response. Neutral responses are intentionally omitted so that respondents can show their attitudes or opinions toward the statements submitted in the questionnaire. After the scores are collected, the results of the interval data will be calculated to get the average for each answer from the respondent. The respondent's data will be calculated using the following formula (Fig. 2):

Table 2. Likert Skala Scale

No	Quantitative Analysis	Score
1	Disagree	1
2	Disagree	2
3	Agree	3
4	Strongly agree	4

$$K = Tse/Tsh \times 100\%$$

Fig. 2. Percentage of Product Eligibility

Table 3. Eligibility Criteria

Percentage Score (%)	Interpretation
p > 80%	Very worth it
61% < P ≤ 80%	Worthy
41% < P ≤ 60%	Decent enough
20% < P ≤ 40%	Not worth it
P ≤ 20%	Very not worth it

Information:

K: Eligibility Percentage

Tse: Total empirical score obtained

Tsh: The maximum desired total score of the questionnaire

The final result of the percentage will be converted into an assessment statement to determine the quality of media eligibility. Below is a table of the assessment statements covering Table 3:

The busy book media (Super Kid Respond to Flood Disaster) can be declared eligible if the results of the percentage score acquisition meet the criteria specified in the Table 3, namely 81%–100% with the requirements Very feasible. Furthermore, the results of the percentage of teacher respondents' questionnaires will be analyzed using a formula that has been adapted from the calculation of the combined validity as follows:

$$Kgab = \frac{k}{N} \sqrt{ó,Ä¶\%}$$

Information:

Kgab: Merged Eligibility

$\sum k$: Total percentage earned

N: number of respondents

3   Result and Discussion

The research on the development of busy books as learning media for flood disaster preparedness mitigation for children aged 5–6 years has been carried out by the steps of the ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation). The following is a description of developing media based on the ADDIE development model:

a. Analyze

The first step of research and development activities is to analyze a problem in the field through observations and teacher interviews and reinforced by news media about the number of victims of natural disasters that occur in early childhood. From the results of interviews with kindergarten principals in several sub-districts in the Sidoarjo district, they have never used learning media to increase knowledge about flood disaster mitigation. The kindergarten institution only uses demonstration methods and worksheets and is limited to introducing the theme of natural phenomena. The reason for using this method is that teachers need to have teaching materials to support flood disaster mitigation learning, and teachers also have difficulty linking one material to another.

Based on this analysis, it is necessary to develop teaching materials that aim to provide new information so that it is expected to meet the needs of the child's learning process. Therefore, the researchers began to realize in the form of a busy book learning media product that will be applied in kindergarten institutions affected by floods with a target age of 5-6 years to increase children's knowledge about flood disaster preparedness mitigation. The content of this busy book media will be developed following the kindergarten curriculum and adapted to the immediate environment. Then the strategy for delivering the material so that it reaches the target students and the use of busy book media will be demonstrated by the educator in front of the class.

b. Design

At the design stage, researchers determine and develop materials by the kindergarten curriculum, namely KI, KD, STPPA, and the Handbook for Preparedness Facing Floods for the Community. Then the researchers combined the storyline, supporting illustrations, interactive activities, and game manuals into busy book media. The following is a busy book media design that has gone through the development design process:

In Fig. 3, there is a front cover design containing the title and age of the child. Meanwhile, the back cover includes the benefits and advantages of a busy book.

Figure 4 is specially designed to put play equipment so that play equipment can be stored properly after using the busy book.

In Fig. 5, there is a list of activities that includes all interactive activities on learning in busy book media.

Fig. 3. Front and Back Cover Design

Fig. 4. Where to Play Equipment

Fig. 5. Activity List

In Fig. 6, there are several examples of the contents of the busy book storyline using simple language so that children easily understand it (Table 4).
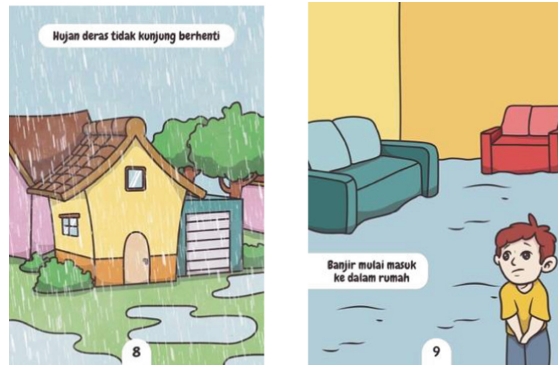
Fig. 6. Story Text

Fig. 7. Interactive Activities

In Fig. 7, several examples of interactive activities attract children's interest in introducing flood disaster mitigation.

At this stage, the designs that have been designed will be printed into physical form in the form of busy book media products. Products printed into the physical form will then be validated by experts, namely material experts and media experts,

Table 4. Results of Material Expert Validation Score

No	Rated aspect	Question Item Number	Score
1	Educational aspect	1, 2, 3, 4, 5, 6	25
2	Material aspect	7, 8, 9, 10, 11, 12, 13, 14	27
3	In terms of presentation	15, 16, 17, 18, 19, 20	20
Total Score			72

so that researchers can determine the feasibility of media products that have been developed. Then, a questionnaire was given to 15 PAUD teachers to provide criticism and suggestions so that the use of busy book media could be practically applied.

1. Material Expert Validation

Material expert validation was carried out by expert opinion from Early Childhood Education lecturers, State University of Surabaya. The guarantee assessed by material experts is seen from the educative aspect, material content, and presentation terms. Material experts provide suggestions and responses as minor revisions that include changing sentences in the storyline so that it becomes more straightforward and more accessible for children to reach. After the modification was carried out following the direction of the material expert, material validation was carried out. The results of material expert validation obtained a score of 72 with a maximum score of 80 and showed a percentage of 72/80: 100% = 90%.

Based on the assessment results by the guidelines for quantitative to qualitative data conventions, the busy book media product developed is included in the suitable category for use.

2. Media Expert Validation

Media expert validation was carried out by expert opinion from a PG PAUD FIP lecturer at the State University of Surabaya. The validation assessed by media experts is seen from design, language, presentation techniques, and practicality. Media experts also provide suggestions and feedback as a revision which includes improving the design of the game manual and having essential tips and info in the game manual. Then after the revision was carried out following the directions of media experts, media validation was carried out. The results of the media expert validation obtained a score of 68 with a maximum score of 80 and showed a percentage of 68/80: 100% = 85% (Table 5).

Based on the assessment results by the guidelines for quantitative to qualitative data conventions, the busy book media product developed is included in the suitable category for use.

3. 15 Teacher Respondents

Teacher respondents were given to 10 teachers at Muslimat Kureksari Kindergarten School and five teachers at Darussalam Banjarasri Kindergarten School filling out the questionnaire. The average value obtained from 15 teacher respondents was acquired by a percentage of 94%. Based on the combined feasibility percentage, the busy book media product is categorized as very suitable for learning.

Table 5. Media Expert Validation Score Results

No	Rated aspect	Question Item Number	Score
1	Design	1, 2, 3, 4,5, 6, 7, 8, 9, 10, 11	38
2	language	12, 13	6
3	Presentation	14, 15, 16, 17, 18	16
4	Practicality	19, 20	8
Total Score			68

c. Implementation

The implementation stage is a follow-up to the development stage. At this stage, the busy book media that has been developed will be applied in several kindergartens in Sidoarjo Regency. However, this research is only limited to the development stage.

d. Evaluation

The last stage of this development stage is the evaluation stage. The evaluation phase includes formative evaluation and summative evaluation. Formative evaluation collects data at each stage used for product improvement. In contrast, summative evaluation is used at the end of the program to determine its effect on student learning outcomes.

4   Discussion

This development research has been carried out based on the learning process in the field that has never used media for flood disaster preparedness mitigation learning in several kindergartens in Sidoarjo Regency. The busy book media, which contains flood disaster mitigation material, is a product developed with the material in the form of an introduction to actions when it does not occur, if there is a potential for flooding, during a flood, and after a flood, and the busy book media also has supporting products in the form of a game manual. UU No. 24 of 2007 states that disaster preparedness is a process of forming individuals from knowledge, attitudes, and skills in dealing with threats consisting of prevention and response measures to foster behavior or mental awareness of disasters. One of the increased knowledge of flood disasters includes actions when there is no flood, if there is a potential for flooding, during and after a flood. This is supported by the opinion of Einon [16], namely, through mitigation learning, children can learn in various ways, such as by trying, experiencing, and doing something.

The busy book media is the learning media developed in this study because it is a natural or concrete media that makes it easier for children to learn something, especially learning to know something new. This is in line with Piaget's statement [17], which states that concrete object media are used in learning because early childhood is in the early phase from the preoperational to substantial operational phase. [18] also argues that children's memory will be more imprinted if children can see, hold and feel objects because the brain will be easier to accept in form and memory (long-term memory).

The busy media book "Super Kid Respond to Flood Disaster" is a modification and combination of storytelling and assignment methods or Children's Activity Sheets.

This busy book media considers artistic aspects, which include composition, emphasis, simplicity, integration, balance, illustration images that support specific activities, illustration layout design, and use of colors that are adapted to children's characteristics, can attract children's interests so that it is easier for children to receive information on flood disaster mitigation.

The busy book media "Super Kid Respond to Flood Disaster" was developed in print media. The benefits of this busy book media are that the media is not so big that it is easy to carry, has simple sentences and storylines, supports illustrations, has several interactive activities that can be played by children, and helps make it easier for teachers to deliver flood disaster mitigation materials. This busy book media also has a game manual that makes it easier for companions/teachers to understand and teach students. This busy book media also has advantages and disadvantages. The drawback of this busy book media is the use of glue that could be stronger on the 3-dimensional illustration section, so if used too often, it will quickly come off or tear.

Collecting data on material experts, media experts, and teachers through a device using a Likert scale containing questions, then distributed to get information about the feasibility and practicality of the busy media "Super Kid Respond to Flood Disaster." This is in line with the opinion [19], which states that the questionnaire contains a set of questions designed to obtain information from respondents regarding matters related to the research topic. Thus, the opinions of experts and teachers can be judged by explaining the busy book media "Super Kid Respond to Flood Disaster" both in terms of media appearance, presentation, material content, and practicality.

Validators on material and media validation are carried out by lecturers who have met the specified criteria. The material expert instrument was validated once and obtained a percentage result of 90% with the category that the busy book media "Super Kid Respond to Flood Disaster" was very suitable to be used. While the instrument validation by media experts was carried out once and got the percentage result of 85% with the category that the busy book media "Super Kid Respond to Flood Disaster" is very suitable to be used as teaching material for flood disaster preparedness mitigation learning for children aged 5–6 years. The results of the questionnaire assessment and the combined calculation of 15 teacher respondents get a percentage of 94%, which indicates that the busy book media "Super Kid Respond to Flood Disaster" is categorized as very suitable for use in the learning process.

5   Conclusion

The development of the busy book media "Super Kid Respond to Flood Disaster" uses the ADDIE (Analysis, Design, Development, Implementation, Evaluate) stages with a research development model from the Branch. The media development design process is carried out by taking into account the steps related to the material's content, illustrations, product specifications, and supporting books in the form of game instructions. The busy book media contains material about actions when there is no flood, if there is a potential for flooding, during a flood, and after a flood.

The busy book media "Super Kid Respond to Flood Disaster" has been developed and conducted a validation test with material experts, obtained a percentage of 90%,

which is stated in the very suitable category for use and without revision. In comparison, the validation of media experts received a rate of 85%, noted in the very convenient category for use. Then, the results of the combined calculation of 15 teacher respondents also obtained a percentage of 93%, so they were categorized as very suitable for use in the learning process. So this busy book media can be used as teaching material for flood disaster preparedness mitigation learning for children aged 5–6 years.

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