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Akuisisi Bahasa Terkait Bencana sebagai Kesiapsiagaan Mitigasi Bencana: Studi Perbandingan di Indonesia dan Malaysia

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ABSTRAK

Penanaman kesadaran kesiapsiagaan bencana sejak dini penting dilakukan untuk menanamkan teknik yang tepat (Suroso, et al., 2022). Mitigasi bencana sejak dini dapat dilakukan dengan mengenalkan bencana dan mitigasi bencana kepada anak sejak dini. Pengenalan bencana dan mitigasi bencana tidak dapat dipisahkan dari penguasaan bahasa yang diperoleh anak selama proses mitigasi bencana. Penelitian ini bertujuan untuk membandingkan dan mengontraskan pendapat orang tua di Indonesia dan Malaysia tentang pentingnya mengenalkan mitigasi bencana kepada anak (1), menganalisis langkah-langkah penguasaan bahasa pada kosakata terkait bencana pada anak (2), dan mengetahui dukungan lingkungan dalam mengenalkan mitigasi bencana sejak dini kepada anak baik di Indonesia maupun Malaysia (3). Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi sebagai teknik analisis data. Pendekatan fenomenologi digunakan karena dapat membantu menganalisis subjek penelitian dengan lebih baik karena berfokus pada kajian pengalaman individu dalam dunianya. Hasil penelitian menunjukkan bahwa orang tua tidak secara sengaja memberikan pengetahuan tentang mitigasi bencana kepada anak-anaknya sebelum melakukan tindakan. Video, permainan, dan buku cerita dapat digunakan untuk memperkenalkan mitigasi bencana sebagai bagian dari pendidikan anak usia dini. Selain itu, dukungan lingkungan juga memberikan kontribusi yang signifikan dalam membangun kesadaran untuk memberikan pengetahuan tentang mitigasi bencana pada anak.

Kata Kunci: Mitigasi Bencana; Anak Usia Dini; Media; Indonesia; Malaysia

Disaster-related Language Acquisition as Disaster Mitigation Preparedness: A Comparative Study in Indonesia and Malaysia

ABSTRACT

Encouraging the awareness of disaster preparedness since an early age is important to instill the right techniques (Suroso , et al., 2022). Early disaster mitigation can be achieved by introducing the disasters and the mitigation of disasters for children in early ages. The introduction of disasters and the mitigations cannot be separated from language acquisition that children may acquire during the process of disaster mitigation. This study aimed to compare and contrast Indonesian and Malaysian parents' opinion on the importance of introducing disaster mitigation for children (1), to analyze the steps of language acquisition on disaster-related vocabularies in children (2), and to determine environmental supports in introducing early disaster mitigation for children both in Indonesia and Malaysia (3). The study employed a qualitative method within phenomenology approach as data analysis technique. Phenomenology approach was applied because it can help to analyze the subject of

the research better since it focuses on the study of an individual's experiences within the world. The results of the study show that parents did not deliberately provide knowledge prior to disaster mitigation for their children. Videos, games, and story books can be used to introduce disaster mitigation as the part of early childhood education. Besides, environmental support also contributes significantly in building awarness of providing knowledge on disaster mitigation in children.

Keywords: Disaster Mitigation; Early Aged Children; Medias; Indonesia; Malaysia

INTRODUCTION

Disaster mitigation in Indonesia

Indonesia is among 35 countries with the highest potential of natural disaster risk. It is noted that during the 2020 – 2023 period, thousands of natural disasters had struct Indonesia with 4,940 disasters having occurred in 2023, and about six thousand disasters been recorded over the course of the 2020 – 2021 period as it is said by Military Lieutenant General Suharyanto, Head of the National Disaster Mitigation Agency, in 2024 (Budi , 2024). Based on Indonesian Disaster Information Data (*Data Informasi Bencana Indonesia*-DIBI), it is recorded that in 2023, 5400 natural disaster happened, and it caused 325 died, 33 were missing, and 8,340,746 became the victims of the disaster (DIBI, 2024). The disasters are in the form of earthquakes, volcano eruptions, landslides, floods, and many more.

As a disaster-prone country, Indonesia is notoriously slow to anticipate and deal with the aftermath of calamities. This is demonstrated by the government's delay in enacting rules in the form of legislation that control disaster management in a sustainable or sustainable manner. Previously, regulations were ad hoc, resulting in partial disaster management that was not adequately coordinated in accordance with the disaster management cycle (Fuady , Munadi, & Fuady, 2021).

Disaster mitigation in Malaysia

Malaysia is often considered as a country less prone to major disasters. The vulnerable risk of natural disasters are flood, landslide and mudslides (CFE-DMHA, 2016). Hence, disaster mitigation in Malaysia focuses more on these types of disasters. These issues and challenges include (1) disaster management planning imbalanced between top-down and bottom-up approaches, (2) lack of coordination in disaster management cycle, with greater focus only on the disaster emergency response stage and, (3) lack of planning of long-term recovery (post-disaster) process, which resulted in low level community and stakeholders' resilience to disasters (Chong & Kamaru , 2018).

Disaster Mitigation for Early Aged Children

Six critical components of inclusive disaster mitigation education in schools are required. Those six elements comprise of (1) solid initiative to conduct self-initiated disaster risk reduction (DRR) education for all students; (2) adjustment of infrastructure and learning environment; (3) widening learning methods in DRR; (4) child empowerment and meaningful involvement; (5) school controlling awareness and strategies for piloting DRR; and (6) wide-

ranging stakeholder participation within disaster management (Rofiah , Kawai , & Hayati , 2021).

Communication is an important part of a disaster risk reduction or mitigation program, especially in disaster-prone areas. However, many of the terms related to disaster use foreign language vocabulary that is difficult for the general public to understand. Research should not be only scientific, but also implemented so that it can save lives. Disasters can happen but there are zero victims, that's the spirit of this clinic (L, 2019). So far, the implementation of regulation and policy framework in disaster management is not yet optimal. Disaster preparedness and mitigation is characterized by the low utilization of technology and information related to the disaster, and various obstacles in the process of evacuation and transportation. Promoting local wisdom and enhancing it through integrating science can increase disaster resilience (Ayuningtyas , Windiarti , Hadi, Fasrini , & Barinda , 2021).

Educating disaster mitigation through formal education from the early stage is very significant. Substantial matters needed to be well constructed are guidelines for implementing disaster education in schools as well as curriculum based on the concepts and implementation, correct construct, and subject matter. Encouraging the awareness of disaster preparedness since an early age is important to instill the right techniques (Suroso , et al., 2022). Early disaster mitigation can be achieved by introducing the disasters and the mitigation of disasters for children in early ages. The introduction of disasters and the mitigations cannot be separated from language acquisition that children may acquire during the process of disaster mitigation.

Disaster Related Language Acquisition in Children.

In transfering the knowledge of disaster mitigation in children of course the role of language cannot be separated. Languages become the most important means of human communication (Korneeva , Kosacheva , & Parpura , 2019). All languages have similar core structures and fundamental universal norms that enable users to pick up a language naturally and utilize it in a sensible and useful way . Therefore, language acquisition is viewed as more than just artificial or reinforcement; rather than the infant being "an inactive recipient of language stimuli," they become "a lively participant" in the process of learning a language (Chomsky in Aljumah, 2020).

Understanding a comprehensive overview of language acquisition in children becomes a significant part of the study covering developmental stages, parental role, influencing factors, milestones, support strategies, language disorders, and key takeaways. Understanding the complexity of language acquisition in children is imperative for parents, educators, and caregivers to create supportive environments that foster optimal language development (Rama-Ory, 2022). Children have begun to be excellent listeners even while they are still in the womb. After birth, babies begin to communicate via body language, sign language, and speech language. Babies' language abilities begin to develop when they communicate through sounds and gestures before babbling. Speaking ability is acquired during childhood. It happens without instruction, and it is done naturally and suddenly without any media or tools such as teachers who teach and having classes to learn the language (Warni , Afria , Izar , & Harahap, 2023). In fact, toddlers instinctively employ linguistic babble before they can even articulate words (Berger in Al Harbi, 2020). Based on Steve Kaufmann (an influencer focusing on language-learning content) there are three main stages of language development; they cover connecting with the language (Stage 1), getting comfortable with the language (stage 2), and continued improvement (stage 3) (Kaufmann, 2019).

Before being able to produce verbal competence, babies naturally develop their verbal capacities by paying attention to sounds and signs. They try to translate those tacits as their principals in generating their language. Newborns can recognize and produce sounds as they develop phonological competence. Following that, newborns acquire a mechanism for linking

these sounds, allowing them to grow more lexically competent with time. Their understanding of these words improves as they mature, allowing them to build phrases, transform them into sentences, and eventually become syntactically competent. Making understanding of these language pieces improves these three abilities, which is how newborns develop semantic competence. As newborns acquire linguistic and nonverbal communication behaviors, their remarkable language development gets ever more sophisticated, allowing them to refine their linguistic talents while remaining pragmatically competent (Alduais, Al-Qaderi, & Alfadda, 2022).

The stage continues when babies create noises from their lips and start babbling. It is believed that children process to develop verbal capacities cannot be separated from external factors such as parents and environment. Albert Bandura emphasizes the significance of observing, mimicking, and copying others' behaviors, attitudes, and emotional reactions in children's linguistic development. Social learning theory investigates how environmental and cognitive variables interact to impact human learning and behavior (Mcleod, 2024). Infants' early babbling enables them to engage in proto-conversations with people long before properly stated, meaningful words become a part of their creative repertoire. Furthermore, the well-rehearsed sounds of babble act as a perceptual 'filter', focusing babies' attention to words that correspond to the sounds they can consistently generate. Importantly, babbling has been discovered as a predictor of subsequent language development. The significance of babble output for a child's overall language development is well known, demonstrating the critical function of linguistic input in determining the shift from babble to words (Laing & Bergelson, 2020).

The highest stage of language acquisition in children is when they are capable to produce complex sentence and able to express what they want and think through words, sentences, and expressons. Conventional theories of language assume two fundamental elements: words that are kept in a lexicon and a grammar that contains rules on how words can be joined to form meaningful sentences. However, despite its usefulness in cognitive science and natural language processing, this words-and-rules paradigm has revealed significant drawbacks when applied to real-world language use. Idioms, collocations, and other significant and frequent units made up of multiple words are examples of multiword expressions that are important in structuring our language knowledge (Kallens & Christiansen , 2022).

Thus, the study aims to compare and contrast Indonesian and Malaysian parents' opinion on the importance of introducing disaster mitigation for children (1), to analyze the steps of language acquisition on disaster-related vocabularies in children (2), and to determine environmental supports in introducing early disaster mitigation for children both in Indonesia and Malaysia.

Several studies have been conducted to analyze disaster mitigation in early childhood education. Researchers agree that disaster mitigation can be given starting from early childhood education [Winangsih & Kurniati (2019), Khaerudin & Suharto, (2022), Hayden & Petal (2018), Cinantya , Wahyudi , & Maimunah (2021), Sapriyanti (2020)]. Various journals also investigate the most effective disaster mitigation for early childhood mitigation through some particular medias such as story books (Solfiah, Risma , Hukmi , & Kurnia , 2020) and comic (Artha , Suryana , & Mayar , 2020). On the other hand, this study focuses on how children aqcuire disaster-related vocabularies from various steps.

METHOD

The study employed a qualitative method within phenomenology approach as data analysis technique. Phenomenology approach was applied because it can help to analyze the subject of the research better since it focuses on the study of an individual's experiences within the world. Individual's experience can help reserachers and people in general to discover

information and/or to achieve a new understanding of the subject. It requires understanding to glean new insights about a particular phenomenon (Neubauer , Witkop, & Varpio , 2019). The study was conducted in Indonesia and Malaysia in 2023 to compare and contrast the phenomena happening in both countries. Data collecting technique used in-depth-interviews to 6 respondents from Indonesia and 3 respondents from Malaysia. The researcher used semi-structured interview to all interview processes. Interviews in Indonesia was conducted onsite, in which the researcher met in person in a particular time. Interviews to Malaysian respondents were conducted online and recorded via zoom app. After conducting interviews, data classification and reduction was done. Purposive sampling was applied to determine the respondents of the study.

RESULTS AND DISCUSSION

Respondent Characteristics

The respondents of the study were taken by purposive sampling with some particular inclusion criteria namely well-educated parents with at least Master degree as the latest educational background, those who had under-five children, living together with the children, and willing to be interviewed as the respondents of the study. Based on the inclusion criteria, the respondents' characteristics can be presented in the following figure:

Table 1. Respondents' Characteristics

Indonesian respondents			
No	Characteristics	Frequency (n)	Percentage (%)
1.	Gender		
	Male	1	16.7%
	Female	5	83.3%
2.	Education background		
	Master degree	6	100%
	Doctoral/Ph.D.		
3.	Age		
	25 – 30 years old	1	16.7%
	31 – 35 years old	1	16.7%
	36 – 40 years old	3	50%
	41 – 45 years old	1	16.7%
4.	Number of Children		
	1	1	16.7%
	2	3	50%
	>2	1	16.7%

Malaysian Respondents			
No	Characteristics	Frequency (n)	Percentage (%)
1.	Gender		
	Male	2	67%
	Female	1	33%
2.	Education background		
	Master degree	2	67%
	Doctoral/Ph.D.	1	67%
3.	Age		
	25 – 30 years old	-	
	31 – 35 years old	-	

	36 – 40 years old	2	67%
	41 – 45 years old	1	33%
4.	Number of Children		
	1	-	
	2	2	67%
	>2	1	33%

Indonesian and Malaysian parents' opinion on the importance of introducing disaster mitigation for children

Although Indonesia and Malaysia have different background related to their risks on disaster especially natural disaster, parents both from Indonesia and from Malaysia shared similar opinion to the importance of disaster mitigation for early aged children. They argued that the knowledge of disaster mitigation should be given to children as early as possible. Children should understand their surroundings and how to respond to disasters, as they can occur at any moment, whether at school or home. This initiative is being conducted to lessen catastrophe risks among children. To reduce disaster risks, it is important to provide guidance and regulations for parents and teachers to implement disaster mitigation measures in children. Additionally, reaching out to more sources of information and delivering it to children is a highly recommended initiative (Winangsih & Kurniati , 2019).

> "Well, disaster knowledge and its mitigation actually should be given to children because by having the knowledge how to save themselves when disasters happen will certainly become a certainly a life-saving step and effort" (Respondent 3).

On the other hand, only 1 respondent among 9 respondents had a special step to deliberately introduce disasters to the children.

> "I bought some books related to disaster to my children. We have some books tellingstories about volcano eruption, earthquake, and flood. I often read with them, and I usually explain to them what happen during the disasters and how to run away from them" (Respondent 1).

Meanwhile, other respondents stated that they did not specially teach things related to disasters to their children. Children did not acquire some vocabularies related to disaster from their parents but from other sources like watching videos, watching news on TV, playing video games, and doing a simulation at schools. Even, four respondents stated that if the researcher did not ask the questions about disaster mitigation as the part of early chidlhood education, they had no idea about it. They never thought of providing some information related to disasters and their mitigation to their children. One respondent stated that:

> "You know, if you don't ask me about that questions, I will never think that disaster mitigation should be given for my children. You've made me think about that anyway" (Respondent 6)

Based on the opinion shared by the respondents, it can be inferred that all respondents realized that disaster mitigation should be included in early childhood education. However only 1 among 11 respondents specially taught about the issue through story books.

Steps of language acquisition on disaster-related vocabularies in children

Children can acquire new vocabularies of a particular language through several steps and media. In a very early language development, they tend to pay attention carefully on what the people in their environment articulate both through direct communication and indirect communication (videos, TV programs, radio programs). The next step is to individually produce the words that they have heard and watched. Then, understand and apply the words in their daily life.

There are several medias that can boost chidren's capability in understanding and applying vocabularies; they can be in the form of videos, games, and story books. Similarly, the medias can also be used to introduce disaster mitigation for early aged children. The following table shows how early aged children obtain some knowledge and vocabularies related to disasters based on their parents' observation.

Table 2. Medias to Acquire Disaster-related Vocabularies in Children
(One respondent might select more than one choice)

Medias	Types of Media	Frequency	Respondent Code
Videos	YouTube	7 (77.8%)	2,3,4,5,6,7,8
	TV News	4 (44.4%)	2,3,5,8
Games	Video games	1 (11.1%)	1
	Playing game with parents or siblings	1 (11.1%)	4
Story books	Story books with picture	2 (22.2%)	1,4
School activity	Disaster mitigation simulation	9 (100%)	1,2,3,4,5,6,7,8,9

Based on the data on the table above, it can be inferred that children mostly obtained information related to disaster mitigation from their school activity. All parents stated that schools had ever conducted an activity as a disaster mitigation simulation. Then, children also mostly got disaster mitigation knowledge through YouTube videos. 7 parents stated that their children knew things related to disaster when they watched amination video for children such as Cocomelon, ChuChu TV, and many more. Those channel offers some video which introduce disaster mitigation for children both natural disaster like earthquake and non-natural disaster like fire. Other video media namely TV news also had a significant in introducing disaster mitigation for children. When parents watched news program on TV, sometimes chidren commented on what happened. Then, parents explained to them.

Other media that can also be used in introducing disaster mitigation for children is story books. If parents provide them ones especially if the explanation is with picture, children will be interested in reading and obtain knowledge from it. There were 2 parents who provided story books for their children, but only one of them actively read the story for the children. In addition, gaming also play a role in intruducing disaster mitigation as early childhood education. One parent stated that there were some vocabularies that could be obtained by chidren when her children play a game namely Minecraft. In that game, the chidlren can acquire some vocabularies related to natural phanomena such as volcano eruption, landslide, and flood. Another parent argued that her children knew about earthquake because once the father played together with the son and shook him while saying "earthquake earthquake". Thus, the son got the concept that earthquake is a condition when the environment is shaking.

Environmental supports in introducing early disaster mitigation for children both in Indonesia and Malaysia

Environment plays a significant tacit in including disaster mitigation as the part of early childhood education. Based on the observation of parents, children had obtained some information related to disaster mitigation from school.

> "Last year in my son's (playgroup) school, there was a program to introduce disaster mitigation by doing a role play. Some students became medical staffs; some of them were victims. They did a simulation of earthquake and volcano eruption". Respondent 3.

In Indonesia and Malaysia disaster mitigation has become a part of early childhood education. It is proven by testimonials from parents that all of the children schools both in playgoups and in kindergatens had conducted disaster simulation as the part of the curriculum. All parents stated that their children obtained some knowledge and directly practiced on disaster mitigation from their schools.

However, locations or countries where people live has an important tacit to determine disaster mitigation knowledge among schools. In Indonesia as a prone natural disaster area, schools chose to practice disaster mitigation that correlated to the natural disasters closely happening such as volcano eruption and earthquake. In Malaysia as a less prone area of natural disaster, children obtained disaster mitigation which correlated to how the fire fighters performed their duties.

CONCLUSION

Although all parents realize that the knowledge of disaster mitigation should be given as the part of early childhood education, only few of them directly teach it to their children. Parents do not really play a significant aspect in introducing disasters and their mitigation to children. Mostly, children obtain some information related to disaster mitigation through other medias such as videos (YouTube, TV news), games (video game, playing with adults), and story books, and more importantly most of them can directly practice by doing disaster mitigation simulation at schools. Hence, schools play the biggest role in introducing the knowledge of disaster mitigation on children.

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