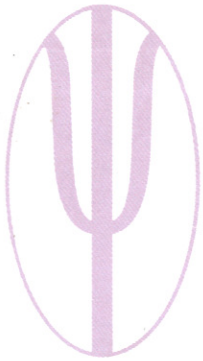


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Teaching Learning Pattern of Children in the Flood Area

Nurul Hartini

Faculty of Psychology, Universitas Airlangga

How does the teaching learning pattern of children in a flood area? Utilising interview, observation and focus group discussions, a study was conducted to 30 kindergarten and elementary school teachers in a flood zone in Bojonegoro region, including Dander, Tmcuk, Kalitidu, Kanor, and Bau-reno. Results indicate that the community, particularly children have seen floods as a regular phenomenon and thus has made peace with this experience. Children motivation for going to school and learning remain intact and high in all conditions including when the flood came. The level of children's motivation for school and learning are positive potentials that should be maintained. Co-operation between the government, schools, and community are needed in order to accelerate the normalization process, particularly in developing an optimal situation for the children to learn and go to school during a flood and right after, as well.

Key words: flood area, child schooling motivation, child learning style

Bagaimana gambaran pola pembelajaran anak-anak di daerah banjir? Hasil studi lapangan melalui interview, observasi dan diskusi terfokus yang dilakukan kepada 30 orang guru Taman Kanak-Kanak dan Sekolah Dasar di daerah rawan banjir Kecamatan Dander, Tmcuk, Kalitidu, Kanor, dan Baureno, Bojonegoro menunjukkan bahwa masyarakat dan anak-anak Bojonegoro sudah "berdamai" dengan bencana banjir. Motivasi bersekolah dan motivasi belajar anak-anak tetap besar dalam semua kondisi termasuk ketika banjir. Besarnya motivasi anak-anak untuk bersekolah dan belajar merupakan potensi positif yang harus dipertahankan. Untuk itu, perlu kerjasama antara pemerintah, sekolah, dan masyarakat untuk segera mengembalikan anak-anak pada situasi normal untuk bersekolah dan belajar ketika terjadi dan pasca-banjir.

Kata kunci: daerah banjir, motivasi bersekolah anak, pola belajar anak

Flood is natural disaster in Indonesia that happens almost every rainy season in certain areas. Flood is a negative impact of Indonesia as a maritime country that sometimes gives casualty. Flood casualty should be managed properly. Ineffective management would cause trouble in psychological development of the victims. Shalev et al. (1998) showed that natural disaster victims in refugee camp suffered depression so that they needed primary intervention. Jennifer, Christopher, and Rex (2000) explained that 80% disaster victims experienced psychological problems, minor to major such as depression. Coidova (2005) revealed that some victims in Trauma Center of Medical Research at the Stanford University Medical Center (SUMC) experienced psychological problems. Furthermore, the psychological problems were mostly caused by rejection of the disaster that happened to them, low social support, and being frustrated because of loss of belongings and close family.

According to Michaels et al. (1998) and Kuhn, Blanchard, and Hickling (2003), effective disaster management would be psychosocial intervention. Management of children as victims was different from adults. Kliever, Lepore, Oskin, & Johnson (1998) stated that children needed social intervention and cognitive process intervention to bring back post disaster social adaptation ability.

Disaster Management

Regulation no. 24/2007 about disaster management explained that disaster is a happening or series of incidents that threatened or made trouble life pattern of the society caused by natural or unnatural factors, inflicted human lives, environmental damage loss of belongings and psychological impact.

According to Anderson and Woodrow (1989), disaster management should be based on disaster management paradigm that could be divided into two approaches as seen in Table 1.

Correspondence concerning this article should be addressed to Nurul Hartini, S.Psi., M.Kes., Faculty of Psychology, Universitas Airlangga, Jalan Airlangga 4-6, Surabaya. E-mail: nurul_psi@unair.ac.id

Table 1
Difference between Conventional approach and Empowerment approach

Difference in how to "see"	Conventional approach	Empowerment approach
Victim condition	Helplessness and need assistance	Active human being with many ability and capacity
Need assessment	Quick and fast	Accurately assessed and taking possible capacity into account
Speed and accuracy	Fast and efficiency are priority, no time to consult society that is involved	Long term effect of assistance, ideas and local capacities should be appreciated
Focus of help	Physical	Besides physical, social, institutional, attitude, and motivational
End target	Nomial condition	Minimize long term vulnerability and support capacity

Adapted from „Rising from the Ashes: Development Strategies in Times of Disaster: Mary B. Anderson, Peter J. Woodrow, 1989 Copyright 1989 by Westview Press.

Management of mental health (Notosoedijio, 2002) focus on three forms: (a) Primary prevention, prevention of maladaptation in the society; (b) secondary prevention, fast prevention of maladaptation with emphasis on shortening the duration of maladaptation. To do that, early diagnosis and treatment should be done fast; (c) tertiary prevention, emphasis on (1) maintaining left over ability, (2) preventing maladaptation from going on, and (3) quick recovery and function as usual.

According to Cowen & Shaw (cited in Notosoedijio, 2002). Disaster management should have some principles: (a) more group oriented; (b) more oriented to quality improvement; (c) should be based on knowledge manifested in improvement programs to increase psychological health and prevent maladaptive behavior

Dalton, Elias, and Wandersman (2001) stated that post-disaster intervention should stress on empowering community. Empowering community became very important because volunteers, assistants or people outside the community would eventually go away, so the community should continue a lasting intervention process comprehensively. The community itself understands the strength and weakness, and its needs, so effective intervention is through community empowerment. According to Saigh (1996), children management should need special skills, among others: (a) sincerity, love and closeness to children; (b) commitment and consistence; (c) understand children intervention.

Disaster mitigation refers to every action to reduce disaster impact that can be done before the disaster happens including preparation and action to reduce long term risk (Cobum, Spence, & Pomonis, 1994). It starts from making stronger building, standard technical procedure to combine possible disaster evaluation in site plan. Most experts assume that fighting against disaster is analogous to fighting against diseases, meaning that it needs everybody's participation to work together.

Priority disaster mitigation (Cobum et al., 1994) includes: (1) reduce possible casualties caused by disaster. Earthquake and flood cause casualties more than any

other disaster. In earthquakes, deaths are caused by building collapse, while in flood deaths are caused by drowning. Reducing flood victims means reducing exposure of people to flood, placing people away from potential danger of flooding. (2) Give protection to post-disaster economy. In agricultural area, flood leaves diseases, plant diseases, pollution, and site damage.

The above experts' opinions show that disaster management should be planned and developed with the emphasis on community empowerment. Approach to children needs people who have sincerity and empathy toward children.

Children Victims of Disaster

Everybody is supposed to experience developmental processes perfectly in due time. Children victims of flood surely get any hindrance in his development. Destruction of school facilities, books, stationary supplies, and so on would inhibit children learning process. According to Hurlock (1993), factors affecting developmental process were as follows (see Table 2).

Table 2
Factors Affecting Developmental Process Mastery

Those that prevent	Those that assist
Retrograde developmental level	Normal or accelerated developmental level
No chance in studying developmental tasks or no guidance to master it	Chance provided for studying developmental tasks and guidance available to master it
No motivation	High motivation
Bad health and physical defect	Good health and no physical defect
Low intelligence	High intelligence
No creativity	High creativity

Adapted from "Psikologi Perkembangan (5th ed.)," by E.B. Hurlock, 1993. Copyright 1993 by Erlangga

Failure in one stage of developmental task would result in serious consequences. One of them was

unavoidable social pressure (Hurlock, 1993). Other consequences would be negative self concept, negative self acceptance, and negative self pride.

Teaching Learning Pattern in School

Teaching learning is a process to make changes on cognitive and emotional ability, and behavior. Learning experience would bring mastery on understanding, analysing, decision making, and a broad view of the world (Illeris, 2001; Ormrod, 1995). Children learning process is highly correlated to learning process at school.

Learning process at school, according to Seng, Parsons, Hinson, & Brown (2003) was determined by two important factors, namely: (a) physical environment that support reachable infrastructure; (b) social environment, such as students, teachers and school management. Teaching learning strategy was best done in a small class to ensure effective and efficient target of study. Teachers should be able to develop cognitive and social orientation as well as behavior of the students, to build motivation, communication, assessment, and good learning process.

During the flood, physical environment do not support teaching learning process at school, so social role of teachers is significant. Elliot, Travers, Kratochwill, & Cook (1999) stated that teachers were the actual tool in the class to provide effective learning process. Slavin (2010) added that to give optimal result of teaching learning process, teachers should teach intensively, and should be able to plan questions that increase students activity.

To support effective learning, community learning or society learning, the important thing is to find main ideas of teaching learning (Ormrod, 2010), then analyze learning needs of the society with stages as follows: a) Identification of needs and inhibition; b) formulation of learning objectives; c) arranging learning program; d) implementation of learning program; and e) evaluating learning program (Tim Pengembang Pendidikan, 2007). In flooding, the important thing is to maintain learning motivation and motivation to go to school to continue the developmental task optimally. Achievements of developmental tasks are a fundamental resource to develop positive character (Erick Erikson as cited in Hall & Lindsey, 1998; Cloninger, 2004).

Method

Field study was conducted in flood vulnerable area at Bojonegoro. Field study is a descriptive study to gather information about status of symptoms, to make

systematic, factual, and accurate explanation about facts or population character in certain area (Suiyabrata, 1998; Sugiyono, 2003)

Data was taken from 30 significant persons through interview and focused group discussion on teachers of pre-elementary and elementary school in areas vulnerable to flooding, namely: subdistrict Dander, Tmcuk, Kalitidu, Kanor, and Baureno, Bojonegoro. Teachers involved in interview and focus group discussion were from: SMP 2 Kec. Baureno; SMP Negeri 2 Kec. Kalitidu; SMP Negeri 1 Kec. Kanor; SDN Banjarejo I Bojonegoro; MI Islamiah Ledok Kulon Bojonegoro; SDN Pilang Kec. Kanor; MI Miflahul Huda Temu Kanor; TK Numl Ummah Ledok Kulon Bojonegoro; TK Al Anshari Ledok Kulon Bojonegoro; TK Dharma Wanita Kec. Dander; RA Al Balaghul Hidayah Ngablak Dander; dan RA Islam Ngablak Dander.

Data was taken in June - October 2009 through: (a) interview, in-depth interview of subjects and significant persons (b) *Focus* group discussions, to focus answers taken from the interview. In focus discussion, participants were assigned to small group consisting 5-6 persons.

Data was analyzed qualitatively as narration, known as content analysis.

Results and Discussion

Disaster mitigation based on community empowerment in Bojonegoro can be said successful because the community there has developed resilience against flood disaster. Real condition in Bojonegoro is in accordance with the opinion of Anderson and Woodrow (1989), Dalton, Elias, and Wandersman (2001), and Cowen (cited in Notosoedirjo, 2002); that stressed the importance of post-disaster community empowerment.

Bojonegoro regional government has developed disaster mitigation policy through community empowerment. Community groups have been formed informally. The community organize themselves to develop disaster mitigation with limited technical support. The communities are able to protect themselves and the people around when flood is coming. Community behavior of Bojonegoro that reflects their autonomy in facing the flood, among others were (a) sedimentation cleaning; (b) ditch construction; (c) flood mapping; (d) houses build to be resilient to flooding (fine material, strong foundation); (e) agriculture that fits in flooding situation; (f) high warehouse and bedrooms above the ground; (g) prepared evacuation, boat or canoe, rescue apparatus.

Coburn et al. (1994) stated that when disaster happens, the government ought to handle casualties and

bring back community economy. The government role to normalize economy is really felt not optimal by the community. Nevertheless, community empowerment in the area has been able to bring back normal life post-disaster minimal one month after the flood subsides. Community including children in flood area in Bojonegoro has developed an excellent resilience to frequent flooding, but how are the psychological condition and motivation to go to school? Schools still apply conventional pattern of teaching learning processes. The children were asked to learn by themselves at home. After the flood subside, it will take two weeks or more to bring children back to normal teaching learning pattern. The time needed to bring normal pattern of learning would take longer because of damaged school facilities. This means that physical as well as social environment as factors' supporting the effective learning is still weak (Seng et. al., 2003)

In the long run, if motivation to study and go to school were not actualized during and post-flooding, children will be less motivated to do developmental tasks, studying and going to school. Up to the time this study was conducted, the role of the government was lacking in bringing back normal situation to study. According to Hurlock (1993), failure in developmental tasks in one stage of development would make serious consequences. One of the consequences was social pressure or foundation of the next developmental tasks could not be adequate. So, attempts should be made to ensure that children could do the developmental tasks without so much obstacles. Children who completed their developmental tasks would have a strong character and anticipation to adapt to the next tasks (Erikson as cited in Haii & Calvin, 1998; Cloninger, 2004).

Conclusion

Teaching learning pattern given to the children at the time of flooding and post-flooding still follow the conventional concept. School gives students a leave during the flood and minimal two weeks after that, although students were so highly motivated to study and go to school. If this spirit is not facilitated, there is a possibility that the motivation to do developmental tasks would slow down. In the development of teaching learning pattern in flooding areas in the future, government role, school management role, teacher and parents role would be needed to design informal study in children. Children should be conditioned to be able to maintain their motivation to study and go to school. Informal learning design should be developed in

accordance with the school demand. Community should work together with the government to speed up sedimentation cleaning in schools, so that students could study comfortably. Besides, school infrastructure and teaching learning infrastructure supply should be accelerated to replace the damaged ones.

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