

THE ROLE OF DISASTER COMMUNICATION AGAINST DISASTER MITIGATION PROGRAMS AT MEGA BANGSA VOCATIONAL HIGH SCHOOL

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Abstract:

The current high intensity of disasters in Indonesia is a topic of conversation in various circles today. Natural disasters such as earthquakes, floods, and fires are time bombs that humans cannot control and can explode at any time, and humans can only try to reduce the risk impact of these disasters. Parents are concerned about their children's condition while at school during a disaster. We must raise awareness of and develop strategies to prepare for future disasters. Mega Bangsa Vocational High School conducts a Disaster Mitigation program that aims to convey information related to disaster communication. This research uses a qualitative descriptive method with research techniques focused on Focus Group Discussion (FGD). Focus Group Discussion (FGD) involved School Principals, Teachers, Educators, and Mega Bangsa Vocational High School students. This study states that the role of disaster communication in implementing the Disaster Mitigation program at Mega Bangsa Vocational High School is necessary to prepare students to face disasters in the school environment.

Keywords: Disaster Communication, Disaster Mitigation, Mega Bangsa Vocational High School



INTRODUCTION

The current high intensity of disasters in Indonesia is a topic of conversation in various circles today. Natural disasters such as earthquakes, floods, and fires are time bombs that humans cannot control and can explode at any time. Humans can only try to reduce the risk impact of these disasters. Parents are concerned about their children's condition while at school during a disaster. We must raise awareness of and develop strategies to prepare for future disasters.

Risk reduction in disasters requires a communication process. According to Wardhani (2014), communication can function as a social radar that provides certainty to other parties about the existence of disasters in a place. Communication is intended for pre-disaster activities, which include preparedness, early warning, and mitigation. In this case, communication informs the community about the preparedness needed and what preparations must be made when a disaster occurs. All this is intended to reduce the casualties and property losses to a minimum.

Disaster risk reduction or mitigation aims to anticipate problems that will occur when a disaster occurs, develop various ways to deal with these problems effectively and allocate resources needed for a more effective response. Without precise planning, losses can be much higher than companies with a communication strategy to predict disasters. The government is currently working on disaster mitigation at various levels. According to Law of the Republic of Indonesia No.24 of 2007 concerning Disaster Management, mitigation is a series of activities carried out to anticipate disasters through organizing appropriate and effective steps. Meanwhile, according to the National Disaster

Management Agency or BNPB (2017), mitigation has benefits in various critical disaster situations and is an essential effort for mitigation. 1. Understanding the dangers surrounding you 2. Understand the local early warning systems and know evacuation routes and evacuation plans. 3. Having the skills to evaluate situations quickly and take the initiative to protect themselves 4. Have a disaster anticipation plan for the family and practice the plan with exercise 5. Reducing the impact of hazards through mitigation exercises 6. Get involved by participating in training.

Schools are essential in creating a safe and productive environment for students and stakeholders. However, effective communication becomes crucial in emergencies such as natural disasters or crises. It is no exception for Mega Bangsa Vocational High School, located in an area prone to potential disaster risks, such as earthquakes. Problems arise when there is a failure or inability to communicate information quickly and accurately to all parties involved during an emergency. In this context, this study aims to investigate the impact of implementing emergency communication in schools on preparedness and response to emergencies.

Disaster communication is the latest research field that is currently receiving attention from graduates and communication practitioners because the community needs this field of research to overcome disasters. There are still a few theories of disaster communication that can be used as a reference, even though talking about communication means paying attention to the communication process itself. Lestari (2018) Disaster Communication is creating, sending, and receiving messages by one or more people, directly or through the media, in the context of disasters during pre-disaster, during disaster, and post-disaster and causing response or feedback.

The role of disaster communication is essential in disaster mitigation by contributing to and benefiting the community in prevention and handling, as well as being the primary basis for disaster communication used to convey information in the form of disaster data. (Situational Awareness, Customer Service, Leadership Commitment, Soft Power, and Hard Power). Post-disaster communication is essential in disaster situations, whether pre-disaster, disaster, or post-disaster; communication is the best way that can be used to achieve success in disaster management processes such as disaster mitigation, preparedness, response, and recovery, the ability to convey different disaster messages to the community, including government, media and society, can reduce disaster risk, save lives and reduce the impact of disasters.

Definition of Communication. Communication sends symbols that contain meaning from a communicator to a communicant with a specific purpose. There is a process in communication, and each process contains meaning that depends on the understanding and perception of communicants. Therefore, communication will be effective, and the purpose of communication will be achieved if each actor involved in it has the same process for symbols.

Communication is the process of sharing meaning through verbal and non-verbal behavior carried out by two or more people (Mulyana, 2015); communication is an activity where someone conveys a message through certain media to others and, after receiving the message then responds to the sender of the message (Agus, 2016).

Based on the above understanding, the researchers conclude that communication is a process where communicators convey messages in the form of ideas and thoughts to communicants using certain media to provide the same understanding or meaning to communicants so that from the communicant process influence and experience changes in behavior according to the communicator.

Harold D. Lasswell in Winarso (2016) states that communication has five essential elements related to the concept of communication, namely:

1. Who is element Who, in this context, is understood as a source (information) or often referred to as a communicator, namely people, either individually or in groups or institutions, who convey or provide information or messages to other parties?

2. Says What is Element? This element is a message or information the communicator conveys to the addressee.
3. Which Channel's Element? This element relates to the media or means used in the communication process. This media includes all tools (devices) used to help smooth communication, such as newspapers, telephones, magazines, radio, television, and the Internet.
4. To Whom's Element: This element relates to who receives the message or information. In communication, this person is often called the receiver or addressee.
5. Element With What Effect (Effect That Occurs): This element is related to the Audience or audience response as a result of the message the communicator conveys.

Based on the above understanding, the concept of communication is a picture and a thought arranged for conveying messages to others that are organized and can be understood.

Communication Strategy. Communication strategy combines various factors such as frequency, format, content, and communication channels to plan the delivery of messages so that the messages are easy to receive and understand, and attitudes and behaviors are determined according to the objectives. According to Effendy (2011), communication strategy is effective planning in delivering messages so that communicants easily understand them and can accept what has been conveyed to change their attitude or behavior.

Communication strategy combines communication planning and management to achieve goals. Tactical actions should be carried out and modified to execute the communication strategy effectively in response to circumstances. Communication strategies are closely related to the goals to be achieved, pay attention to the consequences to be considered, and involve planning how to achieve results depending on the expected results, that is, the goals to be achieved.

Disaster Communication. Communication in disasters is needed in disaster emergencies and important during pre-disaster and post-disaster. Preparing people in disaster-prone areas must always be done. In addition to adequate information about potential disasters in an area, training and internalization of habits to deal with disaster situations must also be carried out on an ongoing basis. It must be remembered that more than abundant information is needed to make citizens aware of the dangers of threatening disasters. How to convey information must also be done appropriately. Miscommunicating information can create uncertainty that can worsen the situation.

Moreover, this is related to survivors and disaster situations; for example, when Yogyakarta experienced an earthquake in 2006, there was information about a tsunami in Bantul. The tsunami information needed to be corrected, and the community was harmed. As a result, many residents of Bantul, Yogyakarta City, and Sleman ran for their lives to the North.

Disaster management does not solely rely on the ability to provide material assistance but rather mental (moral) support for disaster survivors (Susanto, 2011). Communication has an essential role in helping the delivery of disaster information messages. It can coordinate disaster information from the center to the regions, disaster information from affected areas to all regions in Indonesia, and information about survivors and volunteers, which is also an effort to mitigate disasters. On the other hand, effective communication is also mandatory for volunteers with disaster survivors. It is related to evacuation, rehabilitation, and reconstruction to help disaster survivors more optimally. Suppose one of the communicating parties does not understand or apply the communication process properly. In that case, the communication will certainly not be effective/maximal and will hamper the disaster mitigation process. Communicative indicators

Disaster Mitigation. Mitigation is a series of activities to anticipate disasters through organizing appropriate and effective steps (Law of the Republic of Indonesia No.24 of 2007). According to the National Disaster Management Agency or BNPB (2017), Mitigation has benefits in various critical disaster situations; significant efforts for mitigation, such as:

1. Understanding the dangers surrounding you
2. Understanding the local early warning system, knowing evacuation routes and evacuation plans
3. Have the skills to evaluate situations quickly and take the initiative to protect themselves.
4. Have a disaster anticipation plan for the family and practice the planning by routinely practicing.
5. Reduce the impact of hazards through mitigation exercises
6. Get involved by participating in training.

METHODS

Qualitative research is an approach to conducting research oriented to natural phenomena or symptoms. The implementation of this research is fundamental or grounded and naturalistic or natural. In other words, this kind of research is often called Naturalistic Inquiry, Field Study, or observational study. Therefore, it cannot be done in the laboratory but in the field. Qualitative research prioritizes process and meaning/perception problems, where this research is expected to reveal various qualitative information with careful and meaningful descriptions-analysis, which also does not reject quantitative information in the form of numbers and quantities. In each object, tendencies thought patterns, and irregularity will be seen, as well as the appearance of behavior and its integration, as in genetic case studies (Muhadjir, 1996).

Qualitative research is an activity that places its researcher in the world. Qualitative research consists of material interpretive practices that make the world visible. These practices transform the world into a series of representations that include various field notes, interviews, conversations, photographs, recordings, and personal notes. In this case, qualitative research involves a naturalistic interpretive approach to the world.

It means that qualitative researchers study objects in their natural environment, seeking to interpret or interpret phenomena in terms of the meanings given to them by society (Denzin & Lincoln, 2008). Qualitative research begins with assumptions and interpretive/theoretical frameworks that shape or influence the study of research problems related to the meaning imposed by individuals or groups on a social or human problem. This research approach was widely used in anthropological and ethnographic research (Dove, 2002). However, it became popular in subsequent developments, especially in social psychology and sociology.

Research Paradigm. Research Paradigm in this study uses the Constructivism Paradigm because this research uses Qualitative Research methods. The constructivist paradigm, in the context of research, refers to a bare frame of mind or view that the point of view of knowledge is not only taken for granted from the outside world but also actively built by individuals through the process of interpretation and construction of meaning based on their experiences.

This paradigm emphasizes that social reality and knowledge are relative, contextual, and constructive. Here are some of the main points in the constructivism research paradigm: Knowledge Construction: Constructivism believes that individuals are actively involved in constructing their knowledge through interpretation, reflection, and personal experience. This process involves the interaction between individuals and their environment. Context and Subjectivity: The constructivist paradigm emphasizes the importance of context and subjectivity in understanding reality. That is, knowledge is contextual and depends on the subjective views of individuals or groups. Social Interaction: Constructivism recognizes the critical role of social interaction in knowledge formation. Individuals learn and understand the world through interaction with others and through language and symbols used in communication.

Importance of Personal Experience: The personal experience of individuals is considered a key component in the construction of knowledge. Each individual has a unique way of understanding and giving meaning to their experience. Qualitative Approach: The research method that is often

used in the constructivist paradigm is the qualitative approach. It includes in-depth interviews, case studies, content analysis, and other qualitative methods that can capture the complexity of knowledge construction. Importance of Contextual Understanding: Constructivism emphasizes the need to understand the context in which knowledge is constructed. Factors such as culture, values, and social norms have a significant impact on the way individuals perceive the world. The constructivist paradigm is widely applied in various research fields, including education, psychology, sociology, and other social sciences. This approach provides a precious view of the complexity of social reality and the formation of human knowledge.

Research Approach. The approach and form used for this research are descriptive qualitative research. That way, researchers can review all accurate information and data obtained through this approach. In Wikipedia, qualitative research is also an approach that sometimes has descriptions and is often used as analytical descriptions. Process and meaning (topic point of view) are emphasized more in qualitative research. Kriyantono (Satori et al., 2017) stated that this discovery aims to explain the study of events in depth through in-depth data capture. Data will be able from the way and approach that will be created.

Data Collection Techniques, Primary Data. Primary Data is data that the author gets directly from the source. The main purpose of primary data is to answer various research questions that need to be clarified directly.

- a. An Observation Research. Observation is a daily human action that involves the five senses as its fundamental device in addition to five other senses, such as ears, smell, mouth, and skin. Furthermore, observation is the ability of individuals to utilize perception. Made by the five senses and assisted by the five other detection tools, scientists straightforwardly see or see what falls on the examination object. During his time in the field, researchers made observations to describe what was happening broadly. Then, make written notes, take notes, record and dissect the primary information. Research centers on information research. The author uses this method by observing the communication conditions at Mega Bangsa Vocational High School.
- b. Focus Group Discussion (FGD) Method. Focus Group Discussion (FGD) is a qualitative research method that involves small group discussions of people to explore their views, perceptions, and experiences related to a particular topic. This method is often used in social research, political science, business, and other fields to understand participants' views and attitudes toward an issue.

Analyst Unit. According to Morissan et al. (2017), the unit of analysis is all things examined to get a brief explanation of the entire unit analyzed. The unit of analysis can also be an individual, a thing, an event such as an individual activity, or a group of people as the research subject.

In this study, the author needs units as supporting tools during research. The unit of analysis in this study is educators, education staff, and students. The researcher wants to analyze the role of communication used by the Mega Bangsa Vocational High School in disaster mitigation programs.

Secondary Data. Secondary data is an essential component that can broaden the perspective of the research you are working on. This type of data can complement important information previously obtained through primary data.

Literature Study. Research is inseparable from the data in books that become references and from writing thesis proposals and other books related to preparing this research as a theoretical basis for solving the problems faced.

Data Verification techniques can include triangulation, checking the adequacy of references to accommodate written criticism, and checking members involved in the data collection process.

Triangulation. Efforts to check the correctness of data from various sources. There are three kinds of triangulation: source triangulation, triangulation techniques such as interviews, and time triangulation. Thus, this Triangulation analysis uses three steps, including:

- a. Source Triangulation. Source triangulation to test data verification is done by checking data obtained through several sources. In this case, when researchers tested data verification about the role of disaster communication in disaster mitigation programs at Mega Bangsa Vocational High School schools.
- b. Triangulation Techniques. Triangulation techniques, namely research data collection, are carried out with two kinds of data collection techniques: observation and Focus Group Discussion.
- c. Time Triangulation. Time also affects data verification. For this reason, in the context of testing, data verification can be done by checking with focus group discussion or observation at different times or situations. The researchers' step is to test data verification on the role of disaster communication in disaster mitigation at Mega Bangsa Vocational High School schools.

Data Analysis Techniques. Data Analysis Technique is a process to process data and information into the research process; later, the data will be used as research results or new information. The data analysis process needs to be done to know the validity of the data obtained to facilitate the following processes later. As for Understanding Data Analysis Techniques according to Experts:

1. Lexy J. Moleong: According to him, data analysis techniques are an activity that examines data derived from research instruments, such as documents, notes, recordings, and so on, in a study (Moleong, 1989).
2. Bogdan Data analysis is a systematic process for finding and organizing data obtained from documentation, interviews, and so on into a category. In this case, it involves sorting out the important ones and making conclusions (Sugiyono, 2010).

Qualitative data is obtained from interviews and observations so that the data obtained is more descriptive of a phenomenon. Data Analysis Techniques in this study using Narrative Analysis Techniques are techniques carried out by focusing on the description of various events obtained from the source, which will then be presented in a story description. This narrative analysis technique can be used as a consideration in an organizational activity, both internally and externally. Examples of narrative data analysis techniques are commonly used in biographical research.

Concept Definition. In this study, the Research Focus or Concept Definition that I use is by conducting FGD (Focus Group Discussion) activities. Here are some questions that I will present in the FGD including:

- What is the role of disaster communication in mitigation programs at Mega Bangsa Vocational High School?
- What are the types of disaster communication carried out related to disaster mitigation programs at Mega Bangsa Vocational High School?
- How do we communicate disasters properly to measure and analyze disaster mitigation programs at Mega Bangsa Vocational High School?
- What is the Disaster Mitigation program's role at Mega Bangsa Vocational High School?
- How do you implement disaster communication in the Mitigation program at Mega Bangsa Vocational High School?

Time and Place of Research. This research is located at the School of Mega Bangsa Vocational High School to make it easier for resource persons to meet and conduct FGDs. Meanwhile, the research will be held from November 2023 to January 2024.

Research Limitations. This study uses qualitative research techniques with the total sampling method, where researchers must check every answer obtained and then connect the answers with other informants. Because this study is the first research conducted by researchers, research and focus group discussions on informants are in-depth.

RESULT AND DISCUSSION

Based on the results obtained from the Focus Group Discussion (FGD) revealed that the communication carried out by Budi Luhur University in the Disaster Mitigation Activity Program carried out by Mega Bangsa Vocational High School, as said by Mr. Jakaria S. Kom as Head of the ICT Program of Mega Bangsa Vocational High School in FGD activities who said that: "Communication in the activity is excellent and needed for the citizens of Mega Bangsa Vocational High School. Especially for students whose subjects are only limited to theory for them." Budi Luhur University carries out communication through Mitigation socialization. "From the socialization that has been carried out, it has an impact on Mega Bangsa Vocational High School students to build awareness of the Mitigation activity program."

Based on the results obtained from the Focus Group Discussion (FGD) revealed that the type of disaster communication carried out related to the disaster mitigation program at Mega Bangsa Vocational High School which was said by Mr. Jakaria S.Kom as Head of the ICT Program of Mega Bangsa Vocational High School in FGD activities said that: "The type of communication carried out through internal communication such as conducting meetings and internal meetings to convey information related to disaster mitigation plans to all staff, teachers and students, and through, through school notice boards (school wall magazine) to convey information that is in strategic places to ensure that everyone has access to up-to-date information. The type of communication carried out by Mega Bangsa Vocational High School is external communication, namely by collaborating with related parties, communicating actively with related parties such as Regional Governments, Regional Disaster Management Agency (BPPD), humanitarian organizations for mutual information and coordination". The type of communication carried out by Mega Bangsa Vocational High School for the mitigation program involves all elements in the school and external parties such as local governments and related parties.

The results obtained from the Focus Group Discussion (FGD) revealed that the right way of disaster communication to measure and analyze disaster mitigation programs at Mega Bangsa Vocational High School Mr. Jakaria S.Kom as Head of the ICT Program of Mega Bangsa Vocational High School in FGD activities who said that: "Proper disaster communication and measurement methods related to disaster mitigation programs at Mega Bangsa Vocational High School in a way such as classifying goals to ensure All parties involved understand the purpose of disaster communication, group the parties involved, use effective communication tools, collect relevant data, conduct results analysis, and conduct follow-up monitoring and evaluation ."Monitoring is carried out gradually to maximize the mitigation program at Mega Bangsa Vocational High School. The disaster mitigation program is monitored every three months (three semesters) employing supervision, during which every activity is assessed. After obtaining data from the monitoring program, evaluation is carried out to improve the program. It ensures that the program is more effective and efficient when implemented in the future.

The results obtained from the Focus Group Discussion (FGD) revealed that the role of the disaster mitigation program carried out at Mega Bangsa Vocational High School, Mr. Jakaria S. Kom, as the Head of the ICT Program of Mega Bangsa Vocational High School in FGD activities, said that: "This program is perfect for schools. Because students only get theory when a disaster occurs. This

program is a factor in increasing students' understanding of disaster hazards so that students better understand how they should act than students who only understand in theory.

The results obtained from the Focus Group Discussion (FGD) revealed that the implementation of disaster communication in the disaster mitigation program at Mega Bangsa Vocational High School, which Mr. Jakaria S. Kom said as Head of the ICT Program of Mega Bangsa Vocational High School in FGD activities said that: "Strongly agree if this program is implemented into the curriculum, especially the Independent Curriculum Currently applied in all schools." Considering PERMENDIKBUD No. 33 of 2019 concerning the Implementation of the Disaster Safe Education Unit Program, there is a need to implement SPAB in the school environment to prepare schools to face and respond to natural disasters more effectively and safely for all parties involved.

CONCLUSION

In this program, the involvement of all school members (students, teachers, and administrative staff) in SPAB is considered essential to ensure that the safety of everyone in the school environment is a top priority. This study states that the role of disaster communication in implementing the Disaster Mitigation program at Mega Bangsa Vocational High School is necessary to prepare students to face disasters in the school environment. Implementing SPAB at Mega Bangsa Vocational High School can involve training, evacuation simulation, preparation of emergency response plans, and procurement of security and first aid equipment. Thus, SPAB plays a role in preparing schools to face and respond to natural disasters more effectively and safely for all parties involved.

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