

Mitigation Literacy of Fire Disaster for Early Childhood by Integrating Islamic Values

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Abstract: This research departs from our concern as researchers about the various disasters that have occurred in our beloved country, as well as our concern for the future of the children affected by the disaster. Therefore, with the aim that early childhood literate and aware of the causes of disasters, as well as avoiding disasters that occur and dealing with disasters that occur, our research on disaster mitigation literacy for early childhood carried out by integrating three fun learning methods and integrating Islamic values. The disaster theme raised was the theme closest to children, namely fire. This study used a classroom action research method. The subjects were early childhood education children at Ar-Rahman school in the city of Bandung. The lesson began by explaining the concept of fire by integrating Islamic values, such as verses, hadiths and mahfudzot related to disasters. Furthermore, materials strengthening was implemented with various activities that involved children. In addition, at the peak of fire simulation, activities were also carried out. The results showed that disaster mitigation through literacy for early childhood on the theme of fire, by integrating Islamic values and involving children in learning, made children more sensitive to disasters, knew how to take action to prevent disasters from happening, knew the stages when facing fires, so that they can save themselves and become grateful servants of God.

Keywords: disaster mitigation; fire; islamic values; literacy.

Introduction

The West Java Regional Disaster Management Agency (BPBD) noted that the

disasters that occurred in West Java during the period from January 2021 to November 2021 totalled 2,141 disasters. Meanwhile, disasters in December reached 2,500

disasters. These disasters include volcanoes, floods, ground movements, earthquakes, tsunamis, fires, cyclones and extraordinary disaster events, such as Covid-19 (Rizaldi, 2021). According to the fire department and disaster management of the city of Bandung, in 2022, there are 116 cases of fire caused by several triggers, namely: electric short circuits, leaking gas, cigarette butts to human negligence (Setyvania, 2022).

Children are the group that gets the greatest risk in the event of a disaster. When a disaster occurs, a victim will experience sadness, loss or trauma. It is even worse if the disaster is experienced by a child. The trauma suffered by a child may leave heavy emotional pressure, even though the child has not been able to express it as an adult. A child who is a victim may feel confused because the child suddenly receives physical injuries and loses his family, his home, and the environment used to live in. Everything is changing and unusual. It takes time and special handling to restore physical and emotional health. Disasters interfere with the child's life.

Children are not adults, they are different from adults. Children will grow into adults with a process towards maturity. Children are still very dependent on adults in the process of growth and development towards maturity. They are not yet strong physically, psychologically or mentally. They need assistance, coaching, nurturing and protection from adults. It's no wonder that children don't seem strong and able to face life like adults. Therefore, in teaching disaster mitigation literacy, adults need to assist children when delivering knowledge and skills. Based on the research results of Inten D.N. et al., (2021), reading and playing with mothers are two activities that are very liked by children during a pandemic, when children have to stay at home.

This is one of the reasons why children are vulnerable to being victims of

disasters. They generally do not understand how to protect themselves in the event of a disaster. They become part of the victim. In this case, children need to be knowledgeable and trained in dealing with disasters. They need to know what happens and what to do so that they do not become victims when a disaster strikes them and their environment. In addition, children must also be introduced from an early age that they must be strong and intelligent individuals who are grateful for all the blessings that Allah has given. Based on the results of research by Khambali et al., (2021), 91.9% of parents familiarize themselves with introducing children's gratitude to disasters, so that children become servants who are always patient and grateful for disasters.

Several disasters have occurred in Indonesia recently, such as earthquakes, tsunamis, floods, volcanic eruptions and fires. Some of the victims of these disasters are children. They cannot protect themselves and do not get help from their parents. In this case, early childhood is vulnerable to becoming victims of disaster events that occur. Based on BNPB data, of all disaster victims that occurred in 2020, 31% of the victims were children (Rizaldi, 2021).

Disasters can happen anytime and anywhere. Therefore, mitigation needs to be done to reduce risk. A series of efforts need to be made to reduce risks, such as physical preparedness and disaster preparedness. Preparedness needs to be trained and understood so that everyone who experiences it knows what to do to reduce the risk of loss or damage. The results of the study stated that so far disaster mitigation for children has only been conveyed in the form of knowledge, while the skills of children in protecting themselves have not been conveyed properly (Hakim et al., 2020).

Young children are vulnerable to being victims of disasters. They have the right to survive, save, or help themselves. The

Convention on the Rights of the Child makes it clear that children need protection, especially refugee children and children located in areas of armed conflict. In this case, disaster victims have the right to get protection. They have more vulnerability than adults, in terms of physical abilities, knowledge, and psychological (Mulyani et al., 2021). To prepare themselves with an attitude of vigilance, children need to be introduced to disaster mitigation. In this paper, the disaster mitigation in question is related to only one aspect, namely fire disaster mitigation.

Based on the things described previously, the purpose of this research was to improve literacy skills of fire disaster mitigation for early childhood in the city of Bandung through fun learning methods, involving children and integrating Islamic values.

Literature Review

Literacy is not only about being fixated on reading and writing. It also talks about a child's ability to identify, understand, criticize, and create (Andalusia N Permatasari et al., 2019). Literacy is the participation of children in social and cultural environments that shape their perspectives, knowledge, values, and early literacy with their communication skills (Barratt-Pugh, 2000). Literacy is a person's ability to use written or printed information to develop knowledge so that it brings benefits to society (Andalusia N Permatasari et al., 2019).

Disaster is defined as an event or series of events that threaten and disrupt people's lives and livelihoods caused by natural factors and/or non-natural factors as well as human factors resulting in human casualties, environmental damage, property losses, psychological impacts (Law No. 24 of 2007 concerning Disaster Management).

Based on this description, what is meant by Disaster Mitigation is an effort to reduce disaster risk, either structurally or physically through natural and/or artificial physical development as well as non-structural or non-physical through increasing the ability to face disaster threats in coastal areas and small islands. Article 14 of presidential regulation No 64. of 2010 on disaster mitigation clearly states that disaster mitigation activities are also oriented to activities other than physical and non-physical activities. Therefore, based on the mandate of Article 16, non-structural/non-physical disaster mitigation activities also need to be carried out. This activity covers 7 (seven) aspects, namely: a. preparation of laws and regulations; b. preparation of disaster-prone maps; c. preparation of disaster-risk maps; d. preparation of environmental impact analysis (amdal); e. spatial planning; f. zoning arrangement; and g. education, counselling, and public awareness.

Fire is an exothermic oxidation reaction that takes place rapidly from a fuel accompanied by the emergence of fire/ignition. Fire preparedness mitigation is needed to prevent or minimize the potential impact of fire. To eliminate the risk of fire in vulnerable populations, it is necessary to plan mitigation and preparedness programs (Nasution, 2011).

Actions, when a residential fire occurs, are as follows: (1.) Don't panic and immediately save yourself with your family. (2.) Immediately extinguish it with existing extinguishers, such as APAR (Light Fire Extinguisher) or with a burlap sack soaked in water (3.) Close the room where the fire occurs, so that it does not spread to other rooms (4.) Immediately contact the fire department if the fire cannot be extinguished by itself (5.) Not locking the doors in the house, so that the firefighters can easily extinguish the fire (6.) Use a wet cloth that is

taped to the nose, so that our breath is not suffocated due to a lot of fire smoke (7.) Stay away from the direction of gusts of wind (Ismara, 2020).

In Indonesia, the definition of early childhood is intended for children aged 0 to 6 years (Masnipal, 2013). According to the National Education System Law No. 20 of 2003, early childhood is a group of people aged 0 to 6 years. This period is very important for children, as said Mulyani (2018: 205), early childhood is called a critical period because it is an important period for laying the foundations of personality, morals, values, emotions, social, physical-motor and other aspects of life developments. This period will not be repeated and will determine the future.

Based on Government Regulation No. 21 of 2008, early childhood is one of the majority of victims cannot save themselves when a flood occurs, due to ignorance and limited knowledge about disaster risks around them, so vulnerable children are at risk of being affected by disasters (Government Regulation of the Republic of Indonesia Number 64 the year 2010, 2010). BNPD (2018) states that children are a vulnerable group other than the elderly and the homeless, who need to receive disaster protection and evacuation drills for disaster preparedness.

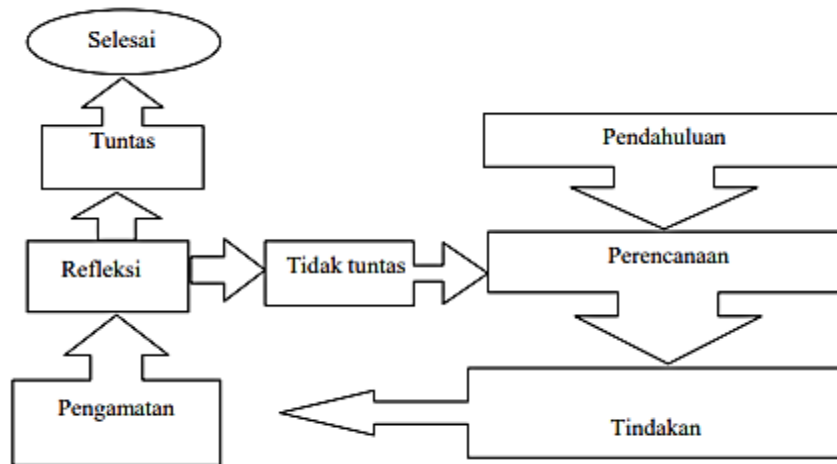
In dealing with children affected by disasters, special and appropriate attitudes and handling are needed for children. Here are some helpful hints for parents and caregivers: - Patience and tolerance, as

disaster-affected children, have difficulty accepting the situation as normal; - Playing activities with adults and peers; - Inviting children to discuss with adults and peers; - Creating a relaxed atmosphere at school or home (temporarily); - Carrying out an exercise on security measures that must be taken in the face of future disasters as a lesson (Mulyani et al., 2021).

Learning for children should be fun and involve them. This will bind their memory of a concept that is needed in their life. Therefore, Inten et al., (2021) stated that the determination of a disaster mitigation learning model and method for children must pay attention to the principles of approach in child development, such as being oriented to children's needs, playing as a learning medium for children, focusing on children and constructivism, stimulating innovation and creativity, conducive to the environment, using integrated learning, developing thematics, using a variety of media and learning resources, and cultivating various life skills and integrating islamic values that will make the basis for children to always remember God and be grateful for all the gifts He has given. observing, and implementing actions that had been designed. The subjects in the study were group B children at Ar Rachmat Early Childhood Education, which is located at Cipagalo number, Bandung City, totalling 15 people.

The research design used was a spiral system classroom action research with the Hopkins model as shown in Figure 1:

Figure 1. Hopkins Model



Research Method

Fun learning is a necessity that must take place in early childhood education institutions. Through fun learning, children unconsciously learn to imitate, understand, and do. The method used was the Class Action method, which was an action taken in class to solve problems in class related to teaching fire mitigation literacy in early childhood. The type of CAR used was collaboration, where researchers collaborated with teachers in planning, identifying, This research was carried out following the Hopkins model research design, which began with preliminary actions, and then continued with planning, action, observation, and reflection.

The research was conducted in 2 cycles. The results of the evaluation in the first cycle were still not complete, so improvements were made in the second cycle. Reflection in the first cycle was carried out to determine the improvement steps in the second cycle. Through these two cycles, the improvement of fire mitigation literacy skills in children could be observed.

The literacy ability of fire disaster mitigation in children could be observed by integrating Islamic values, which consisted of 3 aspects, namely: Islam, material

understanding, and children's skills. These three aspects were limited to 10 indicators of rate; indicators 1-3 were Islamic indicators, indicators 4-6 were indicators of understanding and indicators 5-10 were indicators of skills. The following are the ten indicators of rate: (1) children were able to recite prayers in times of calamity; (2) children were able to recite verses related to disasters; (3) children were able to recite mahfudzot related to calamities; (4) children were able to explain the cause of the fire; (5) children were able to explain what to do in the event of a fire; (6) children could report the consequences of fire; (7) children could act out a fire simulation; (8) children could demonstrate a fire story; (9) children could follow variously games related to fire; (10) children could name and use objects to be protected during a fire.

The rating scale used was a scale of 1-4, with the following details: BB/1 = Not Developed, MB/2 = Starting to Develop, BSH/3 = Developing As Expected, BSB/4 = Very Good Development. The next steps conducted in this research were data collecting, data condensation, data display and conclusion drawing/verification (Miles et al., 2018).

Findings

The results of the study are divided into 3 parts, namely: the results of a preliminary assessment or initial study to see an initial picture of children's ability to literacy in disaster mitigation, the results of research cycle 1, and the results of research cycle 2.

Introduction

Figure 1 illustrates the rate of children's indicators in preliminary activities, whereas Figure 2 illustrates the rating of children based on the assessment aspects:

Figure 1. The Rating of Children due to Assessment Indicators

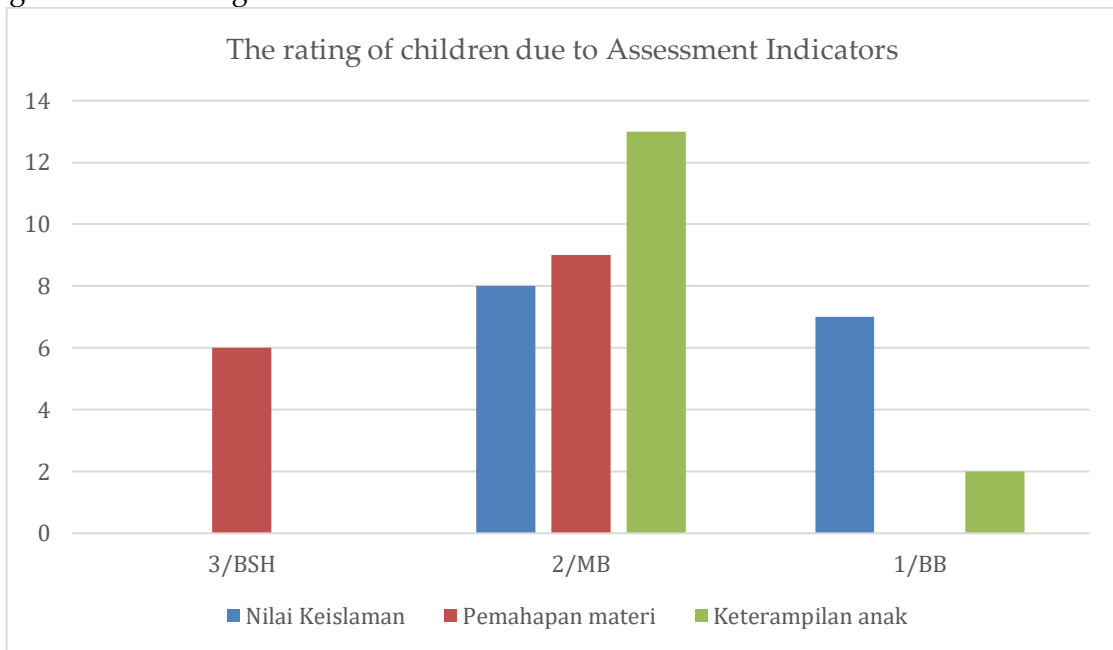
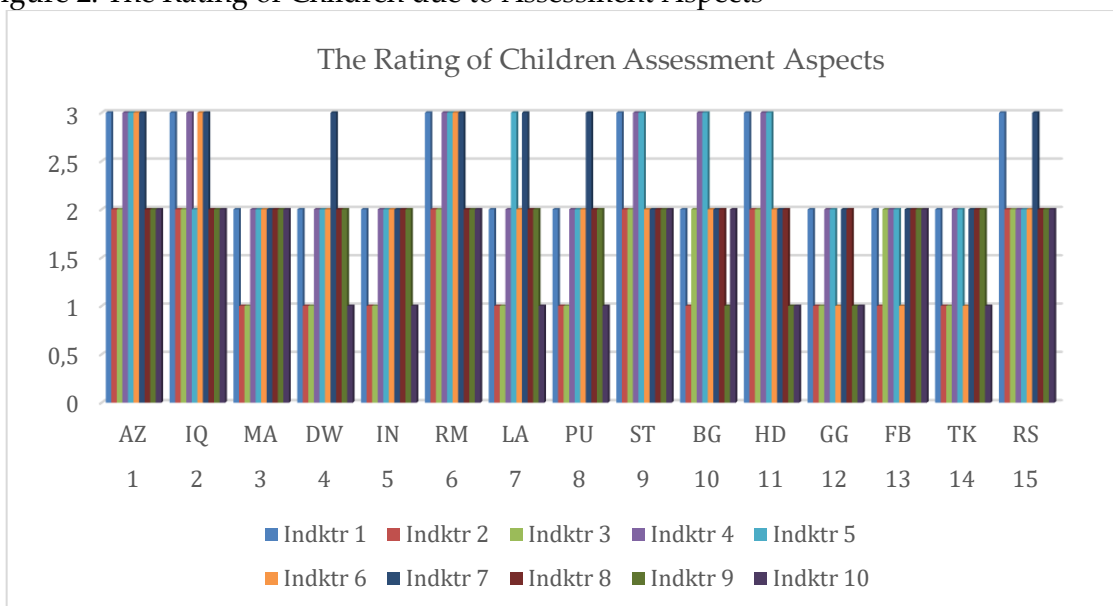


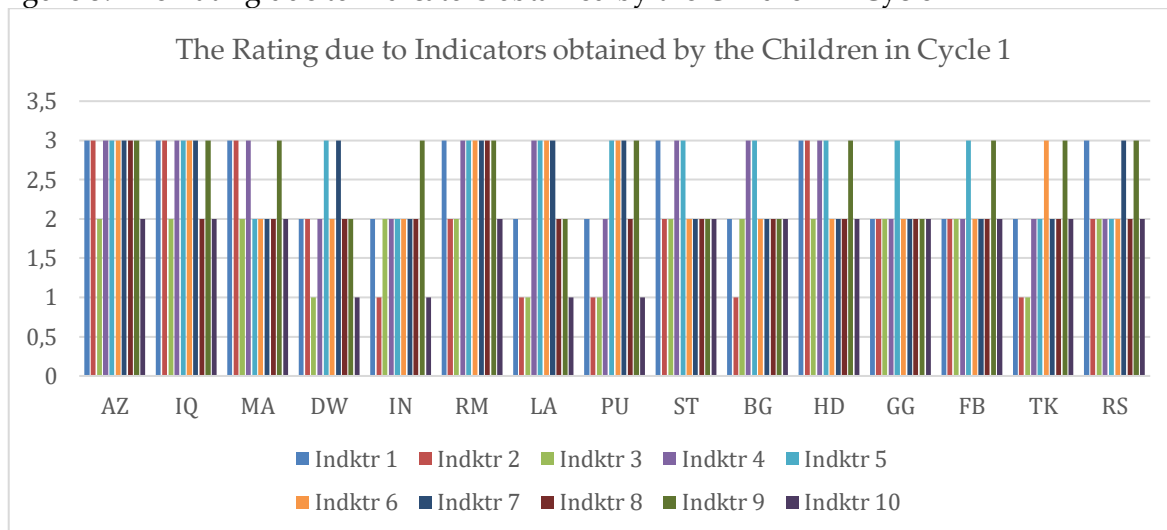
Figure 2. The Rating of Children due to Assessment Aspects



Cycle 1.

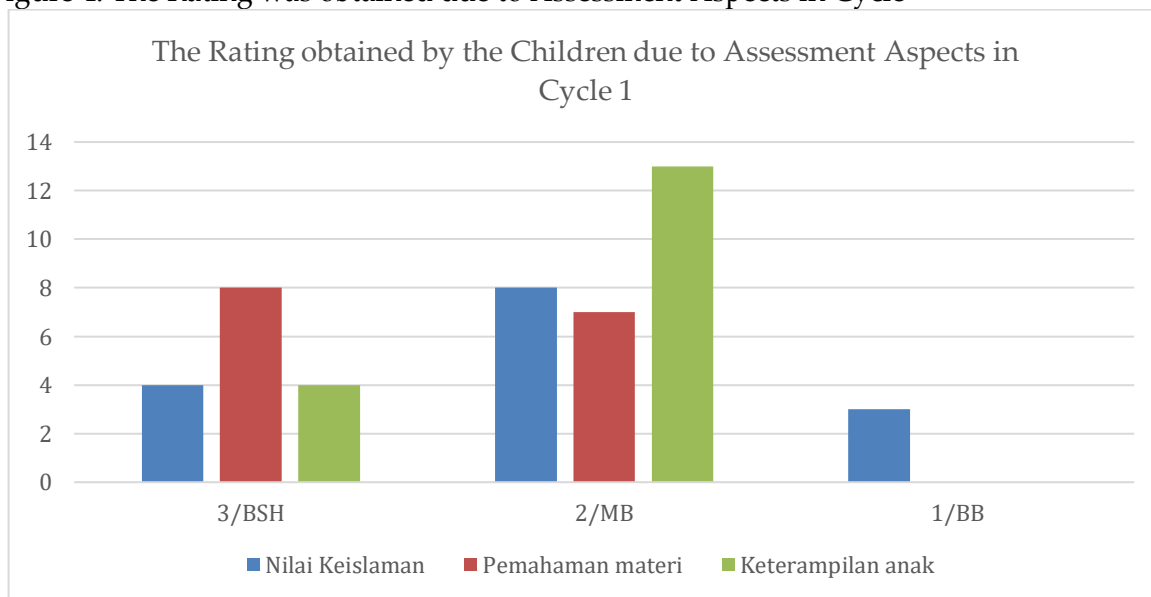
The rating due to indicators obtained by the children in cycle 1 can be seen in Figure 3 as the following:

Figure 3. The Rating due to Indicators obtained by the Children in Cycle 1



Whereas the rating obtained by the children due to assessment aspects in cycle 1 can be seen in Figure 4:

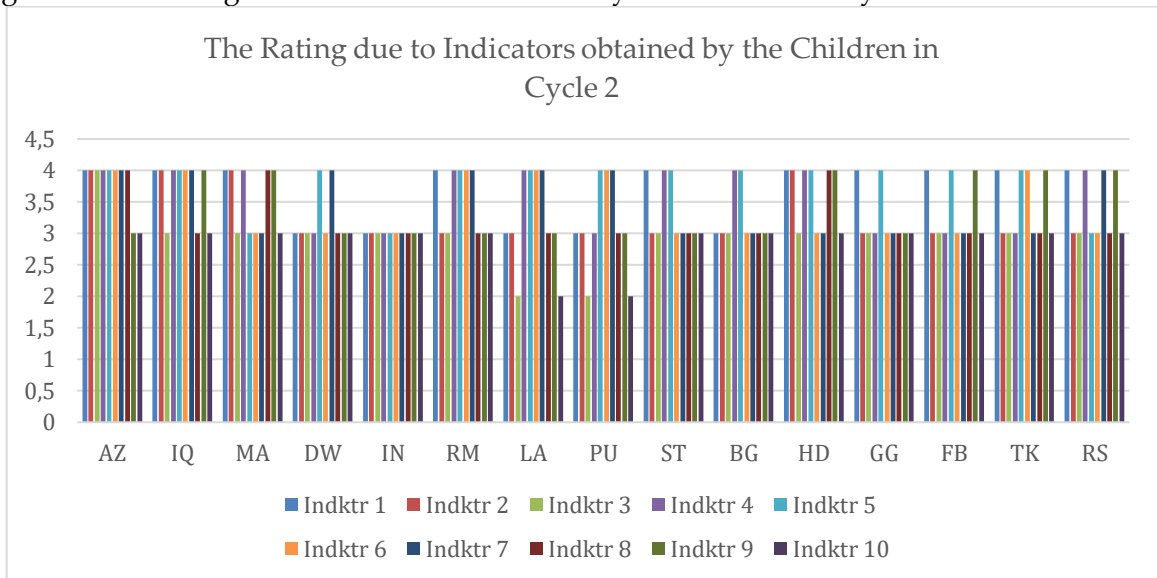
Figure 4. The Rating was obtained due to Assessment Aspects in Cycle



Cycle 2

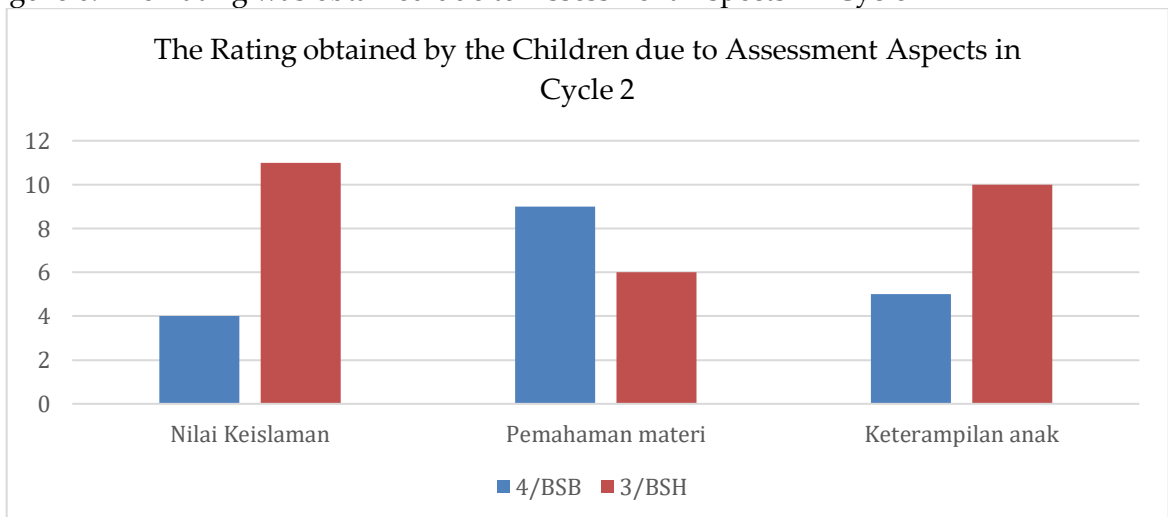
In cycle 2, the rating obtained by 15 children can be seen in Figure 5:

Figure 5. The Rating due to Indicators obtained by the Children in Cycle 2



Whereas the rating obtained by the children due to assessment aspects in cycle 2 can be seen in Figure 6:

Figure 6. The Rating was obtained due to Assessment Aspects in Cycle



Discussion

The theme of the learning activities was a disaster, with a sub-theme of fire. The learning processes conducted at Arrachmat Early Childhood Education emphasized integrative holistic development. Therefore, all aspects of developmental tasks were constantly being developed, including moral

and religious development, social-emotional, cognitive, language, and physical motor skills, as well as integrating Islamic values.

This learning practice with the theme of fire disaster contained material related to Quranic verses, hadith and mahfudzot regarding disasters and fire materials, namely: causal factors, things to do in the event of a fire, and the consequences of a fire.

The following are the Islamic materials presented:

Table.1 Materials Regarding Disasters and Fire Materials

Verses of Qur'an	Hadiths	Mahfudzot
<p>.... رَبَّنَا مَا خَلَقْتَ هَذَا بَاطِلًا . Our Lord, You did not create this aimlessly," (QS. Ali Imran 191)</p>	<p>اللَّهُمَّ صَيِّبًا نَافِعًا O Allah, make it a beneficial rain.</p>	<p>مَنْ جَدَّ وَجَدَ Whoever is serious will succeed</p>
<p>فَإِنَّ مَعَ الْعُسْرِ يُسْرًا For indeed, with hardship [will be] ease (QS. Al-Insyiroh :5)</p>	<p>Dua to see the sick لَلَّهِمَّ رَبَّ النَّاسِ أَذْهِبِ الْبَاسَ اشْفِ أَنْتَ الشَّافِي لَا شَافِيَ إِلَّا أَنْتَ شِفَاءً لَا يُغَادِرُ سَقَمًا O Allah, Lord of mankind, do away with my suffering. Heal (me) as You are the only Healer and there is no cure except that of Yours, it is that which leaves no ailment behind (HR. Bukhari)</p>	<p>مَنْ صَبَرَ ظَفِيرَ Whoever patient, he will get lucky</p>
<p>إِنَّ مَعَ الْعُسْرِ يُسْرًا Indeed, with hardship [will be] ease (QS. Al-Insyiroh : 6).</p>	<p>Dua when at the times of wind storm اللهم اجعلها رَحْمَةً وَلَا تَجْعَلْهَا عَذَابًا Oh, Allah, I ask you for its goodness and I take refuge with you from its evil (HR. Asy-Syafi'I & Ath-Thabrani)</p>	<p>إِرْحَمْ مَنْ دُونَكَ Love others</p>
<p>إِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ Surely to Allah, we belong and to Him, we will 'all' return (QS: Al-Baqarah 156)</p>	<p>Dua at times of calamity اللَّهُمَّ أَجِرْنِي فِي مَصِيبَتِي وَاخْلِفْ لِي خَيْرًا مِنْهَا O Allah, reward me for my affliction and give me something better than it in exchange for it (HR. Ahmad, Muslim & Ibnu Majah)</p>	<p>النَّظَافَةُ مِنَ الْإِيمَانِ Cleanliness is half of faith.</p>

<p>أَنْتَ وَلِيُّنَا فَارْحَمْنَا وَأَنْتَ خَيْرُ الْعَافِينَ</p> <p>O Allah, you are our protector, so forgive us and have mercy upon us; and you are the best of forgivers (QS:Al-'Araf :155)</p>	<p>Dua when hearing thunder</p> <p>اللَّهُمَّ لَا تَقْتُلْنَا بِغَضَبِكَ وَلَا تُهْلِكْنَا بِعَذَابِنَا وَرَاغِبْنَا قَبْلَ ذَلِكَ</p> <p>O Allah, do not kill us with Your wrath, and do not destroy us with Your punishment, and pardon us before that (HR. Tirmidzi)</p>	<p>كُلُّ دَاءٍ دَوَاءٌ</p> <p>Every disease has a cure</p>
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Source: Inten. D.N, et al., (2021)

All materials were delivered through storytelling, singing, playing and demonstration simulation methods. The following are the materials presented: stories about the benefits of fire, the effects and handling of fires, science practice "Pesan Rahasia", candlelight games, singing the song "Api", singing "Pemadam Kebakaran" song, poetry "Api", watching videos about fire, thicken and find pairs of pictures and words, fire diorama, big Puzzle, finger painting, memorizing game, "water relay" game, fire fighting simulation.

The learning media used were: storybook media (big book), laptop, LCD, pencil, eraser, fire drawing props, glue, used cardboard/calendar, scissors, paper, lime, small bowl, cotton bud, candle, matches, yarn cones, used CDs, colour paint (red, orange, yellow), bucket, water hose, sand, cloth/towel, water, tray, socks, glasses, cupboard key, pencil, scissors, hose, wax, matches, clothespins, firewood, kerosene and various other media that could make learning interesting and children enthusiastic about participating in disaster mitigation lessons. Andalusia Neneng Permatasari et al., (2018) stated that through the big book media, children can understand various abstract things and bring them to imagine astronomy and outer space.

Introduction-Preliminary Study

In this stage, an initial description of children's abilities related to disaster mitigation literacy was observed. Some children already knew about fire disasters, but when asked about Islamic values such as verses, hadiths and mahfudzot related to disasters because the children did not know and memorize them. This is evidenced by eight children who were included in the category of starting to develop and seven other children belonging to the category of still not developing. The introduction of Islamic values was closely related to disasters because children who are strong, resilient and ready to face disasters are children who have a strong religious foundation. According to Inten et al., (2021), Early Childhood Education plays a role in laying the foundation of education for children who carry out disaster mitigation lessons based on Islamic values in early childhood education institutions, so that children, in addition to knowing the knowledge and skills related to disasters, also have mental resilience, be grateful and become a better human being for everything that happens. Therefore, in addition to listening and engaging in a story, children also need to know and be able to recite the divine verses well.

Observation results show that children seemed to immediately understand the phenomenon of fire, so most of them were familiar with fire events, in the form of causal

factors, prevention and ways to protect themselves when fires occur, as well as living life after/post-disaster. Thus, children needed to be given a clearer understanding by using methods that were fun, interesting and involved children. What was important and needs to be considered in inculcating literacy in early childhood was the use of models from adults and the involvement of children in various literacy activities. This is evident from the results of research which stated that 80% of parents rarely set an example and involve children in activities having an impact on children's literacy skills (Inten, 2017b).

Cycle 1

Planning. This stage referred to the research method that had been conveyed at the beginning, the learning activities began with the preparation of weekly lesson plans, daily lesson plans, and learning scenarios that were equipped with writing steps, methods, media and assessments used in each activity. At this planning stage, the materials delivered for one week were written down and divided into daily activities that could develop all aspects of development in each child.

Implementation. In cycle 1, the implementation of learning began by conveying the core material, those which were related to fire and its causes. These materials were delivered through the storytelling method and ended with Islamic values in the form of verses, hadith, or mahfudzot related to disasters. The materials were delivered through the Listen-Speak Method/ السَّمْعِيَّةُ الطَّرِيقَةُ. Through this method, children would listen first, and then they would repeat. After the core materials were delivered and the children could understand them, then the material strengthening activities were carried out

through games and various activities that involved children, including: "Pesan Rahasia" science, candlelight game, making a fire diorama, and so on.

Observation. During the activity, the teachers or researchers made observations by observing the rating of disaster mitigation literacy for each child who was involved in learning. The observation process used 10 indicators of rate, which consisted of 3 aspects of Islam values, 3 aspects of understanding the disaster mitigation materials and 4 aspects of understanding art and physical motor skills.

Reflection. After the observation (which was done by observing the rating achieved by each child), the researchers and the teachers reflected on the results of the observations. The results of the first cycle of observations on Islamic values showed that 4 children were in the developing category as expected, while 8 children were in the starting to develop category, and one child was in the undeveloped category. While the results of observations on children's understanding of the fire disaster material showed that 8 children were in the developing category as expected, 7 children were in the starting to develop the category. Furthermore, the results of observations on the aspects of children's skills against fire disasters showed that 4 children were in the category of developing as expected, while 11 people were included in the category of starting to develop. This shows that children's literacy about fire disasters tended to increase, although the learning process still needed improvement, especially in the aspects of skills and Islam. Therefore, to improve the deficiencies in cycle 1, then cycle 2 was carried out. Cycle 2 emphasized the delivery of Islam and the involvement of children in learning that could hone fire disaster mitigation skills.

Cycle 2

Planning. In cycle 2, planning was focused on delivering Islamic material so that it was easy for children to understand, remember and memorize. In addition, singing activities were also added to make it easier for children to remember. Singing in literacy (Inten et al., 2016) and game activities made the learning atmosphere more fun After that, children were involved in various simulations, demonstrations and role-playing about the fire. It was intended that children could remember the material presented more strongly. Through role-playing, children could convey ideas and various behaviours that they wanted to do without being afraid of being wrong, so this has an impact on the child's ability to communicate the various understandings they receive (Inten, 2017a).

Implementation. At the time of implementation, the teacher started the activity by repeating the previous materials through singing activities, the songs included were: "Api" and "Pemadam Kebakaran" and a poem added entitled "Api". After that, the core materials related to fire, the causes of fire, how to cope and how to avoid fires, and what to do if a fire occurs were taught to the children. The delivery of these materials was done through storytelling methods, watching videos, simulations and demonstrations. At the end of the delivery of these materials, the teachers integrated Islamic values into them. While the children began to listen to the materials, the teacher recited the material and then conveyed their meanings while making movements according to the meaning of the verses, hadiths or mahfudzot conveyed. Then the children followed and imitated what the teachers did gradually and slowly. After the core materials were delivered, the teachers performed various games and assignments and made various works related to fires to

bind children's memories. Inten & Agustina (2022) stated that teaching the Qur'an in early childhood can make children interested and happy teaching accompanied by adults, which uses various methods and various activities according to the child's development. Mulyani et al., (2018) stated that teaching children Al-Quran literacy through games can provide opportunities for children to explore and express feelings. This is evidenced by the increasing ability of Al-Quran literacy in children, which was 53.2%. Agustin et al., (2021) also said that the learning strategy chosen by the teacher during a disaster must still pay attention to the way of learning and early childhood development, including paying attention to the child's interpersonal intelligence, so every disaster learning strategy should involve a lot of peers and parents.

Observation, Observations were made through an observation sheet containing 10 indicators of rate, which were divided into 3 categories, namely: Islam, understanding the materials, and skills of children in protecting themselves during a fire. The filling of the observation sheet was carried out by teachers and researchers. Observations were made through structured and unstructured observation sheets or narratives so that the uniqueness of each child could be seen clearly. According to Alhamuddin et al., (2020), teachers are required to act professionally in carrying out their fields, namely through understanding related to the material presented, child development and trying to internalize Islam in every aspect of learning.

Reflection, The results of the action in the second cycle for the three categories showed a very good increase in disaster literacy in children. In the Islamic aspect, 4 children were in the very well-developed category. This states that children could repeat, recite and get used to reciting verses, hadiths and mahfudzot related to disasters.

Furthermore, 11 other children were in the category of developing as expected. This shows that the children could achieve the best rate following the development indicators determined by the teacher.

In the aspect of understanding, 9 children were in the very well-developed category. This shows that the children not only knew but also understood well various things related to fire. Meanwhile, 6 other children had achieved a very good understanding of development according to the targets and rates that had been set. Therefore, at the early childhood level, teaching must pay attention to facilitating and developing all aspects that exist in children. Agustin et al., (2021) stated that the assessment tool in teaching early childhood should be able to measure all the multiple intelligences of children so that teachers can see the dominant intelligence and intelligence that needs to be improved in children.

In terms of skills, 5 children were in the very well-developed category. In this case, they seemed enthusiastic, agile and skilled in conducting demonstration simulations and making various works on the theme of fire. Meanwhile, 10 other children had been able to be involved in various learning activities and produced the best work. Learning activities in early childhood integrating Islamic values with methods or techniques that were suitable for children's development would build an interesting and fun learning atmosphere and make children enthusiastic to take part in these learning activities.

Conclusion

Disasters are often synonymous with painful disasters, bringing problems, poverty, death and various other sad things. However, disasters are sometimes unavoidable, they can happen anywhere and

anytime. Parents cannot always protect and prevent disasters that befall their children. Therefore, children need to be given education and literacy on disaster mitigation, which of course are full of Islamic values.

Through disaster mitigation literacy conveyed to children from an early age, the number of disaster victims among children is expected to be reduced. Because through disaster mitigation literacy, children are taught to know various disasters that often occur, the causes of disasters, how to cope, how to prevent, and how to protect themselves when disasters occur.

Disaster mitigation literacy was conveyed through various methods that were fun for children and integrating Islamic values in every lesson made children not only knew and understood disasters but also helped shape children who were tough and strong. In addition, this shaped a child to be a good servants of God, who were always grateful for surrounding events.

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