

Community Preparedness for Flood Disasters in Karang Intan District as a Social Sciences Learning Resource

Noor Amitasari*, Wahyu, Deasy Arisanty, Herry Porda Nugroho Putro,
Mohammad Zaenal Arifin Anis

Social Studies Education, Postgraduate Program, Universitas Lambung Mangkurat,
Banjarmasin, Indonesia
noor.amitasari29@gmail.com

Abstract

The problem of flooding needs the attention of all parties. The impacts caused by flooding are numerous, and almost all aspects of people's lives are disrupted. This research aims to determine the causes of floods, community preparedness for flood disasters, and flood disasters as a social study learning resource. The research uses a qualitative approach with descriptive methods. Namely, it is a process that observes, analyses, and describes phenomena regarding community preparedness for flood disasters in Karang Intan District as a social study learning resource. The results of the research show (1) The cause of the flooding that occurred in Jingah Habang Ulu and Jingah Habang Ilir Villages, Karang Intan District, Banjar Regency was high rainfall with long intensity with heavy rain for quite a long time, rivers close to residents' settlements overflowed due to water being delivered and rubbish along riverbanks and shallow rivers (2) Community preparedness for flood disasters in Jingah Habang Ulu and disasters in Jingah Habang Ilir Villages, Karang Intan District, Banjar Regency is to provide signs from the early warning system of floods such as high rainfall, so areas with high levels report if conditions water overflows into low areas to be alert, mobilize residents using rubber boats, create emergency posts, secure valuables in safer or higher places by making anangs from blocks, bamboo or galam wood, (3) Flood disaster preparedness as The source of social studies learning is by implementing learning in schools regarding learning material regarding preparedness which is included in natural disaster mitigation material. Based on the research results, it can be concluded that flood disasters occur due to natural and human factors. It is hoped that the flood disaster will receive a response from all parties so that it can become a solution to reduce the risk of flooding. Schools insert flood disaster preparedness material as a learning resource so that students can know about flood disaster preparedness if it occurs in their environment.

Keywords: Flood Disaster, Preparedness, Social Sciences Learning Resources

DOI: [10.20527/jpg.v11i1.18301](https://doi.org/10.20527/jpg.v11i1.18301)

Received: 28 December 2023; **Accepted:** 13 February 2024; **Published:** 25 March 2024

How to cite: Amitasari, N., Wahyu, Arisanty, D., Putro, H. P. N., Anis, M. Z. A. (2024). Community Preparedness for Flood Disasters in Karang Intan District as a Social Sciences Learning Resource. *JPG (Jurnal Pendidikan Geografi)*, Vol. 11 No.

1. <http://dx.doi.org/10.20527/jpg.v11i1.18301>

© 2024 JPG (Jurnal Pendidikan Geografi)

**Corresponding Author*

1. Introduction

Indonesia, located in the Pacific Ring of Fire, has a high potential for natural disasters. Locating in a cluster of volcanoes and the meeting point of several earth's plates makes Indonesia vulnerable to nature's wrath. Indonesia is located in an area vulnerable to various natural disasters. Almost all types of natural disasters occur in Indonesia. According to (Anies, 2017), Disasters can happen at a time without predicting the right time. This can make our society always try to behave in a disaster response manner. Natural disasters are natural disasters caused by natural events, including earthquakes, tsunamis, volcanic eruptions, floods, droughts, hurricanes, and landslides (Wesnawa & Cristiawan, 2014). Human unpreparedness and helplessness due to lack of emergency management results in structural and financial losses, even death (Erlin. Fitry & Sari, 2020).

According to the Big Indonesian Dictionary, a flood is an event where land (usually dry) sinks due to an increased volume of water. Floods can occur due to excessive water overflowing in a place due to heavy rain, overflowing river water, or breaking of a river dam. Flooding is a common problem in various regions of Indonesia, especially in densely populated areas, for example, urban areas. Therefore, the losses caused are significant in terms of material and life, so it is appropriate that the flooding problem needs severe attention and is a problem for all of us. Assuming that the issue of flooding is general, it requires that various parties pay attention to things that can cause flooding and anticipate them as early as possible to minimize the losses.

Flooding is a seasonal threat when water capacity overflows existing channels and inundates the surrounding area. Floods are a natural threat that often occurs and cause the most harm from humanitarian, social, and economic perspectives. Flooding is an event or situation where an area or land is submerged due to the increasing volume of water (RI Law No. 24 of 2007). Floods are inundated land due to river overflows caused by heavy rain or flooding due to shipments from other areas at higher altitudes (BPBD, 2020; Findayani, 2015; Pangesti, 2012). According to (Kodoatie, 2002), the causes of floods are divided into two, namely natural and the result of human activities: 1) Natural causes of floods, namely heavy rain that occurs in the rainy season, the influence of geography on rivers upstream areas and downstream, sediment deposition in rivers, drainage network systems not working well, sea tides, 2) Causes of flooding due to human activities, namely changes in river drainage areas due to deforestation, dumping of rubbish into rivers, poor maintenance of flood control buildings, and poor maintenance of river channels.

According to (Findayani, 2015), Indonesia has high rainfall, ranging from 2000 mm to 3000 mm/year, so floods quickly occur during the rainy season between October and January. Six hundred large rivers spread throughout Indonesia are in poor condition and are not appropriately managed, causing flooding. Human-caused disasters arise due to a lack of wisdom in utilizing the environment, including floods, landslides, droughts, forest fires, pollution, and other technological failures, such as the Lapindo Mud case and nuclear plant leaks.

Disaster management in Indonesia is regulated in the Law of the Republic of Indonesia No.24 of 2007 concerning Disaster Management. Effort Prevention is an inseparable part of national development in a country. This effort includes a series of stages, namely, disaster management efforts before a disaster occurs or what is known as pre-disaster. Efforts made when a disaster occurs or after a disaster occurs are called post-disaster. The government is the main element and stakeholder that has the power and responsibility for implementing disaster management (Ula et al., 2019).

Preparedness is a series of activities to anticipate disasters through organization and appropriate and effective steps (Undang Undang RI, 2017). According to (Carter, 1991) in (LIPI-UNESCO/ISDR, 2006), preparedness is actions that enable governments, organizations, families, and individuals to respond to a disaster situation quickly and appropriately to reduce losses and casualties. Included in preparedness actions are the preparation of disaster management plans, maintenance of resources, and training of personnel. The concept of preparedness emphasizes the ability to carry out preparatory actions to face disaster emergencies quickly and precisely (LIPI-UNESCO/ISDR, 2006). Preparedness in facing floods helps communities form and plan what actions must be taken when there is a flood. Success in handling and evacuating during floods depends significantly on the community's preparedness and individuals. When a flood occurs, all activities will be carried out in an emergency under chaotic conditions, so good planning, coordination, and training are needed to handle and evacuate when a flood occurs appropriately. According to (LIPI-UNESCO/ISDR, 2006), there are five parameters or indicators of preparedness, namely: 1) Knowledge and attitudes towards disaster risk, 2) Family policies or guidelines for preparedness, 3) Plans for emergencies, 4) Disaster warning systems, 5) Resource mobilization.

2. Method

This research uses a descriptive qualitative approach because the subjects studied are the communities affected by the flood disaster in Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, Banjar Regency. This village has a low topography. The condition of the area in this village makes it prone to flooding.

Research with a qualitative approach is scientific research to interpret the symptoms or phenomena that occur. The research results are included in a detailed description of the objects and phenomena studied. In conducting this research, the researcher, as a human instrument, functions to determine the focus of the research; with the help of interview tools such as notebooks and tape recorders as proof that the researcher has conducted interviews with participants, the presence of the researcher is known to the participants, in selecting participants as data sources, the researcher bracketing initial ideas about the phenomenon to understand through the informant's voice. Then, the research question was examined to examine the meaning of the participant's experience, and he was asked to explain the experience of experiencing a flood.

A. Research Place

The place and time of the research greatly influence the results obtained in the study. The choice of research location must be adjusted with the objectives to be achieved in this research so that the place truly reflects the actual conditions of the

informants. The research location focuses on Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, Banjar Regency.

B. Data Source

1. Primary Sources

Primary data sources were obtained from people who live in Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, Banjar Regency. This primary data source was obtained by researchers from observations and interviews by digging directly. Researchers carried out field observations of flood disasters before the research occurred, and observations continued when the research began (Firdha, 2021).

2. Secondary Data

Secondary data sources support data obtained by researchers, including data from library materials such as books, photo journals, documents regarding data from Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, and data related to research problems. The object of this research is the community so that information can be gathered regarding community preparedness for flood disasters in Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, Banjar Regency.

C. Research Instrument

A research instrument is a data collection tool, or the purpose of this instrument is to make it easier for researchers to conduct research. The main research instrument here is the researcher himself. Researchers identify and determine appropriate informants, namely those who have much information to reveal the focus of the research. Researchers create their collection of observation tools, interview guides, and examination tools such as recorders, cameras, video recorders, and field note requirements such as lists of questions.

D. Data Collection Technique

1. Observation

According to (Prastowo, 2011), Observation is a method and technique for collecting data by systematically observing and recording symptoms or phenomena in the research object. Observation can be divided into two, namely direct observation and indirect observation. Direct observation is carried out on objects at the scene of the incident or the immediate location of the event so that the observer is with the object being studied. This means that in direct observation, the researcher sees and takes part in the observed object. Indirect observation is not carried out while the event to be investigated or the object being studied occurs. Observations can be done through films, slides, photos, and tape recordings.

The observations were carried out by researchers looking to determine the cause of the yearly floods in Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, Banjar Regency. Karang Intan is an area often subject to flooding, specifically in Jingah Habang Ulu Village and Jingah Habang Ilir Village. Researchers also looked for information from schools in Karang Intan as a source of social studies learning, specifically at SMPN 1 Karang Intan and SMPN 6 Karang Intan.

2. *Interview*

According to (Prastowo, 2011), Interviews are a form of verbal communication. So, it is a kind of conversation aimed at finding information. Interviews are a method of collecting data using questions and answers, carried out systematically and based on research objectives. A questionnaire is an attempt to collect information by submitting several written questions to be answered in writing by the respondent. Filling out a questionnaire can concern the respondent himself, others, or objects he has experienced. Researchers created interview guidelines for open data mining and carried out flexibly according to the informant's time availability. Interviews with residents affected by flooding in Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, Banjar Regency, adjusting the time of informants and researchers. Interviews were conducted through conversation to find data and learn in-depth about the causes of flooding and preparedness of Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, Banjar Regency. In addition, interviews were conducted with social studies teachers regarding implementing disaster preparedness as a social studies learning resource for junior high schools. Interviews were conducted with Village Officials, BPBD Banjar Regency, Jingah Habang Ulu Village residents, Karang Intan District, and Social Sciences Teachers at SMPN 1 Karang Intan and SMPN 6 Karang Intan.

3. *Documentation*

The documents studied by researchers were those related to the work program of the Chief Manager, files containing institutional information, and other documents related to the strategy for organizing activities. According to (Creswell & Creswell, 2017), "In qualitative research, it is permissible to collect data by collecting documents, such as public documents (news documentation, minutes of meetings, minutes of events) and private documents (diaries, personal journals, letters, and e-mails)." This method is used in collecting data related to documentation. Researchers are looking for documents such as Village Profiles and data on Jingah Habang Ulu and Jingah Habang Ilir, Karang Intan District, assistance and photos during the last flood, the impact of flooding in Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District. This technique is carried out to obtain data whose truth can be verified, not the result of the researcher's thoughts, by collecting as much data as possible.

E. *Data analysis technique*

According to (Moloeng, 2009), data analysis techniques are defined as analytical activities in research carried out by examining all available data from research instruments, which consist of notes, recordings, documents, tests, and so on. The data analysis technique that will be carried out in this research is descriptive analysis. This analysis provides an overview of community preparedness for flood disasters in Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, as a social studies learning resource. The data processing stages carried out in this descriptive analysis are as follows:

1. Editing is re-examining data that has been collected by assessing whether the data that has been collected is good enough or relevant to be processed or processed further;

2. Coding is an effort to classify respondents' answers according to their types;
3. Tabulation is compiling and analyzing data in tabular form. By entering data in tables, it will be easier for us to carry out analysis;
4. Analyzing is an investigation of an event to find out the actual event.

F. Data Validity

1. Triangulation Model

This means repeating or clarifying with various sources. If data triangulation is needed, it can be done by looking for other data as a comparison. The people involved can be asked for further information about the data obtained. Reviewing the method (documentation, observation, field notes, etc.) is necessary if triangulation is a method aspect. According to Wiersma (Sugiyono, 2016), "Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures". The most widely used triangulation is source triangulation, which means comparing and double-checking the degree of trustworthiness of information obtained through different sources. For example, they can compare the results of observations with interviews, compare what is said in general with what is said personally, and compare the results of interviews with existing documents (Octaviani & Sutriani, 2019).

2. Member Check

According to (Sugiyono, 2016), a member check is a process of checking data against data sources. The purpose of conducting a member check is so that the information obtained in the research report is what the data source or informant intended. Member checks can be carried out after a data collection period ends. The mechanism can be carried out individually; the researcher meets the data source or in a group discussion forum. In this process, data can be added, subtracted, or rejected by the data source until a mutual agreement is obtained, which can be a signed document.

3. Degree of Trust

The degree of trust (Credibility) is a criterion for meeting the truth value of the data and information collected. This means that the research results must be trusted critically by all readers and by respondents as providers of information. A qualitative research result is highly credible if it can explore problems or describe multiple/complex settings, processes, social groups, or interaction patterns. Guba and Lincoln added that a high level of credibility can also be achieved if the participants involved in the research truly recognize the various things they have been told. This is the main criterion for assessing the credibility of data from qualitative research (Hwa, 2014). There are several ways that researchers do to obtain a high level of credibility, including:

- a. Researchers extended the research time by holding meetings with each participant. This aims to enable researchers to get to know the participants, their environment, and their daily activities.
- b. Researchers conducted interviews and observations continuously until they reached the level of redundancy. Apart from that, in this way, the researcher can also look carefully, in detail, and in-depth at all the information obtained to distinguish what is meaningful and what is not.

3. Result and Discussion

A. Research Overview

Karang Intan Subdistrict is one of the oldest subdistricts in Banjar Regency since 1943. It was led by a leader called Pokogonco Riam Kanan until 1946. He changed his name to Assistant Kiyai Riam Kanan in 1946 in 1964, and his name was changed again. I became head of Karang Intan District from 1964 until now. Karang Intan District, which has an area of 215.85 square kilometers, has a population of 28,376 people, consisting of 14,110 men and 14,266 women, with a total of 10,601 heads of families.



Figure 1. Jingah Habang Ilir Village

Two villages in Karang Intan District are Jingah Habang Ulu and Jingah Habang Ilir. Based on BPS data in 2021, the area of Jingah habang Ilir is 4.63 km², while the area of Jingah habang Ulu is 3.48 km². The population of Jingah Habang Ulu Village is 900,000, with a growth rate of 1.87 per year 2020-2022, while the population of Jingah Habang Ilir Village is 976,000, with a growth rate of 1.53 per year 2020-2022. Meanwhile, the population density of Jingah Habang Ilir Village is 210.80 per Km², and Jingah Habang Ulu Village is 258.62 per Km².

B. Causes of Flooding in Jingah Habang Ulu Village and Jingah Habang Village Ilir District.

Karang Intan South Kalimantan Province is nicknamed the region of a thousand rivers because several rivers and tributaries traverse it. The flooding in South Kalimantan Province has detrimentally impacted the community. Banjar Regency topographically has land and mountains whose height above sea level varies between 0 - 1,878 m. The low position of Banjar Regency above sea level causes the flow of water on the ground surface to be less smooth. The flood phenomenon that occurred in Karang Intan District, with a high number of victims due to flood disasters, requires preparedness by the community and government to face flood disasters (Firdha, 2021).



Figure 2. Floods in the Jingah Habang Ulu Village Area in 2021

The impact of flooding in the villages of Jingah Habang Ulu and Jingah Habang Ilir was that the plantations and rice fields were submerged in water, causing crop failure and flower plantations to rot; apart from that, transportation was hampered due to being submerged in water. The disadvantage of village residents is reduced income because people cannot carry out everyday activities to work. As a result of flooding and high rainfall from early January to January 17, 2021, caused the Riam Kiwa River, Martapura River, and several tributaries to overflow, resulting in flooding in almost all areas in Banjar Regency. The location of Banjar Regency itself is 4,668.5 square kilometers, with a population of $\pm 594,753$ people. Due to this flood, it affected almost all sub-districts. Floods on a massive scale cause several losses and damage to the government, private, and community sectors. The following is a table of affected areas in Banjar Regency.

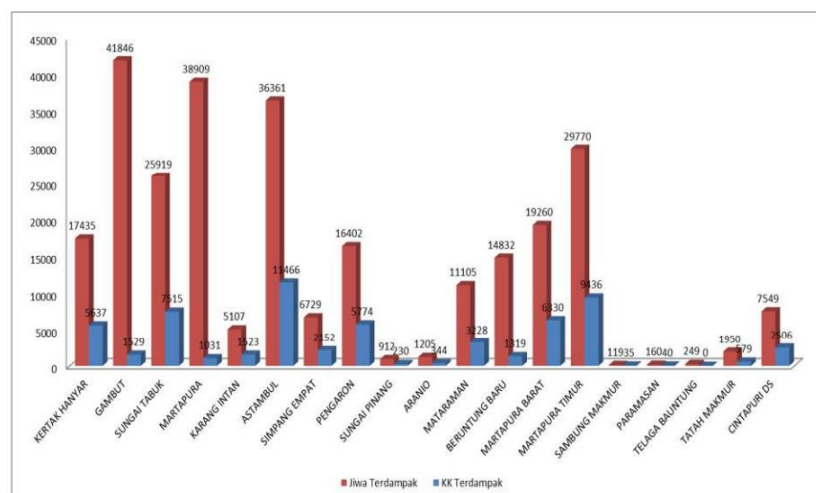


Figure 3. Graph of Affected Population Per District

Data source: Banjar Regency Research and Development Bappeda Data as of February 28, 2021

Table 1. Distribution of Locations of Flood Events in Banjar Regency Causes of Floods that occurred in Jingah Habang Ulu and Ilir Villages, Karang Intan District, Banjar Regency

No	Kecamatan	Status
1.	Martapura	Affected
2.	Sungai Tabuk	Affected
3.	Martapura Timur	Affected
4.	Martapura Barat	Affected
5.	Astambul	Affected
6.	Pengaron	Affected
7.	Mataraman	Affected
8.	Gambut	Affected
9.	Karang Intan	Affected
10.	Aranio	Affected
11.	Beruntung Baru	Affected
12.	Aluh-Aluh	-
13.	Cintapuri	Affected
14.	Kertak Hanyar	Affected
15.	Peramasan	Affected
16.	Sambung Makmur	Affected
17.	Simpang Empat	Affected
18.	Sungai Pinang	Affected
19.	Tatah Makmur	Affected
20.	Telaga Bauntung	Affected

The impact of the flood disaster in the Banjar Regency area is estimated to have the potential to reduce the regional economic growth of Banjar Regency itself and South Kalimantan. Bearing in mind that the economic development of the Banjar Regency region is supported by the agricultural, forestry, and fisheries sectors as well as wholesale and retail trade Car and Motorcycle Repairs, the impact of flood disasters has the potential to reduce regional GDP growth, especially Banjar district significantly. The economy of South Kalimantan Province is estimated to experience a decline because the most significant contribution to the GRDP of South Kalimantan Province is the Agriculture, Forestry, and Fisheries sectors, which are the productive sectors affected in Banjar Regency.

Based on the results of the interview, it can be concluded that the cause of flooding in Jingah Habang Ulu and Jingah Habang Ilir Villages is High Rainfall with long intensity with heavy and prolonged rain; the river which is close to Jingah Habang Ilir Village overflows to the road axis and dozens of settlements. Inhabitant. As a result of this flood, village residents had difficulty carrying out activities because the roads were flooded up to the knees of adults. Apart from rain and delivered water, according to the Head of Jingah Habang Hilir Village and surrounding village residents, other factors that caused this flooding were rubbish on the riverbanks and the river's depth, which also contributed to the flooding. The habit of throwing garbage into the river has contributed to flooding in this area.

According to research (Jannah & ITRATIP, 2017), the cause of floods is river overflows, where river capacity is decreased due to sedimentation and inappropriate use of river banks. According to (Sulistyo & Pranoto, 2020), research explained that the

factors causing flooding include the topography of the area, which is a lowland in the form of a basin, the presence of sediment at the bottom of the drainage channel, and the large amount of rubbish in the drainage channel which obstructs the flow of water.

The conclusion from the explanation and interview above is that the cause of the flooding that occurred in Jingah Habang Ulu and Jingah Habang Ilir Villages, Karang Intan District, Banjar Regency, is High Rainfall with long intensity with heavy and prolonged rain. This river is near Jingah Habang Ilir Village, overflowing with road shafts and dozens of residential areas. As a result of this flood, village residents had difficulty carrying out activities because the roads were flooded up to the knees of adults. Apart from rain and delivered water, other factors that cause flooding, namely rubbish on the riverbanks and the river's depth, also contribute to flooding. This is in line with the opinion of experts that the overflow of river water is due to a decrease in sedimentation and inappropriate use of the river. The topography of the Jingah Habang Ulu and Jingah Habang Ilir areas is lowland, with the accumulation of rubbish and drainage channels.

C. Community Preparedness for Flood Disasters in Jingah Village Habang Ulu and Jingah Village Habang Ilir District. Karang Intan District. Banjar.

Community preparedness for floods varies, such as showing the intensity of how long the rain falls as a source of information considered by the community; apart from that, there is news from residents from Pengaron when the river water overflows so that residents can immediately be alert to flood disasters. This consideration is based on the community's experience dealing with flood disasters. They are mobilizing residents using rubber boats, preparing command posts for flood victims, and securing valuables in safer or higher places by making scaffolding from blocks, bamboo, or galam wood. The village head village officials and the community informed them that there would be flooding from house to house.

Their knowledge influences people's attitudes and concerns about being ready and alert in anticipating disasters, especially for those living in areas vulnerable to natural disasters (Sawada & Takasaki, 2017). The knowledge and attitude of preparedness possessed by the community is obtained from the experience of experiencing flood disasters almost every year. The experience possessed by the community provides knowledge about flood disasters that strike and will influence the attitude and concern of the community to be prepared to anticipate flood disasters. If the community's understanding of disasters is good, it can create a generation that is resilient to disasters and has good preparedness for disasters (Aji, 2016; Aprilin, 2018; Pahleviannur, 2019).

The preparedness indicator is the early warning system in the community, especially in areas vulnerable to flood disasters. Only a few community respondents have life and health insurance, and a few keep their money as savings in the event of a flood. This is closely related to the low level of education and income of respondents, so it will also influence the preparedness attitude of the community (Djali, 2013; Dodon, 2013; Hildayanto, 2020).

The explanation above concludes that community preparedness can be carried out in various ways, namely, by providing signs from the warning system, which will be conveyed directly or indirectly to the broader community. Then, the community can respond to the warning. An adequate warning system is handy for the public to avoid possible dangers. There are also some villagers around where you live who usually visit every house to provide information that a flood is coming. For mobilization preparedness, residents use BPBD rubber boats to evacuate older people and children who are trapped in their homes. So far, people have become accustomed to floods, so

few know the need to participate in training, seminars, or meetings related to flood disaster preparedness. Preparedness in handling flood disasters needs to be built and improved so that public knowledge and information regarding disasters is good so that a generation that is resilient to disasters can be created; in this case, the community must always try to understand the scope of preparedness and be alert when a flood disaster occurs. To reduce the risk of disasters, increasing understanding through knowledge has a critical urgency. One way to increase awareness is to change a person's knowledge of something.

D. Flood Disaster Preparedness as a Social Sciences Learning Source

Flood disaster preparedness as a social studies learning resource is only applied in learning materials included in social studies subjects, not with simulations or practice. With this learning, it is hoped that students will be able to know about natural disasters, especially floods in their area, so that when a flood strikes, students can anticipate and help residents affected by the flood.

Disaster preparedness education can be integrated into learning. However, not all subjects can be integrated well in educating students (Mujibnurrahman, 2020; Nugroho, 2018; Nurromansyah & Setyono, 2014). Therefore, learning or activities that can educate students are needed. Schools can provide education as a form of disaster preparedness. This education can be synergized with social studies learning.

Learning in schools is considered effective in making people aware earlier. Direct learning at school can make students aware of potential disasters and mitigation efforts. Furthermore, they can disseminate this knowledge to their families and the broader community in their environment (Saifuddin, 2015). Children can be taught flood disaster preparedness or mitigation at school through the learning process in the classroom, holding seminars, holding training, or during extracurricular activities. This aims to reduce the risks or impacts that occur when floods strike.

4. Conclusion

The cause of the flooding that occurred in Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, Banjar Regency, was High Rainfall with long intensity with heavy and prolonged rain; the river near Jingah Habang Ilir Village overflowed the road shafts and dozens of residential areas. As a result of this flood, village residents had difficulty carrying out activities because the roads were flooded up to the knees of adults. Apart from rain and delivered water, other factors that cause flooding, namely rubbish on the riverbanks and the river's depth, also contribute to flooding. Community preparedness for flood disasters in Jingah Habang Ulu Village and Jingah Habang Ilir Village, Karang Intan District, Banjar Regency, is to provide signs from the early warning system of floods such as high rainfall, so areas with high levels will report if the water is overflowing, for areas with low levels to be alert. They are mobilizing residents using rubber boats, preparing posts for flood victims, and securing valuables in a safer or higher place by making shelves or shelves from blocks, bamboo, or galam wood. Flood disaster preparedness as a social studies learning resource is to carry out learning in schools by providing learning materials on flood preparedness so that with social studies teaching materials on preparedness, students disseminate and apply this knowledge to their families and the broader community in their environment. Learning material regarding preparedness is included in natural disaster mitigation material.

4. Reference

- Aji, A. (2016). Kesiapsiagaan Masyarakat dalam Menghadapi Bencana Banjir bandang di kecamatan welahan kabupaten jepara. *Indonesian Journal of Conservation*, 4(1).
- Anies, A. (2017). *Negara Sejuta Bencana: Identifikasi, Analisis & Solusi Mengatasi Bencana dengan Manajemen Bencana*. Ar-Ruzz Media.
- Aprilin, H. (2018). Kesiapsiagaan sekolah terhadap potensi bencana banjir di SDN gebangmalang kecamatan mojoanyar kabupaten mojokerto. *Jurnal Biosains Pascasarjana*, 20(2), 133–145.
- BPBD. (2020). *Penanganan Bencana - BPBD Provinsi NTB | MENUJU NTB TANGGUH BENCANA*. BPBP. <https://bpbd.ntbprov.go.id/pages/penanganan-bencana>
- Carter, W. N. (1991). Disaster management: A disaster manager's handbook. In *Disaster management: A disaster manager's handbook*. ADB.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Djali, N. (2013). Pendidikan Kebencanaan di Sekolah–Sekolah di Indonesia Berdasarkan Beberapa Sudut Pandang Disiplin Ilmu Pengetahuan. *Jurnal Momentum ISSN: 1693-752X*, 12(1).
- Dodon, D. (2013). Indikator dan Perilaku Kesiapsiagaan Masyarakat di Pemukiman Padat Penduduk dalam Antisipasi Bencana. *Jurnal Perencanaan Wilayah Dan Kota*, 24(2), 125–140.
- Erlin, Fitry, & Sari, I. Y. (2020). Gejala PTSD (Post Traumatic Stress Disorder) Akibat Bencana Banjir pada Masyarakat Desa Pesisir Meranti Rumbai Pekanbaru. *Dinamika Lingkungan Indonesia*, 7(1), 17–21.
- Findayani, A. (2015). Kesiap siagaan masyarakat dalam penanggulangan banjir di Kota Semarang. *Jurnal Geografi: Media Informasi Pengembangan Dan Profesi Kegeografian*, 12(1), 102–114.
- Firdha, W. (2021). *Simak, 14 Titik Rawan Banjir di Kabupaten Banjar*. Pojok Banua. <https://pojokbanua.com/simak-14-titik-rawan-banjir-di-kabupaten-banjar/>
- Hildayanto, A. (2020). Knowledge and preparedness of the community against flood disasters. *Higeia Journal of Public Health Research and Development*, 4(4), 77–586.
- Hwa, C. K. (2014). Promoting Collaborative Action Research Among In-Service Teachers Through Lesson Study: A Proposed Approach. *Jurnal Penyelidikan Tindakan*, 8, 49–57.
- Jannah, W., & ITRATIP, I. (2017). Analisa Penyebab Banjir Dan Normalisasi Sungai Unus Kota Mataram. *Jurnal Ilmiah Mandala Education*, 3(1), 242–249.
- Kodoatie, R. J. (2002). Banjir, Beberapa Penyebab dan Metode Pengendaliannya dalam Perspektif Lingkungan. *Pustaka Pelajar*, Yogyakarta.
- LIPI-UNESCO/ISDR. (2006). *Kajian Kesiapsiagaan Masyarakat Dalam Mengantisipasi Bencana Gempa Bumi dan Tsunami*. Lembaga Ilmu Pengetahuan Indonesia.
- Moloeng, L. J. (2009). Metodologi Penelitian Kualitatif: Rev Ed. *Bandung: PT Remaja Rosdakarya*.
- Mujibnurrahman, N. (2020). Pentingnya Pendidikan Kebencanaan Di Satuan Pendidikan Anak Usia Dini. *Jurnal Ilmu Sosial Dan Pendidikan*, 2(04).
- Nugroho, A. (2018). Pengembangan model pembelajaran mitigasi bencana gunung meletus di sekolah dasar lereng gunung slamet. *Jurnal Pengabdian Masyarakat Multidisiplin*, 1(2), 131–137.

- Nurromansyah, A. N., & Setyono, J. S. (2014). Perubahan kesiapsiagaan masyarakat DAS Beringin Kota Semarang dalam menghadapi ancaman banjir bandang. *Jurnal Wilayah Dan Lingkungan*, 2(3), 231–244.
- Octaviani, R., & Sutriani, E. (2019). *Analisis data dan pengecekan keabsahan data*. INA-Rxiv.
- Pahleviannur, M. R. (2019). Edukasi sadar bencana melalui sosialisasi kebencanaan sebagai upaya peningkatan pengetahuan siswa terhadap mitigasi bencana. *Jurnal Pendidikan Ilmu Sosial*, 29(1), 49–55.
- Pangesti, A. D. (2012). *Deskripsi Tingkat Pengetahuan dan Penerapan Siaga Bencana di Kalangan Mahasiswa Fakultas Keperawatan Universitas Indonesia Tahun 2012*. Universitas Indonesia.
- Prastowo, A. (2011). Qualitative Research Methods in Research Design Perspective. In *Yogyakarta: Ar-Ruzz Media*.
- Saifuddin, I. (2015). Analisis Tingkat Kesiapsiagaan Masyarakat dalam Menghadapi Bencana Banjir di Kecamatan Meurebo Kabupaten Aceh Barat. *Jurnal Ilmu Kebencanaan: Program Pascasarjana Unsyiah*, 2(1).
- Sawada, Y., & Takasaki, Y. (2017). Natural disaster, poverty, and development: An introduction. *World Development*, 94, 2–15.
- Sugiyono, S. (2016). *Metode Penelitian Kombinasi (Mixed Methods)* (Vol. 1). Alfabeta.
- Sulistyo, J., & Pranoto, W. A. (2020). Analisis Penyebab Banjir Kelurahan Tanjung Duren Utara. *JMTS: Jurnal Mitra Teknik Sipil*, 1397–1406.
- Ula, N. M., Sriartha, I. P., & Citra, I. P. A. (2019). Kesiapsiagaan Masyarakat Terhadap Bencana Banjir Di Desa Pancasari Kecamatan Sukasada Kabupaten Buleleng. *Jurnal Pendidikan Geografi Undiksha*, 7(3), 103–112.
- Undang Undang RI. (2017). Undang-Undang Republik Indonesia No. 24 Tahun 2007. In *Republik Indonesia*.
- Wesnawa, I. G. A., & Cristiawan, I. (2014). *Geografi Kebencanaan*. Graha Ilmu.