

Teaching Learning Pattern of Children in the Flood Area

Nurul Hartini

Faculty of Psychology, Universitas Airlangga

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

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

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

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

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

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

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

Disaster Management

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

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