

Living Abroad, Facing Risks: How Prepared Are Indonesian Diaspora Students for Disasters?

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ABSTRACT

Objective: This study aims to analyze the level of preparedness among Indonesian diaspora students in the face of potential disasters, particularly earthquakes and tsunamis, and to identify aspects of preparedness that still need to be improved. **Method:** This study employed a quantitative approach using a survey method involving 30 fifth-grade students at Sekolah Indonesia Kuala Lumpur (SIKL), Malaysia. The instrument used was the LIPI-UNESCO/ISDR Disaster Preparedness Questionnaire Series 3, which covers four main parameters: knowledge and attitudes, emergency response plans, early warning systems, and resource mobilization. The data was analyzed by calculating the readiness index for each parameter and the overall student readiness index. **Results:** The research findings indicate that the disaster preparedness level of diaspora students falls into the "nearly ready" category, with an index score of 58.5. The knowledge and attitude (60.8) and emergency response plan (59.6) parameters showed relatively better results, indicating that the students already possess a basic understanding of disaster risks and initial response measures. However, the parameters for early warning systems (44.1) and resource mobilization (40) remain in the low category, indicating limitations in practical experience, understanding of early warning systems, and the ability to act quickly and in a coordinated manner when a disaster occurs. **Novelty:** This study offers a novel perspective by examining the disaster preparedness of Indonesian diaspora students in the context of cross-border education, where disaster risk characteristics vary. The study highlights how geographical displacement, limited experience with disasters, and differences in disaster communication systems influence students' level of preparedness. In addition, this study integrates four dimensions of preparedness (knowledge and attitudes, emergency response planning, early warning systems, and resource mobilization) to provide a more comprehensive picture of the preparedness of diaspora students to cope with disasters.

INTRODUCTION

Indonesia is known as a "disaster laboratory" due to its geographical, geological, and demographic conditions. Geographically, Indonesia is situated at the intersection of four major tectonic plates. This geographical position makes Indonesia highly susceptible to various types of natural disasters, such as earthquakes, tsunamis, volcanic eruptions, and floods. Additionally, Indonesia's tropical climate increases the risk of hydrometeorological disasters, such as flash floods and landslides. The collision of tectonic plates has resulted in Indonesia having numerous volcanoes, making it one of the most disaster-prone countries. Located along the Ring of Fire, Indonesia has the largest number of active volcanoes in the world, with 130 active volcanoes – accounting for 16% of the world's total. Furthermore, the World Bank (World Bank, 2005) reports that Indonesia ranks 12th globally in terms of mortality risk from multiple hazards. Indonesia ranked first among countries with the highest number of earthquakes

throughout 2023. According to data from the Earthquakelist.org website, within a 300-kilometer radius of Indonesia, there were 2,205 significant earthquakes with a magnitude of 4 or higher throughout 2023. It is recorded that the strongest earthquake near Indonesia had a magnitude of 7.1. According to Indonesia's seismic hazard map, approximately 290 cities (60% of all cities in Indonesia) are located in earthquake-prone areas, and roughly 11,000 km of Indonesia's coastline is at risk of tsunami hazards. (earthquake.org, n.d.). The data shows that the threat of disasters in Indonesia is very real and can strike at any time.

The potential for disasters not only results in loss of life, but also in economic losses, infrastructure damage, and other social impacts (Ersin et al., 2024). Disaster risk refers to the potential for loss caused by a disaster in a specific area and over a specific period of time, which may include death, injury, illness, life-threatening situations, a loss of security, displacement, damage to or loss of property, and disruption of community activities (Tjandra, 2017). To reduce disaster risk, it is essential to raise public awareness and preparedness for disasters in order to minimize their impact. Preparedness involves understanding disaster risks, developing evacuation plans, conducting emergency response drills, and ensuring the availability of adequate resources. Preparedness refers to the actions that enable governments, organizations, societies, communities, and individuals to respond to a disaster situation quickly and effectively. These preparedness measures include disaster response plans, resource management, and personnel training (LIPI-UNESCO/ISDR, 2006). Meanwhile, in the Disaster Risk Reduction Guidelines issued by the National Disaster Management Agency (BNPB), and in accordance with Article 1, Point 7 of Law No. 24 of 2007 on Disaster Management, preparedness is defined as a series of activities carried out to anticipate disasters through organization and the implementation of appropriate and effective measures. Knowledge of disaster mitigation and early disaster preparedness is absolutely essential for communities living in disaster-prone areas. The high frequency of disasters and their potential impact demand better preparedness across all segments of society, including Indonesian students studying abroad – particularly in Malaysia. This is especially true for elementary school students, who are among the groups most vulnerable to the impacts of disaster risks.

In the context of the diaspora community, particularly students at Sekolah Indonesia Kuala Lumpur (SIKL), preparedness is a crucial aspect that must be addressed. Although Malaysia is not a country with the same level of disaster risk as Indonesia, certain types of disasters, such as floods and fires, still pose a threat to the community there. While not as frequent as in Indonesia, the Malay Peninsula (Malaysia) also has the potential for earthquakes that must be taken seriously.

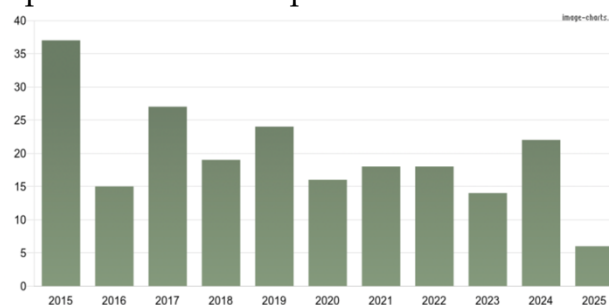


Figure 1. Earthquake Frequency in Malaysia Over the Past 10 Years
(<https://earthquakelist.org/malaysia/#statistics>)

According to data from earthquakelist.org, 209 earthquakes with a magnitude of 4.0 or higher have occurred within 300 km (186 miles) of Malaysia over the past 10 years. The annual average is 20 earthquakes per year, or 1 per month. On average, an earthquake occurs near Malaysia approximately every 17 days. The number of earthquakes occurring near Malaysia was relatively high in 2015. A total of 37 earthquakes (Mg 4+) were detected within 300 km of Malaysia that year. The strongest one had a magnitude of 6.1 on the Richter scale (earthquake.org, n.d.). Given this data, the Indonesian diaspora in Kuala Lumpur—particularly the educational community at SIKL—needs to possess adequate understanding and skills to handle emergencies that may arise at any time. Disaster preparedness and disaster mitigation are positively correlated and are essential concepts that must be understood by residents living in disaster-prone areas (Hariyanto et al., 2022).

Understanding disaster mitigation and the level of preparedness among students in elementary schools is a key factor that needs to be examined in order to reduce the impact of disasters that result in deaths and injuries among children under the age of 15, both now and in the future. School preparedness aims to ensure that schools understand disaster-related issues, care for the natural environment, and possess the skills to respond to disasters, thereby reducing risks in the event of a disaster (Koswara, 2019). The May 12, 2008, earthquake in Sichuan, China, revealed that approximately 6% of the fatalities were schoolchildren (Supartini, 2017). The extremely high number of child deaths and cases of trauma can be prevented if children are taught from an early age to develop a positive self-concept regarding disaster mitigation and preparedness. Children who know how to protect themselves in the face of danger will be better equipped and have greater self-confidence, without feeling fear or stress (Nirmalawati, 2011). Schools are public spaces with a high level of vulnerability, yet in reality, preparedness within the school community remains low (Ciftci & Ciftci, 2024). A study at one of the Muhammadiyah schools found that 85% of teachers reported that they had never incorporated disaster mitigation material into their lessons (Anang Widhi Nirwansyah & Nugroho, 2015). Furthermore, Nugroho (Nugroho, Agung Irawan, 2019) adds that the research findings indicate that disaster mitigation practices have never been implemented by teachers in the classroom. This research is supported by Bhandari and Aliza, who found that knowledge and attitudes fall into the moderate category, while disaster preparedness practices among Nepalese immigrants in Japan (A. Bhandari & O, 2022), (A. K. C. Bhandari & Takahashi, 2022). Based on a literature review of disaster education in the Indonesian curriculum, it was found that disaster education is still integrated into other subjects (Nurmalahayati, 2019). Disaster mitigation education has not yet been widely incorporated into school curricula (Nugroho, 2019). Disaster-related topics are still rarely taught in schools. This is because disaster mitigation education has not yet been integrated into the school curriculum, either as part of the regular curriculum through classroom instruction or as part of extracurricular activities. Yet schools play a key role as the primary channel for disseminating early warnings and disaster information to the public (Muhamet et al., 2024).

The indicators used to assess preparedness are derived from five parameters: knowledge of and attitudes toward disaster risks; policies and guidelines; disaster emergency plans; disaster warning systems; and the ability to mobilize resources ((LIPI)-UNESCO/ISDR, 2006). Several studies on the disaster preparedness of

immigrant communities have been conducted, such as Sloane Burke's research in the United States. The findings indicate that although workers are aware of disaster risks – particularly storms – they generally lack adequate resources, such as emergency supplies, evacuation plans, and home internet access. Language barriers and transportation limitations were also identified as major obstacles to their preparedness (Burke et al., 2012). These findings are supported by research conducted by Irene and Miyuki, which shows that the majority of foreign residents in the Kansai region of Japan lack sufficient understanding of emergency procedures and early warning systems due to limited access to information in their own languages (Miyuki & Glauberman, 2022), (Petraroli & Baars, 2022), (Green et al., 2021). In fact, language and communication – including interactions with fellow migrants from the same country – play a crucial role in adapting to environmental changes and natural disasters (Gisevius & Braun, 2025).

Basic knowledge of disaster risk reduction education is a crucial part of efforts to build children's resilience to disasters. Children will eventually become agents of change who can teach their communities to foster a culture of disaster preparedness (Rahma, 2018). Furthermore, Suharini (Suharini et al., 2020) discusses in her article the importance of teachers' role in disaster mitigation education. The results show that the majority of young people's HOTS scores averaged in the very low category (26.88). Meanwhile, their scores on flood disaster mitigation behaviors were in the high category (77.40). Most of the low scores were due to a lack of disaster mitigation education in schools, universities, and for the general public. The importance of teachers' disaster mitigation education as a means of preventing the impact of disasters in schools has also been studied previously by Chen (Chen et al., 2012). Meanwhile, according to Ozkazanc the first step in preparing for disasters is to educate the public (individuals) (Ozkazanc & Yuksel, 2015). With a solid foundation in disaster preparedness education and a good understanding of mitigation, the prospects and opportunities for fostering a generation (Prihatin, 2021). However, if teachers' understanding of mitigation is deemed insufficient, an in-depth study is needed to formulate subsequent policy measures aimed at improving their understanding of mitigation – both in theory and through hands-on training. Since no one can predict when a disaster will strike, providing early and ongoing education is crucial for all members of the community to build a resilient community that is prepared to face disasters (Dhellemmes et al., 2021).

While there has been a considerable amount of research on disaster preparedness and mitigation, the scarcity of studies on the level of preparedness among Indonesians living abroad – particularly students (the diaspora) – makes this research particularly compelling. Although previous studies have examined disaster preparedness among migrant and diaspora communities, they have primarily focused on migrant workers or adult populations. (Miyuki & Glauberman, 2022), (Petraroli & Baars, 2022), (Burke et al., 2012), therefore, it is not yet fully relevant for explaining the preparedness of elementary school students, who possess different cognitive, emotional, and social dependency characteristics. Furthermore, the context of the Indonesian student diaspora in Malaysia has its own unique dynamics, as these students come from a country with a high risk of disasters but live in an environment with different levels of exposure and mitigation systems. Therefore, a more specific study is needed to understand how cross-national experiences, access to disaster information, and the

school environment influence the preparedness of diaspora students, particularly in elementary schools. The research was conducted at Sekolah Indonesia Kuala Lumpur, an elementary school located in Kuala Lumpur, Malaysia. The results of this study will provide an overview of the level of understanding and preparedness among elementary school students in Malaysia, where the potential for natural disasters differs from that in their home country, Indonesia. This study aims to assess the level of disaster preparedness among the Indonesian diaspora (students) at the Indonesian School in Kuala Lumpur, identify contributing factors, and formulate strategies to raise awareness and mitigate disaster risks within the school environment. It is hoped that this study will identify strategic measures to enhance the preparedness of the Indonesian diaspora in Kuala Lumpur, while also serving as a model for other diaspora communities in various countries.

RESEARCH METHOD

This study employed a quantitative approach using a survey method. The sample was selected using purposive sampling and consisted of 30 fifth-grade students from the Indonesian School of Kuala Lumpur (SIKL) in Malaysia. Fifth-grade students were chosen because they possess sufficient cognitive abilities to understand basic disaster concepts and to consistently answer the disaster preparedness questionnaire. Before data collection began, the researcher sent an official letter to the Sekolah Indonesia Kuala Lumpur (SIKL). All data obtained is kept confidential and used solely for academic purposes. The identities of the respondents are not disclosed in the analysis or in the publication of the research results to ensure the privacy and safety of the research participants. In addition, students at this level have acquired basic knowledge about disasters through the school curriculum. The instrument used to measure students' level of preparedness is the LIPI-UNESCO/ISDR Series 3 closed-ended questionnaire (LIPI-UNESCO/ISDR, 2006), which has been widely used in disaster preparedness research in Indonesia (LIPI-UNESCO/ISDR, 2006). The materials are in Indonesian, so they can be used directly with the students, as the learning process at Sekolah Indonesia Kuala Lumpur (SIKL) is conducted in Indonesian. The instrument covers four parameters: knowledge and attitudes (KA), emergency response plans (EP), disaster warning systems (WS), and resource mobilization (RMC). To ensure the reliability of the responses, the questionnaire was completed under the supervision of researchers and accompanied by explanations tailored to the students' level of understanding. The data obtained was then analyzed and scored as 1 for "yes" answers and 0 for "no" answers. The results of the analysis were used to determine the preparedness index for each parameter using a formula developed by Sopaheluwakan et al (Sopaheluwakan, 2006):

$$\text{Indeks} = \frac{\text{Total Skor Riil Parameter}}{\text{Skor Maksimum Parameter}} \times 100\%$$

After calculating the preparedness index for each parameter, the total index was calculated using the formula:

$$\text{Total Student Index: } ((0,83 \times \text{Index KA}) + (0,08 \times \text{Index EP}) + (0,04 \times \text{Index WS}) + (0,04 \times \text{Index RMC}))$$

Next, based on the results of the preparedness index calculation, the data is classified according to the following table:

Table 1. Preparedness Index Category

Index Score	Category
80-100	Highly Prepared
65-79	Prepared
55-64	Almost Prepared
40-54	Less Prepared
0-39	Not Yet Prepared

Source; (Soepaheluwakan, 2006)

Description:

KA = *Knowledge and Attitude*

EP = *Emergency Planning*

WS = *Warning System*

RMC = *Resource Mobilization Capacity*

RESULTS AND DISCUSSION

The level of preparedness among students in the diaspora to face the possibility of earthquakes and tsunamis was assessed using a composite disaster preparedness index. This index is a composite of four parameter indices: the knowledge and attitude index (KA), the emergency response plan index (EP), the disaster warning system index (WS), and the resource mobilization index (RMC).

1. Knowledge and Attitude Parameters (KA)

Knowledge and attitudes are key indicators for measuring preparedness levels. This is because knowledge fosters an awareness that leads to the development of emergency plans, an understanding of disaster warnings, and the ability to mobilize resources to respond to tsunami threats. The knowledge parameters measured include basic knowledge of natural disasters and basic knowledge of earthquakes and tsunamis. According to the research data, for the majority of students, knowledge or information about natural disasters is actually acquired outside the school environment. As many as 90% of students obtain information about disasters from print and electronic media (TV and the internet). Next, regarding school lessons, 87% of students reported having received instruction on earthquakes, and 63% reported having received instruction on tsunamis. Data regarding knowledge of disaster warnings, first aid, and evacuation and rescue showed a rate of 72%. The preparedness level, based on the parameters of knowledge and attitude among diaspora students in facing the potential for earthquakes and tsunamis, yielded a result of 60.8 and falls into the “nearly prepared” category.

Table 1. Sub Knowledge and Attitude (KA)

Nu	Elemen/Sub Elemen	Percentage (%)
1	Where do you get your knowledge about disasters?	
a	School	73,3
b	Print media (newspapers, magazines, tabloids) and electronic media (TV, radio, and the internet)	90
c	Books, comics, posters, leaflets, bulletin boards, flyers	56,7
d	Hearing information about earthquakes and tsunamis on the radio, TV, and other media	83,3

Source: research data

Understanding disaster mitigation and the level of preparedness among elementary school students is a critical issue that needs to be examined in order to reduce the impact of disasters that result in deaths and injuries among children under the age of 15, both now and in the future. There is a significant positive correlation between knowledge and disaster preparedness among students (Lukman et al., 2021). A lack of knowledge about emergencies can have fatal consequences for anyone in an emergency situation (Nisa, 2019), (Yuliana, Sulastri, 2019). Natural disasters are inevitable, and it is impossible to predict exactly when they will occur. However, the number of casualties and losses can be minimized if the public has the knowledge and understanding of the importance of disaster mitigation. The knowledge that elementary school students have about disasters will influence their attitudes and awareness, helping them to be prepared and vigilant in anticipating natural disasters such as volcanic eruptions. (Nugroho et al., 2025).

2. Emergency Response Plan Parameters (EP)

Emergency response plans are crucial for mitigating the adverse effects of disasters, as they serve as clear guidelines for action before, during, and after a disaster occurs. With a well-developed plan in place, the risks of loss of life, property damage, and health impacts can be minimized (Maghfirah Fhathird, 2022). Based on the research findings, the emergency response plan index was 59.6, placing it in the “nearly ready” category. The lowest percentage was found in the sub-indicator regarding students’ awareness of the existence of a disaster preparedness group at school, where the data showed a rate of 23%. These results should serve as a collective reminder to ensure that emergency response plans are properly prepared in case a disaster strikes at any time. This is because inadequate emergency response plans will exacerbate the impact of disasters and weaken communities’ resilience in the face of future emergencies.

3. Disaster Warning System Parameters (WS)

Disaster warning systems play a crucial role. These systems serve as danger signals disseminated to the public so that people can respond promptly to ensure their safety. If every member of the public is aware of these warning systems, the potential for severe consequences from an earthquake can be minimized (Madona, 2021). Based on the results of the study on disaster warning parameters, a score of 44.2 was obtained, placing it in the “not sufficiently prepared” category. A total of 63% of students reported being aware of the national disaster warning system (sirens). However, only 36% were aware of traditional disaster warning systems. Additionally, regarding the sub-indicator on experience participating in disaster warning simulation drills, only 27% of students reported having participated.

Table 2. Sub-Summary Disaster Warning System Parameters

Nu.	Elemen/Sub Elemen	Percentage (%)
1	Do you know of any signs for tsunami warnings in this area?	
a	Traditional/local warning systems (kentongan, lonceng, bedug, etc.)	36
b	National tsunami warning system (sirens)	63
2	Have you ever participated in a disaster warning drill or simulation?	27

Source: research data

Warning signs are part of an early warning system that helps individuals act quickly and appropriately when a disaster strikes, thereby minimizing the risks associated with the disaster. The purpose of these warning signs is to convey

information or messages in the form of visual cues or audible alerts. (Nugroho et al., 2025). Early warning systems are a vital component of community preparedness mechanisms, as warnings can serve as a critical link between the preparedness and emergency response phases. In theory, if early warnings are issued in a timely manner, the negative impact of an event that could lead to a catastrophic disaster can be minimized (LIPI-UNESCO/ISDR, 2006). Regardless of its form, an early warning system will be crucial as a source of information for anyone in disaster-prone areas (Hermon et al., 2019). Affordable and effective earthquake detection devices are essential for improving public preparedness for earthquakes (G. Tomaneng et al., 2022). Therefore, there is a need to develop more inclusive and accessible early warning systems that take into account diverse communication needs (Cooper et al., 2026).

The low scores on the early warning system parameters not only indicate students' limited technical knowledge of disaster warning mechanisms, but can also be understood from the perspective of cross-cultural adaptation. According to the theory of cross-cultural adaptation, individuals living in a new cultural environment must go through a process of adjusting to the social systems, norms, and communication patterns that prevail in their country of residence. In the context of diaspora students at SIKL, although instruction is conducted in Indonesian, information regarding disaster warning systems and emergency response procedures in Malaysia is generally conveyed through local institutions and media outlets that use Malay or English. This situation has the potential to create an information gap that leaves students unfamiliar with the early warning systems in place in their local area. Thus, students' limited understanding of early warning systems may be influenced by their limited interaction with local disaster mitigation systems, rather than solely by a lack of knowledge about disasters. These findings are consistent with studies of migrant communities in Japan and the United States, which show that communication barriers, limited access to information, and low participation in local disaster preparedness programs are key factors that reduce the effectiveness of understanding disaster early warnings. Therefore, efforts to improve the preparedness of students in the diaspora should not only involve teaching them about disasters, but also integrating mitigation programs that introduce them to the early warning systems and emergency response procedures in place in the countries where they live.

4. Resource Mobilization (RMC)

The ability to mobilize resources can either serve as a potential asset or, conversely, become an obstacle in preparedness for earthquake disasters. Therefore, resource mobilization is a crucial factor (Madona, 2021). The parameters of resource mobilization consist of two indicators: students' experience with the activity and their experience in sharing or communicating that experience to others. Based on the research data in Figure 2, it was found that Scouting was the activity most frequently participated in by students (56%); half of the respondents (50%) reported having attended a session on disaster management, while 30% had participated in the "Little Doctor" and Red Cross Youth programs, and only 37% had participated in disaster simulations. The fact that only 37% of students had experience with simulations indicates that students still have limited experience in disaster mitigation.

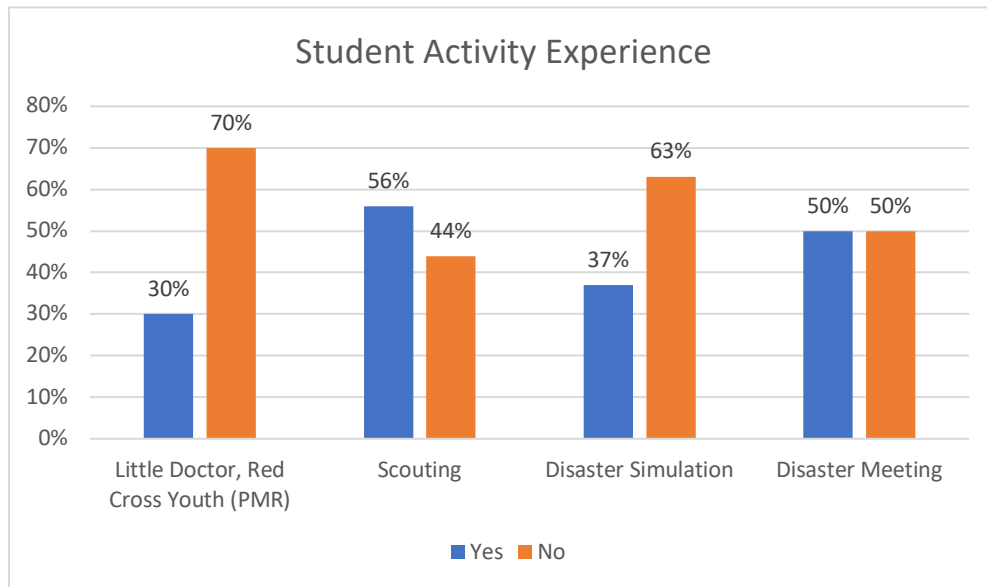


Figure 2. Percentage of Diaspora Students' Activity Experience
Source: 2025 Research Findings

The low scores on resource mobilization among diaspora students are influenced not only by their limited experience with disaster simulations, but also by language and communication barriers in their host countries. Although instruction at Sekolah Indonesian Kuala Lumpur is conducted in Indonesian, disaster information and public warning systems in Malaysia are generally communicated in Malay or English. This naturally poses a slight obstacle to the students' understanding. These findings reinforce previous research indicating that language is one of the barriers to communication in emergency situations (Miyuki & Glauberman, 2022), (Green et al., 2021). Therefore, disaster education for diaspora students needs to be strengthened through an approach that emphasizes not only theoretical aspects but also multilingual communication skills, understanding of local warning systems, as well as more contextual and sustainable disaster training and simulations.

5. Student Readiness Level

Based on the research data, the index for each parameter is shown in the following table. The indices for each parameter were then used to calculate the overall student readiness index.

Table 2. Summary of the Readiness Index for Diaspora Students

Nu.	Parameter	Index
1	Knowledge and Attitude (KA)	60,8
2	Emergency Planning (EP)	59,6
3	Warning System (WS)	44,1
4	Resource Mobilization Capacity	40

$$\begin{aligned}
 \text{Total Student Readiness Index} &= ((0,83 \times \text{Indeks KA}) + (0,08 \times \text{Indeks EP}) + (0,04 \times \text{Indeks WS}) \\
 &+ (0,04 \times \text{Indeks RMC})) \\
 &= ((0,83 \times 60,8) + (0,08 \times 59,6) + (0,04 \times 44,1) + (0,04 \times 40)) \\
 &= 50,5 + 4,7 + 1,7 + 1,6 \\
 &= 58,5
 \end{aligned}$$

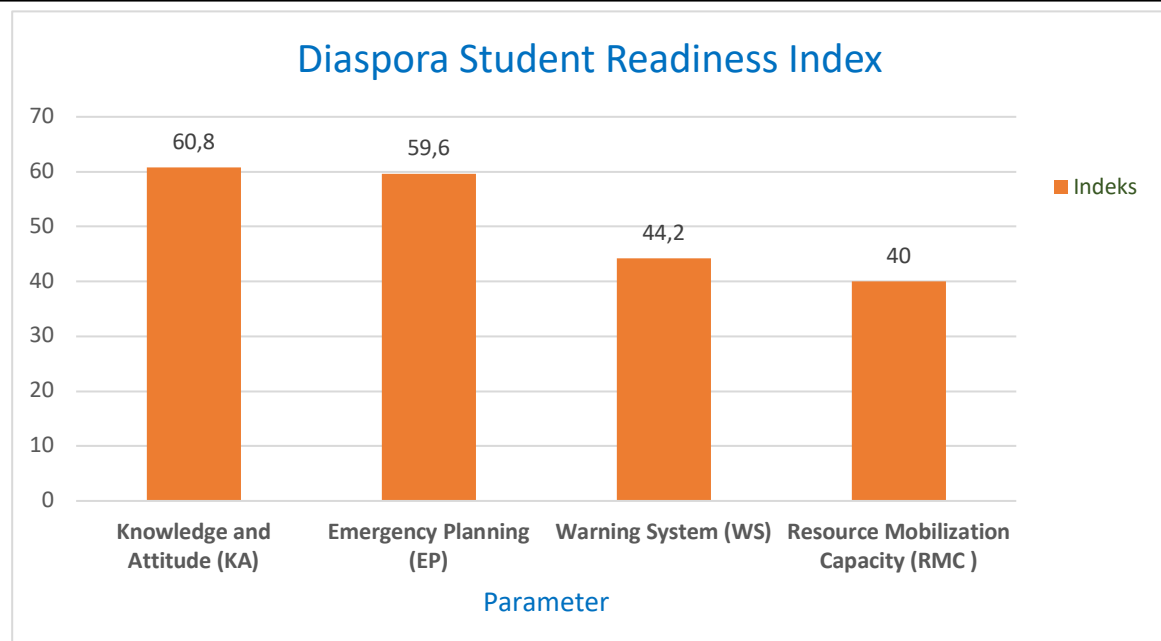


Figure 3. Index Results for Each Parameter (Data Source: 2025 Research Findings)

Based on the preparedness index, students from the diaspora scored 58.5 and fell into the “nearly prepared” category. The research data indicates a fairly good level of preparedness in terms of knowledge, attitudes, and emergency planning, suggesting a basic understanding of disaster risks and the initial steps to take in the event of an emergency. However, preparedness remains relatively low in terms of early warning systems and resource mobilization capabilities, indicating limitations in accessing, understanding, and responding to disaster warning information, as well as in utilizing resources and coordinating efforts when a disaster occurs. Overall, these findings suggest that while students have a fairly good level of awareness, there is still a need to strengthen practical skills and simulation-based training to improve overall disaster preparedness. These findings are consistent with Bismark’s research on foreign residents in Tokyo. Research findings indicate that although most foreign residents in the Tokyo Metropolitan Area are aware of the high risk and potential for disasters, their level of preparedness remains low due to a lack of confidence and ability to implement recommended mitigation measures (Adu-Gyamfi & Shaw, 2022).

Elementary school students, as members of society who constitute the largest demographic group in the population hierarchy, need to develop an understanding of disaster mitigation at an early age, especially those living in disaster-prone areas (Nugroho et al., 2023). Disaster education is essential for all residents, especially given the ever-present and unpredictable nature of disasters (Cels et al., 2023), (Ahmad et al., 2024) (Nugroho, 2019), (Setyowati et al., 2021).

School education is an effective means of reducing disaster risk by incorporating lessons on natural disasters as a required subject for all students at every grade level, particularly in schools located in disaster-prone areas (Rochmah, 2020). It is not only through classroom education integrated into the curriculum, but also through extracurricular activities that students can gain a comprehensive understanding of disaster-related information (Seddighi et al., 2023). Disaster education training can also be combined with role-playing exercises using technology (Safitri & Aji, 2024),

(Kusumaningrum & Purnomo, 2021). In line with (Tuladhar et al., 2014) disaster education should not be limited to the school environment but must also be extended to families and communities, which is crucial for deepening knowledge of disaster risk reduction and for contributing to a disaster-resilient society (Bin et al., 2022). Individuals living in disaster-prone areas must be equipped with the knowledge to assess risks, understand the impacts of a disaster, and manage the situation when a disaster occurs (Asgarizadeh Lamjiry & Gifford, 2022), (Ong et al., 2021). Armed with disaster preparedness skills, it is hoped that all residents in disaster-prone areas will be prepared when facing disasters, particularly earthquakes and volcanic eruptions. By instilling disaster awareness from an early age, it is hoped that in the future Indonesia will have a population that is aware of and responsive to natural disasters (Nugroho et al., 2023).

CONCLUSION

Fundamental Finding : This study indicates that the preparedness of diaspora students falls into the "nearly ready" category (index of 58.5). Their knowledge, attitudes, and emergency response plans are relatively strong, but their early warning systems and resource mobilization capabilities remain weak. This suggests a gap between theoretical understanding and practical ability in dealing with disasters. **Implication :** The findings of this study underscore the importance of schools (SIKL) in strengthening school-based disaster preparedness policies through the integration of disaster education into learning activities, the regular conduct of evacuation drills, and the formation of student disaster response teams. Schools also need to collaborate with parents, local authorities, and disaster management agencies to foster a more comprehensive and sustainable culture of preparedness among students from the diaspora. **Limitation :** This study is limited by its small sample size and single location, and because it uses a quantitative approach, it has not explored experiential aspects and social factors in depth. **Future Research :** Future research should expand the sample size and locations, employ a mixed-methods approach, and develop and test a practice-based disaster education model to enhance student preparedness.

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