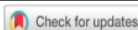




Development of OrSAEv Model Learning Materials Based on Role-Playing of Against Flood Disaster Mitigation Preparedness, Anxiety and Enjoyment of Junior High School

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ABSTRACT

This study aims to produce a OrSAEv model learning materials based on role-playing for effective disaster mitigation to improve flood disaster mitigation preparedness, identify anxiety and enjoyment in junior high school. This type of research is the four-D models. The research subjects were 29 students of grade VII at SMPN 2 Kalitidu. Based on the results of the analysis and discussion that has been carried out, it shows that the development of learning material are valid with the validity value of each Lesson Plans 100%, Student Worksheet 98%, Student Book 94%, Test Questions 96%, Mitigation Questionnaire 100%, The Enjoyment Questionnaire 100%, and the Anxiety Questionnaire 100%. In addition, the learning tools that have been developed are also stated to be implemented measures based on the results of the implementation of the lesson plans from 3 meetings with 94.1%, 93.8% and 92.9%, respectively, for the student response questionnaire a score of 2.5 indicates that the students respond well. Student learning outcomes improve Based on the poster analysis, the criteria are quite good. The criteria for disaster mitigation simulation skills are quite good. The results of the enjoyment questionnaire showed that students did not enjoy it, while the anxiety questionnaire showed that students did not feel anxiety. Recommendations that can be given are pre-learning activities required, understanding the use of software, introduction to students about the orsaev learning model based role-playing.

INTRODUCTION

Learning disaster mitigation preparedness covers various aspects of the realm including, attitudes, knowledge and skills. To improve these three domains, first a description of the experience and knowledge of students is needed. The regional background used as the object of research is one of the supporters of initial knowledge (Siregar, 2020) and student interaction in learning (Suharli, 2015). Bojonegoro, East Java Province, Indonesia is an area with a concave geographic structure, making it prone to flood disasters, one of the villages that is regularly flooded is Ringinrejo Village, Kalitidu District. This can be seen from the map, the area through which the Bengawan Solo river flows is a lowland area (TIM Redaksi, 2013). There are schools that are within the scope of this area, namely public junior high school 2 Kalitidu. The three aspects previously mentioned become a reference for learning about flood disaster mitigation in junior high school students who are basic education communities. Hope in the future, students can successfully take action in the event of a flood, a vigilant attitude towards signs of flooding, and knowledge of mitigation actions that can be done both individually and in groups. In reality, mitigation learning is not relevant to what teachers and schools expect. The learning process seems to rely more on books and innovative models and learning tools are needed specifically to strengthen the

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