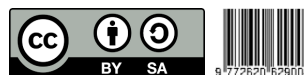

**JOURNAL OF EMPOWERMENT MANAGEMENT
OF DISASTER PREPAREDNESS SCHOOL IN
PREPARING THE STUDENTS TO CARE
ABOUT THE ENVIRONMENT IN THE PUBLIC
SENIOR HIGH SCHOOLS IN THE SPECIAL
CAPITAL REGION OF JAKARTA**

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Abstract

The empowerment of disaster preparedness so far has not been able to answer the community's needs and demands about high school graduates who care about the environment. The obstacles of this research were that human educational resources have not been competent, so they need to be empowered. This research used descriptive methods and techniques of observation, interviews, and documentation. This study examined how disaster preparedness school empowerment in preparing students to care about the environment at Public Senior High Schools in Jakarta positively impacted students' environmental care behavior. It used a qualitative approach, following the philosophy of constructivism. The research subjects were headmaster principals, teachers, administrative staff, school committees, and parents. Some obstacles included budget or finance, infrastructure, and environmental demands of areas prone to disasters.

Keywords: *Management, Empowerment, and Environmental Care.*

INTRODUCTION

In facing the globalization era, competition in various sectors of life is very tight, especially in preparing students to care about the environment for natural disasters that continue to occur. These problems include: (a). In general, all high schools in the Special Capital Region of Jakarta have the potential for flooding and fires. However, not all high schools in Special Capital Regions were concerned with disaster risk reduction, which is carried out by providing evidence that education contributes to necessary knowledge and skills for disaster preparedness. (b). Not all schools can turn that potential into achievements that can contribute positively and encourage the role of developing a social spirit, developing environmental care, and creating job opportunities for students in developing empowerment management of disaster preparedness school in preparing students to

care about the environment. (c). Management of disaster preparedness school empowerment in preparing students to care for the environment was based on the social substance in the context of inculcating values and the spirit of caring for the environment in various schools. However, its development management has not been carried out in a practical, targeted, coordinated, and prospective manner. (d). The implementation of empowerment management of disaster preparedness schools in preparing students to care about the environment required the support of human resources following their needs, in the form of professional, competent, creative, innovative educators, and education personnel who have an entrepreneurial spirit. The schools still have a lack of personnel who meet these competencies so far. (e). Management education for disaster preparedness school empowerment in preparing students to care about the environment has not been effective in improving the ability of students to care about the environment. (f). Disaster preparedness schools have not prepared professionals who master IT, and human resources have not been optimal yet. Furthermore, the schools have minimal infrastructure, and the budgets for potential disaster preparedness management have not been available. (g). In disaster preparedness schools, students had not actively participated in empowerment management, so students still became objects and had not become subjects in the empowerment process. (h). Educational materials for disaster preparedness school empowerment taught in senior high schools were still limited to mastering knowledge rather than inculcating attitudes and skills, as well as their implementation. (h). Lack of support for infrastructure, materials, media, tools, and learning resources to empower disaster preparedness. (i) The limited number of educators who had particular competencies and abilities regarding disaster preparedness schools. (j). There was a lack of access to finance, technology, information, a network of cooperation, and technical assistance that supported educational learning to empower disaster preparedness.

Therefore, it was necessary to learn the empowerment of disaster preparedness schools, where the purpose of this disaster mitigation education and training was to instill an attitude of environmental care, disaster preparedness, and disaster prevention for students, especially for urban students who had an impact on disasters, such as in Special Capital Region of Jakarta. It was in line with the journal of Supriyadi Vol. 8 No. 1 (2020), which reported as follows: Indonesia is known as a country with various potential disasters, earthquakes, tsunamis, tornadoes, forests, and land fires, floods, and also Merauke. As the easternmost district of Indonesia, Merauke is also inseparable from the potential for disasters. Human activities and natural disasters cause both potential disasters. One of the potential disasters that are prone to occur in Merauke is the flood disaster. In mid-March, Merauke was flooded due to heavy rains. This flood caused about 300 residents to evacuate, hundreds of houses were flooded, and thousands of hectares of rice fields failed to harvest. In addition to the heavy rains that flushed Merauke, flooding was exacerbated by residents' behavior who did not care for the environment, especially in urban areas. The purpose of this disaster mitigation education and training was to instill an attitude of disaster preparedness and disaster prevention for students, especially for urban students who were affected by the previous Merauke flood disaster. It was hoped that through this education and training, there would be students' awareness about the importance of preventing and preparing for flood disasters.

Furthermore, hopefully, the alumni of this education and training will become ambassadors for disaster mitigation who will transmit a flood preparedness attitude to the surrounding community. This education and training were carried out using an ethnoscience approach using elements of indigenous science from the Malind Merauke Tribe. The use of indigenous science of the Malind tribe

instills an attitude of disaster preparedness in students. It is also a medium in preserving the culture of the Malind tribe, especially those related to environmental conservation. Technically, this service activity disseminates flood disaster prevention through disaster mitigation education by the service team. It will be continued with disaster management training and will end with monitoring the sustainability of school activities.

It encourages personal and organizational preparedness, guides mitigation work, ensures two fire drills and building evacuations every year, conducts simulation training every year, conducts evaluations, and ensures everything goes according to plan. Ideally, the school committees are empowered and manage the relationship between the school and the disaster management authority (in this case: Regional Agency for Disaster Management or BPBD). Schools must prepare human resources, facilities, infrastructure, and financial resources in management to ensure school disaster preparedness. Resource mobilization is based on the capacity of schools and school stakeholders. This mobilization is also open to opportunities for participation from other stakeholders. Community involvement in planning and implementing interventions, implementing programs and policies are significant for the success of emergency preparedness and response. It aligns with the Journal of Disaster Mitigation Science and Technology about an Analysis of Potential Urban Fire Disaster Hazards in Special Capital Region of Jakarta by Sudiana, et al., (Unknown) Vol. 13, No. 1 (2018).

The rapid increase in population has encouraged the development of urban areas and the density of settlements in the Special Capital Region of Jakarta. These developments indirectly became the cause of the fire disaster. Fire disasters in the Special Capital Region of Jakarta occur every year, especially during the dry season, and have caused property and life losses. One of the efforts to reduce the risk of fire disasters in the Special Capital Region of Jakarta was to provide information about the potential dangers of fire disasters. This fire hazard analysis used an analytical approach to historical data on fire events and the process of dealing with them from 2010 until 2015 period. The parameters used were frequency of occurrence, fire area, number of affected residential buildings, death toll, and length of time for extinguishing operations. The results of the analysis of the possible level of urban fire hazard in the Special Capital Region of Jakarta were obtained in the order: 1) East Jakarta (1.98), 2) West Jakarta (1.74), 3) South Jakarta (1.43), 4) Central Jakarta (0.83), and 5) North Jakarta (0.78). Meanwhile, the level of urban fire hazard in sub-districts in the Special Capital Region of Jakarta was obtained in the order: Pulogadung (2.95), Duren Sawit (2.80), and Cakung (2.70).

Based on the facts, empirical data, and the various gaps above, more in-depth research was needed on; Empowerment Management of Disaster Preparedness Schools in Preparing the Students to Care for the Environment in the Public Senior High Schools in the Special Capital Region of Jakarta. (A Case Study at Senior High School 25, Senior High School 30, and Senior High School 83 in the Special Capital Region of Jakarta).

Furthermore, the objectives to be achieved in writing the results of this research were:

To find out the empowerment program of disaster preparedness schools in preparing students to care about the environment at Public Senior High Schools in the Special Capital Region of Jakarta.

To find out the implementation of disaster preparedness school empowerment in preparing graduates who cared about the environment at Public Senior High Schools in the Special Capital Region of Jakarta.

3. To find out the competencies achieved in empowering disaster preparedness in preparing students to care about the environment at Public Senior High Schools in the Special Capital Region of Jakarta.

4. To find out the obstacles faced in managing disaster preparedness school empowerment in preparing graduates who cared about the environment at Public Senior High Schools in the Special Capital Region of Jakarta.

5. To find out the solution to the problem of disaster preparedness school empowerment management in preparing students to care about the environment at Public Senior High Schools in the Special Capital Region of Jakarta.

METHOD

The research method used a qualitative descriptive method. This method described all the symptoms and facts in the field, then connected and analyzed all these symptoms and facts with the research problems, and then adjusted to the conditions that occurred in the field. A descriptive research method is a method that aims to make a systematic, factual, and accurate description of the facts and characteristics of a particular population or area. Data sources of this research include:

- a. Research locations: The research was located at Senior High School 25, Senior High School 30, and Senior High School 83 in The Special Capital Region of Jakarta.
- b. Research Subjects: Research subjects are sources that can provide information on the problems studied by the author. (1). Supervisors from the three Senior High Schools observed in this research; (2). Principal, (3). Vice Secretary for Curriculum, (4). Teacher, and (5). School Committee.

Three techniques were used to obtain data, namely: (1). Observations that used structured non-participant observation in which the researcher has formulated guidelines for limiting the focus and sub-focus of the research. The objective of the observations made by researchers was to obtain data about how empowerment was carried out in Senior High School 25, Senior High School 30, and Senior High School 83 in the Special Capital Region of Jakarta. (2). In-depth interviews. Through in-depth interviews, the researcher attempted to find information experiences from the topic being studied, namely the Management of Disaster Prepared School Empowerment in Preparing Students to Care for the Environment at Public Senior High Schools in the Special Capital Region of Jakarta. In detail, the informants were (1). Supervisors from the three Senior High Schools, (2). Headmaster Principals, (3). Vice Secretary for Curriculum, (4). Teachers, and (5). School Committees. (3) Documentation, by reviewing archives and records or by utilizing secondary data in the field obtained through facts stored in letters, diaries, photo archives, meeting results, souvenirs, activity journals, MoU documents, etc.

Data analysis consisted of testing, categorizing, tabulating, or recombining evidence to show the initial proposition (K. Yin, 2011: 133). Data analysis used an interactive pattern that included three components of analysis, namely, orientation stage, exploration stage, and member check stage.

To ensure the data validity, a data validity test was carried out, which included: construction validity, internal validity, external validity, and constancy. Based on those validity tests, the researcher combined data from the source of one and another that came from the data combination of documents, in-depth interviews, and observations.

RESULT AND DISCUSSION

Based on the research results, it was found that the management of preparedness school empowerment in preparing students to care for the environment at Public Senior High Schools in the Special Capital Region of Jakarta began with the preparation of programs, implementation, and competence in determining various aspects to be implemented. It was in line with the opinion of George R. Terry quoted by Hasibuan (2014:3), which states: Management is a typical process, which consists of actions (planning), organizing, actuating, and controlling, which are carried out to determine and achieve the goals setting that has been determined by the use of human resources and other sources.

The basic concepts that would be implemented in empowering preparedness schools in preparing students to care about the environment at Public Senior High Schools in the Special Capital Region of Jakarta included five things, namely: (1). Disaster preparedness school empowerment program in preparing students to care about the environment at Public Senior High Schools in Special Capital Region of Jakarta. (2). Implementation empowerment of disaster preparedness in preparing graduates who cared about the environment at Public Senior High Schools in Special Capital Region of Jakarta. (3). To find out the competencies achieved in empowering disaster preparedness in preparing students to care about the environment at Public Senior High Schools in the Special Capital Region of Jakarta. (4). The obstacles faced in the management of disaster preparedness school empowerment in preparing graduates who cared about the environment at Public Senior High Schools in the Special Capital Region of Jakarta. (5). Solutions to the management problem of empowering the Disaster Prepared Schools in preparing students to care about the environment at Public Senior High Schools in the Special Capital Region of Jakarta, including;

The empowerment management program for high school disaster preparedness in the Special Capital Region of Jakarta has been carried out following frequent disaster conditions that occurred in the school environment. Meanwhile, the empowerment program of the disaster-prepared schools in extracurricular activities was implemented in structured independent activities oriented towards fostering attitudes, knowledge, and skills if a disaster occurs in their environment.

Implementation of empowerment management of disaster preparedness schools in Public Senior High Schools in the Special Capital Region of Jakarta prepared students to care about the environment. This empowerment can be carried out in flood conditions inside and outside the classroom, where disasters often occur to achieve educational goals and care for the environment. The logical consequence was that disaster preparedness school administrators must prepare reliable educators in implementing quality programs in the field so that the effectiveness of their

implementation was guaranteed. The development of life values had implications for changes in thinking, acting, and behaving based on the values held permanently to become morals. The logical consequence was that institutions must prepare various tools and situations to develop disaster care values.

Some competencies should be achieved in managing disaster preparedness school empowerment in senior high schools in the Special Capital Region of Jakarta in preparing students to care about the environment. Cognitive, affective, and psychomotor aspects deepening activities were carried out on disaster preparedness. In the implementation, empowerment management of Disaster Preparedness in Senior High Schools, it was known that the availability of human resources educators who had high loyalty, accountability, and transparency in carrying out their duties; leadership commitment to quality improvement; and the educational environment was very conducive because educators and students lived in their environment.

Obstacles were faced in the empowerment management of disaster preparedness schools in Senior High Schools in the Special Capital Region of Jakarta in preparing students to care about the environment. The main thing was human resources, namely, disaster preparedness school program managers. Another major obstacle was the operational learning process in high school. Besides, another obstacle was related to teachers as educators in increasing empowerment in high schools in Jakarta. There were several problems as follows:

a) Shifting Social and Cultural Values in Society

Shifting in values and culture are social phenomena that always occur in society leading to changes, i.e. the progress and decline. Cultural change is a condition of incompatibility between different cultural elements so that there are conditions that are not in harmony with their functions in the life of the society. The shift that leads to cultural change is influenced by internal and external driving and constraining factors. External driving factors include cultural acculturation, diffusion, penetration, innovation and invasion, and cultural assimilation. Internal factors include an advanced education system, openness, high tolerance, and heterogeneous society.

The inhibiting factors include closed society, low education, traditional, ideological, and fear. The shift in social and cultural values cannot be separated from the universal elements of culture, namely religious systems, livelihood systems, knowledge, language, technology, kinship, social organization, and the art system. Cultural shifts give rise to trends in performance-related livelihood systems. This tendency can lead to a materialistic, individualistic, capitalist, pragmatic, hedonist, and consumptive lifestyle. Materialism is a lifestyle that measures happiness and job satisfaction in material terms. Work orientation is to produce as much material as possible to increase social status with much wealth. Based on the analysis of weaknesses and strengths, and potential, the future performance of professional teachers would be more likely to lead to material accumulation, not true devotion. The weakness of the certification program was that it provided opportunities and hopes for mentally weak teachers to improve welfare through material-oriented work professionalism. This tendency could occur in teachers' performance, especially in competitive urban communities, so they paid less attention to the surrounding community. In learning outcomes, teacher performance in providing services to students tended to be individual rather than collective. Pragmatism came from the word *pragma*, which meant practice or I do, meaning that the definition of everything depends on what can be done. The tendency of pragmatism work patterns measured by external reality without thinking

about the inner reality makes life float like endless. Hedonism is a pattern of life that prioritizes living happily, having fun, looking always wanting to be more and different from others. The strength of matter becomes the measure of his life. The teacher's performance tended to be far from being a hedonistic lifestyle. Consumptive is a lifestyle that likes to be wasteful in using what they have without working hard. Consumptive society has always longed for it constantly to get something by any means. The tendency of consumptive patterns in society was evident where people preferred to use rather than make. It showed the low power of creativity in thinking, doing, and acting.

b). Development of Science and Technology

The development of science and technology cannot be avoided in real life because the demands of diverse needs make people always look for new knowledge equipped with sophisticated technological systems to meet the needs of life quickly and easily. Developments in science and technology have brought changes from traditional to modern society, with livelihoods from agriculture to industry.

The development of science and technology needs to be addressed positively. It encourages the tendency of professional teacher performance patterns to meet the demands of society's needs. The use of information and communication technology in learning can make it easier for students to absorb the material taught by the teacher more broadly and deeply. Facing this trend, teachers need to prepare themselves with various competencies in using IT for learning outcomes.

c) Changes in Education Policy

Changes in education policy nowadays are forms of the various weaknesses of the old education system that was unable to meet society's needs and the demands of the times. One of the policy changes in education was the centralized system of education to decentralization. The community was more involved in managing educational institutions by empowering high school committees. The birth of government policy in Law number 20 of 2003, concerning the National Education System. The Regulation of Government number 19 of 2005 concerning National Education Standards, Law number 14 of 2005 concerning Teachers and Lecturers, which was complemented by various Regulations of The Ministry of Education and Culture number 20 of 2016 concerning Graduate Competency Standards, Regulations of The Ministry of Education and Culture number 21 of 2016 concerning Content Standards, Regulations of The Ministry of Education and Culture number 22 of 2016 concerning Process Standards, Regulations of The Ministry of Education and Culture number 23 of 2016 concerning Assessment Standards, Regulations of the Ministry of Education and Culture number 24 of 2016 concerning Core and Basic Competencies were proofs of the government's concern for commitment to improving the quality of education. This change in education policy indicated teacher performance patterns that must be equipped with various competencies. This educational policy change provided opportunities and hopes for teachers to provide excellent service to students. It can happen if it starts from the teacher's self-awareness to make more advanced changes.

d) Political Change

Political changes are usually closely related to changes in power that impact the world of education. In Indonesia, education policy is the product of political interests. Education officials are more likely to be placed by political bureaucrats for the sake of power's integrity in the future. It tends towards

a pattern of professional teacher performance that sometimes directs students and society to certain political spheres.

e) Economic Change

Economic changes are closely related to changes in people's lives welfare. Education can develop the human resources' quality to be the background to find innovations to improve people's lives.

More open job opportunities provide the opportunity to live a better life than before. On the other hand, the prolonged economic crisis impacts increasing the dropout rate at the high school level even though Public Senior High Schools in the Special Capital Region of Jakarta is free, and increasing poverty rates, consumptive work patterns, wasteful, and selfless. From the positive side, welfare increases, work patterns will be more active, creative, and innovative in educating students. Based on the descriptions above, a conclusion can be drawn that the expected teacher performance following the demands of change is the teacher's performance based on noble values, namely theological, physical, ethical, aesthetic, and teleological values depend on all kinds of work. Changes cannot alter the philosophy that teachers will work hard without being supervised by leaders with Lillahita'ala and sincere intentions. Physical value is defined as a match between the words, attitudes, and actions of teachers in carrying out their duties and functions. In their performance, teachers present themselves more as role models for students.

The ethical value is related to applying the code of ethics of the teaching profession in educating, teaching, and guiding the students. Aesthetic value is related to the value of beauty, togetherness both physically and non-physically. The teachers' appearance is admired by students and other teachers. The value of teleology relates to the usefulness value of what students have obtained that can be useful in society. Various kinds of changes that occur in society can all be adequately anticipated.

Solutions to the empowerment problems of disaster preparedness schools in public senior high schools in the Special Capital Region of Jakarta in preparing the students to care about the environment were offered. Those solutions could be carried out through integration steps in innovation and change in Human Resources (HR), budget preparation, and complementing infrastructure suggestions, as well as government efforts in developing disaster preparedness school curricula and cooperation of all school components, in the preparation of all school guidelines, upgrading human resources and all supporting facilities, and building organizational culture/environment and partnerships.

Those solutions aimed to increase the insight of educators, education staff, and students to produce quality graduates who care about the environment by having cognitive, affective, psychomotor, and noble character aspects and having good faith. To overcome the problem of weaknesses and various tendencies in applying Competency Standards by school leaders, it was necessary to carry out a managerial approach and the right strategy so that all obstacles can be overcome properly. In the institutional context, education implied that all school resources included: (1) Principal leadership. (2) Educators and education staff. (3) Financing. (4) Educational infrastructure facilities. (5) Students. (6) School management information system. (7) Students' parents and the community. (8). School external environment. (9) Network in the working area. Every resource supported, filled, and complemented each other like links in a chain. All school components mentioned above were implemented and described in learning activities routinely carried out by subject teachers in turns.

The teacher, before carrying out learning activities, first made preparations by preparing annual programs, semester programs, syllabus, learning implementation plans, assessment instruments, and so on. The plans prepared based on the analysis of the needs of students and teachers were organized proportionally and then implemented in teaching and learning activities.

The business problem-solving cycle was stated by Deming (Arcaro, 2007: 93) and the Regulation of the Ministry of Education and Culture number 19 of 2007 concerning Education management. The education quality planning process included the analysis and diagnosis stages, drafting program plans, program socialization, budgeting, and documentation. To overcome problems in applying the Teacher Competency Standards, it was necessary to develop a strategic plan. It also aimed to avoid repeated mistakes. The basic concepts of planning in education included changes in the educational environment, the needs of educational organizations, systems, and theories used in preparing a plan. Systemic planning had enormous benefits for the application of teacher competency standards in balancing supplies and demands. It was in line with Pidarta (1990:21), who states that the benefits included (1) Balancing uncertainty. (2) Increase the savings of operations. (3) Focus on the goal. (4) Provide control facilities.

Research Product Model

Rationale: Weaknesses of Public Senior High Schools in Special Capital Region of Jakarta, because management and leadership were still not consistent in implementing the vision, mission, duties, functions, goals, and roles of disaster-preparedness school towards students' care to the environment. The impact was the less professional profile of high schools, and the demand to realize professionalism was through efforts to build a firm commitment. The supervisory function did not run optimally because the existing system became less effective, influenced by human resources' quality, especially the competence of disaster preparedness school program managers. It was also faced with the problem of officials whose behavior tended to be compromising, corrupt, and permissive. The Corruption, Collusion, and Nepotism culture even were challenging to be removed. Various problems in empowering disaster preparedness to prepare students to care about the environment, especially human resources (HR) managing disaster prepared school programs, budgets, infrastructure, in their implementation were still not optimal.

By looking for solutions and mutual agreements between leaders, managers, and school committees, the school environment, and the government were parts of a good performance, a network and collaboration was built so that a disaster prepared school empowerment program to prepare students to care about the environment can be realized both in terms of inputs, processes, output, and outcomes. Based on the research results, it was vital to innovate and change in the empowerment of disaster preparedness schools in improving the quality of graduates who were ready to care about the environment, while the researcher's proposals regarding Empowerment management of disaster preparedness schools to prepare their students to care about the environment. It was in line with Sudarwan Danim's opinion (2007: 56) that schools have several dominant factors that must be addressed in improving the quality of graduates who cared about the environment, namely;

The leadership of the Headmaster Principal; The principal must have and understand a clear work vision, be able and willing to work hard, have a high work urge, be diligent and steadfast in working, provide optimal service, and have strong work discipline.

Teacher; Maximum teacher involvement by increasing the competence and profession of teachers in seminars, workshops, and training activities so that the results of these activities are applied in schools.

Student; The approach that must be taken is that the child is the center so that students' competencies and abilities can be explored so that schools can take an inventory of the strengths in students.

Curriculum; the existence of a consistent, dynamic, and integrated curriculum can enable and facilitate the expected quality standards so that the goals can be achieved optimally.

Cooperation Network; cooperation networks are not only limited to the school environment and the community (parents and the community) but with other organizations, such as companies or government agencies, so that the output of schools can be absorbed in the world of work.

This hypothetical research model focused on the principal's academic process in fixing the problem of human resources for managing partnerships, budgets, and infrastructure because the concept of education in improving the quality of graduates who cared about the environment required a maturation process to improve the knowledge, skills, and attitudes of students. It was a step to empower disaster preparedness schools consisting of work programs, implementation of work programs, competencies to be achieved as well as problems and solutions in improving the quality of graduates who were ready to care about the environment.

Focus Group Discussion (FGD)

Research and development in empowerment developed a Higher Order Thinking Skills (HOTS) learning model. The stages of the research procedure were (1) Research and information collection. This stage included literature review, class observation, document analysis, and preparation; (2) Planning, which included defining skills, determining goals according to the field; (3) Initial product development, included the preparation of instructional materials, manuals, and evaluation tools; (4) Preliminary trials, involved experts and practitioners of high school education as well as users of high school graduates (disaster preparedness program) as many as six until 15 subjects. This activity was in the format of Focus Group Discussion (FGD); (5) Product analysis and revision, this revision is based on the results of preliminary trials; (6) Field trial phase 1, involving one to two schools with 30 – 100 subjects, by applying the HOTS learning model directly to students, classroom observation, questionnaire/test data collection, and analysis; (7) Analysis and revision of product operations. This revision was based on the results of field trials in phase 1; (8) Test the product in the field phase 2, involved 2–3 schools with 40-200 subjects, (9) Final product analysis and revision. This revision was based on the results of phase 2 field trials; (10) Dissemination and implementation, finished product reports, journal publications.

It aimed to improve the quality of graduates who cared about the environment by synchronizing curriculum and synergizing school programs, which building an integrated system with teacher creativity in building a projected understanding of Geography learning by supporting all fields of a study carried out in the community to produce students who behaved in environmental care in the event of a disaster.

c. As the requirements included:

Principal's policy regarding what assumptions were needed so that all learning models could be implemented.

Some policies regulated Costs, Facilities, and Infrastructure, and Human Resources.

The coordinated application of Geography studies teachers in building Geography learning supported other fields of study.

The implementation of teachers from other fields of Geography was required to build and develop The Geography value as the basis of knowledge rooted in the students' development to behave in environmental care.

5. Basis

The legal basis was needed, including Law on National Education System, Regulation of Government No. 32/2013 (SNP), The Regulation of Ministry of Education and Culture No. 22/2016

CONCLUSION

The empowerment management program of disaster preparedness at Senior High Schools in the Special Capital Region of Jakarta has been carried out following disaster conditions that often occur in the school environment. Meanwhile, the empowerment program of disaster preparedness schools in extracurricular activities was implemented in structured independent activities oriented towards fostering attitudes, knowledge, and skills if a disaster occurs in their environment.

Empowerment management of disaster preparedness schools in senior high schools in the Special Capital Region of Jakarta in preparing students to care about the environment was implemented. This empowerment can be carried out in flood conditions inside and outside the classroom, where disasters often occur to achieve educational goals and care for the environment. The logical consequence is that disaster preparedness school administrators must prepare reliable educators in implementing quality programs in the field so that the effectiveness of their implementation will be guaranteed. The development of life values has implications for changes in thinking, acting, and behaving based on the values held permanently to become morals. The logical consequence is that institutions must prepare various tools and situations to develop disaster care values.

Competencies achieved in managing disaster preparedness school empowerment in senior high schools in the Special Capital Region of Jakarta in preparing students to care about the environment. The activities of deepening the cognitive, affective, and psychomotor aspects of disaster preparedness were carried out. Based on the implementation of empowerment management of Disaster Preparedness in Senior High Schools, it was found the availability of human resources educators who had high loyalty, accountability, and transparency in carrying out their duties; leadership commitment to quality improvement; and the educational environment were very conducive because educators and students lived in their environment.

Obstacles were faced in the management of preparedness school empowerment in senior high schools in the Special Capital Region of Jakarta in preparing students to care about the environment. The main thing was human resources, namely, the disaster preparedness school program manager. Another major obstacle was the operational learning process in those high schools.

The solutions to the empowerment problems in Disaster Preparedness Schools at Senior High School in Special Capital Region of Jakarta in preparing the students to care about the environment were offered. Those solutions could be carried out through integration steps in innovation and change in Human Resources (HR), budget preparation, and complementing infrastructure suggestions, as well as government efforts in developing disaster preparedness school curricula and cooperation of all school components, in the preparation of all school guidelines, upgrading human resources and all supporting facilities, and building organizational culture/environment and partnerships. They aimed to increase the insight of educators, education staff, and students to produce quality graduates who care about the environment by having cognitive, affective, psychomotor, and noble character aspects and having good faith.

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