

Teachers' perspectives on picture books themed on disasters for early childhood

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Article Info

Article history:

Received September 04, 2024

Revised September 22, 2024

Accepted October 22, 2024

Keywords:

Story book
disaster
perspective
Preparedness

Abstract

In this study, the author discusses teachers' perspectives on illustrated storybooks in introducing disaster preparedness to young children. This research employed a descriptive design. The objective of this study is to provide a detailed or systematic description of teachers' perspectives on the development of illustrated storybook learning media with a disaster theme to be introduced to young children. The data collection technique used by the author is an interview with a Focus Group Discussion (FGD) approach. The analysis technique used is by transcribing the results of interviews conducted with experts in detail. A transcript is a process of transferring data from audio recordings or field notes into a descriptive text. The research results can serve as a basis for researchers in developing illustrated storybooks on disaster themes for young children.

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INTRODUCTION

Indonesia frequently experiences natural and environmental disasters, including floods, landslides, tsunamis, earthquakes, and volcanic eruptions. According to BNPB data, there were approximately 1,317 disasters in Indonesia throughout 2019. These disasters resulted in a significant number of casualties, including deaths from diarrhea, hunger, hypothermia, and drowning. One such incident occurred in Cimahi, (News Detik, n.d.) where heavy rainfall caused flooding and a strong current in the drainage system, resulting in the death of a child. The child was swept away by the strong current for approximately 700 meters and could not be saved due to their critical condition upon rescue. Indonesia frequently experiences natural disasters such as floods, landslides, tsunamis, earthquakes, and volcanic eruptions. In 2019 alone, BNPB recorded approximately 1,317 disaster events. Many of these resulted in casualties due to various factors like diarrhea, hunger, and drowning. For instance, a child in Cimahi died after being swept away by a strong current during a flood caused by heavy rainfall. The child was carried 700 meters before being found in critical condition. Previously, (Bnpb.go.id, n.d.) in April 2020, a flood caused by the overflow of the Ciputri River in Cigugur Tengah, Cimahi, also resulted in a fatality. One person died after being swept away by the current. The disaster management operations center reported that water overflowed onto Jalan Mahar Martanegara, reaching a height of about 30 cm. Further flooding incidents occurred at several points in Cimahi City. The floods were caused by heavy rain that had been lashing Cimahi City since Sunday, February 7, 2021, causing the Cihujung River to overflow and resulting in flooding in several areas. One of the flood-affected areas is Jalan Raya Manjung RT 04 RW 13, Utama Village, Cimahi Selatan District, Cimahi City. This road is a main access route connecting Cimahi City to Bandung Regency. As a result, traffic access was disrupted, causing a significant traffic jam. In the RT 04 RW 13 area, 4 houses and 1 factory were flooded, along with the road, while in the RT 01/11 area, 10 houses were temporarily inundated. This area is also a concern because whenever there is heavy rain, the water level will inevitably rise again. (Jabar Suara, n.d.)

The recurring floods in Cimahi City are mainly attributed to inadequate drainage systems and river overflows. In 2022, Jalan Mahar Martanegara was once again inundated on June 20th. This particular incident gained significant attention due to a shocking video capturing a motorcyclist being swept away by the floodwaters that reached a height of one meter. The motorcycle was carried away by the strong current of the Cigugur River. After the flood subsided, the area was littered with debris and trash caught on bridge railings ((Detik.com, n.d.) After thorough investigation of the recurring flood incidents in Cimahi, several contributing factors have been identified: inadequate drainage systems, rivers and waterways clogged with waste, and a lack of green spaces. These disasters are ultimately a consequence of human negligence and disregard for environmental cleanliness, beauty, and sustainability. In line with this, Allah Subhanahu wata'ala states in the Quran (Al-qur'an, n.d.) yang artinya :

“Corruption has appeared on land and sea as a result of the deeds of mankind, so that Allah may let them taste part of the evil of what they have done that perhaps they may return [to the right path]”

From the verse, we can conclude that everything that happens on Earth, whether it be disasters or other events, is caused by human actions that neglect the environment, such as littering in rivers, dumping waste, cutting down trees in water catchment areas, and damaging plants. Allah Subhanahu wata'ala can send down disasters as a consequence of human actions, so that humans can reflect and

become aware of their actions and return to the right path as Allah Subhanahu wata'ala has commanded. Furthermore, in this verse, we can also argue that everything created by Allah Subhanahu wata'ala must be protected and cared for. Because whatever Allah creates must have a good benefit for humans, it is up to humans to maintain and preserve His creation. The events that have occurred are expected to be a reflection for humans who have suffered disasters to become closer to Allah in their own way. All disasters and help come from Allah, so everything must be returned and pondered upon as before.

The potential disasters not only include floods. The Cimahi city area is also prone to earthquakes as it lies on the active Lembang fault line. Based on research from (Daryono, 2020) Regarding the Lembang fault, it has a length of 29 km and is capable of generating an earthquake of magnitude 6.7-7.0 SR, with a slip rate of 1.95-3.45 mm/year. The earthquake cycle is estimated to be 170-670 years. Past earthquakes occurred in the 15th and 6th centuries BC. The accumulated geological stress since the last earthquake is 560 years. In other words, this indicates that the Lembang fault is approaching the end of its earthquake cycle, and two shallow micro-earthquakes at both ends of the fault indicate the beginning of the release of stored stress energy.

Disasters can have a significant impact on education, as schools in disaster-affected areas are automatically affected. According to data from (Koswara, 2019), the percentage of educational facilities damaged by disasters from 2009 to 2018 was 2068 (3.30%) for tsunamis and earthquakes, 1129 (3%) for volcanic eruptions, 732 (1%) for floods, 10 (0.02%) for fires, 15 (0.02%) for tornadoes, 6 (0.01%) for tsunamis, 49997 (79.76%) for forest and land fires, and 8730 (13.93%) for earthquakes. This data highlights the importance of disaster knowledge, especially supported by the 6 directives of the President in the National Disaster Mitigation Coordination Meeting on February 2, 2019. In these 6 directives, the 5th point emphasizes the importance of disaster knowledge. The importance of disaster knowledge for the community is that people need to know what and how disasters occur and what to do when a disaster strikes. Undoubtedly, children also need to know this, as it fosters a sense of care for their surroundings and environment and also prepares children to be more prepared for disasters. The importance of early disaster knowledge is a foundation for children so that when a disaster strikes, children already know what they should do and are expected to help those around them.

The high number of victims in disasters is partly due to the lack of public knowledge about disasters. This lack of knowledge is a significant problem in Indonesia. This knowledge can be obtained in schools, from parents, or from volunteers who socialize knowledge about disasters, including why, how, and what to do during a disaster. However, currently, most children still lack or have insufficient knowledge about disasters, and they are unsure of what actions they can take. In this regard, schools should not only be places for disaster preparedness knowledge but also as evacuation shelters, as disasters can strike at any time. Even during school hours, disasters can occur. Therefore, schools must be able to provide knowledge about disaster preparedness to students in order to reduce the risk of disasters. (Arifianti & Resources, 2016; Berbasis et al., 2017; Wang, 2016).

Education about disasters through engaging media can be a primary tool for children. Introducing concepts that are familiar to children can make it easier for them to understand and comprehend the information provided. Various methods can be used, such as singing, storytelling, science activities, or illustrated storybooks. Illustrated storybooks can be a readily accessible learning tool for children. Storytelling is a learning method in early childhood education, as outlined in the 2013 Curriculum. Books are also easily accessible media for all children. Additionally, storytelling can foster children's intelligence, enabling them to learn independently. Therefore, it is important for

parents or teachers to provide children with storybooks or storytelling sessions. ((*Kurikulum 2013 Pendidikan Anak Usia Dini*, n.d.);(Rahiem & Widiastuti, 2020)

Early childhood disaster education is included in Law Number 24 on Disaster Management, Article 35, which states that education is one of the components of disaster management. Disaster management is not only about general knowledge of what a disaster is or the types of disasters. In Article 44, disaster management is divided into three categories: preparedness, early warning, and disaster mitigation. Following up on this, Article 45 states that disaster preparedness is carried out to ensure a quick and appropriate response to a disaster. In this article, paragraph 2 explains 7 important points to be carried out in efforts to respond to disasters, including: (a) the preparation and testing of disaster emergency response plans; (b) the organization, installation, and testing of early warning systems; (c) the provision and preparation of basic needs supplies; (d) the organization, education, training, and drills on emergency response mechanisms; (e) the preparation of evacuation locations; (f) the compilation of accurate data, information, and updating of standard operating procedures for emergency response; and (g) the provision and preparation of materials, goods, and equipment to meet the recovery of infrastructure and facilities. Of the seven things done in an effort to take quick action in the face of a disaster, in point (d) regarding the organization, education, training, and drills on emergency response mechanisms. In fulfilling the actions and efforts in this Article and point, the Cimahi City BPBD and Public Relations have been trying to socialize the Disaster Preparedness Bag Poster. This Disaster Preparedness Bag Poster is distributed and socialized to the community. Introducing the Disaster Preparedness Bag Poster to early childhood needs to be packaged attractively so that children are interested and able to recognize early efforts that children can do when a disaster is about to occur.

Based on previous research on the "development of illustrated storybooks on disaster preparedness for early childhood education," a product was produced, namely a storybook themed on disasters for early childhood. The final stage of the book development involved practitioners to provide feedback on the content, including language, story content, and book design. The perspectives of teachers or practitioners are considered important because practitioners are the closest circle to the students. Therefore, before the storybook is delivered to the students, the perspectives of teachers are needed so that what is created is in accordance with the needs and abilities of the children. In addition, the book that is created must be suitable and facilitate teachers in introducing disasters and preparedness to children. Therefore, the perspectives of teachers are sought to fulfill this.

METHOD

In this research, a qualitative descriptive method was employed. This method is used to provide a detailed description of a particular phenomenon or event. Data collected is primarily in the form of words, and the analysis is more in-depth and interpretive. According to (Nazir, 1988) Descriptive method is a method used to examine the current state of a group of people, objects, series of conditions, systems of thought, or series of events. This research aims to provide a systematic, factual, and accurate description of the existing facts in the field regarding teachers' perspectives on the development of picture book media with disaster themes to be introduced to early childhood children developed by (Nurchayani, 2022)

The data collection technique chosen was through interviews. An interview is a conversation aimed at obtaining information or meaning that is designed through questions relevant to the research objectives. This interview was conducted semi-structured, in which the researcher still transcribes the interview guidelines and general topics to be explored, thus helping the researcher to limit the

interview time, make the interview more systematic, and keep the conversation more focused. The researcher records and records the information or data obtained and then analyzes it. In this study, the researcher posed several open-ended questions so that participants could express their opinions and experiences openly and as best as possible without being limited by the researcher's views or previous findings (Akker Dkk, 2006; Creswell, 2015; Sugiyono, 2019).

The data collection technique employed was through interviews using a Focus Group Discussion (FGD) approach. This method involved a group discussion between several participants and the researcher. This was done to obtain various perspectives on picture books about floods in schools, and to allow the researcher to gather the best information from each participant. This data collection method was also chosen due to the limited time available for information gathering. The FGD was conducted with participants who were early childhood education practitioners ((Creswell, 2015), (Akker Dkk, 2006)). The content development of the picture book on preparedness is limited to the age group of 3-8 years old. In the storybook, all children can listen to the story and read pictures that will be packaged in an interesting and simple way. However, the field testing activities have not yet been conducted due to time constraints.

The analysis technique employed was transcription of interviews with experts. Transcription is the process of converting audio recordings or field notes into written text. Data obtained from the interviews included notes on information and comments from experts regarding the provided picture book prototype. The researcher then conducted a descriptive analysis of the transcription data, providing detailed explanations of the experts' views and opinions based on the interview results. (Creswell, 2015)

RESULTS AND DISCUSSION

Result

1. Language

The researcher interviewed five early childhood education (ECE) practitioners, including preschool teachers and storytellers. Interviews revealed that the creation of picture books on disasters, particularly floods, for children is generally appreciated by practitioners. This is because it allows teachers to educate children about floods in a more targeted and consistent manner, explaining the causes and effects, the actions to be taken, and the preventive measures to be implemented to prevent future occurrences. The first question posed to practitioners concerned the suitability of the title to the story content. Overall, experts considered the title "Ready to Face Floods" to be highly appropriate for the presented story. The title is clear and easy to understand. From the title and cover image, children can clearly understand the content of the story: a tale about floods. Ibu Eu stated that the title and story content were very suitable and the storyline was also consistent with floods, given the images that clearly conveyed the concept of flooding. Ns also stated that the title and story content were appropriate, clearly conveying a story about floods, and included information to help families be better prepared for floods, which was illustrated and could be easily distinguished. In an interview with M, it was also stated that the title and story content were appropriate and clearly explained. Rb also stated in an interview that the title and story content were good and very suitable. Regarding the suitability of the title and story content, Pak A also stated that the title and story content clearly targeted and conveyed the topic of floods.

2. Story Content

Practitioners assessed that the story's content was fairly easy for children to understand, especially through the illustrations. However, they suggested adding more expressive language to help teachers deliver the story in a more engaging manner. Additionally, some experts recommended that the storyline be made more comprehensive. For instance, the story could begin with a depiction of a clean river, then progress to a polluted river, and finally culminate in a flood. This would help children, especially those who do not live near rivers, to better understand the water cycle and the impacts of environmental pollution.

Regarding the illustrations, practitioners suggested that the images depicting clogged rivers be made more prominent. This would assist children, particularly those who have never seen a river firsthand, in better understanding the effects of littering in rivers. Ibu Eu expressed appreciation for the illustrations in the book, which effectively explained the impacts of floods and the measures to address them. Ibu Ns opined that the storyline was already adequate in demonstrating cause-and-effect relationships and solutions to the flooding problem. However, she emphasized that the way teachers convey the story through illustrations would significantly influence children's comprehension. Pak M added that a brief prologue about the benefits and dangers of water could enrich the narrative. Meanwhile, Pak A assessed that the story's content was sufficiently engaging for children.

3. Design

The next question regarding the picture book concerned the colors used. Practitioners responded that the colors used were sufficiently bright and clear, making them easily recognizable for children and not ambiguous. The colors were diverse and eye-catching, and the illustrations were clear enough for children to understand. However, some participants suggested introducing or explaining the color of the river before it becomes polluted. This is because not all children know what the natural color of clean river water is. The practitioners commended the choice of colors used. However, they suggested adding a visual element, specifically the original color of the river before pollution, to provide children with a more comprehensive understanding of the water cycle. Additionally, it was suggested to make the design of the children's bags more appealing by adding characters or elements that are typical of children.

The participants expressed satisfaction with the quality of the paper and illustrations used in the picture book. The paper was deemed sufficiently thick and durable, making it safe for children and resistant to water damage. The illustrations were considered clear and effective in conveying the story. Ibu Eu appreciated the use of thick, glossy paper, which made the book durable for repeated use. Ibu Ns also commended the paper quality, noting that it enhanced the clarity of the colors and images. Ibu M and Ibu Rb agreed that the paper quality was good and durable. Ibu Rb suggested making the illustration of the clogged waterway more clear to help children better understand the concept. Bapak A concurred that the paper quality was good, being both durable and water-resistant, and that the illustrations were clear.

Overall, the participants concluded that the use of ring binding for the picture book was generally safe for children. However, several recommendations were made to enhance safety, particularly regarding the sharpness of the book's corners. The majority of participants believed that the sharp edges on the rings were not sufficiently prominent to pose a significant risk to children. Some participants suggested rounding off the corners of the book to mitigate the risk of injury, especially for children with tactile sensitivities. Concerns were also raised about the durability of the

binding due to the potential for children to tear the pages at the binding points. Additionally, some participants emphasized the importance of using non-toxic inks and materials to ensure the overall safety of the book. To address these concerns, it was suggested that the corners of the book be rounded to reduce the risk of injury. Furthermore, educators and parents should provide children with instructions on how to handle the book carefully. If feasible, the use of stronger materials for the binding or adhesive could also improve the book's durability.

The final question concerned whether the message conveyed in the illustrated storybook was effectively communicated. Regarding this question, some participants expressed satisfaction with the delivery of the message, while others suggested improvements to the story's content and flow. Ibu Eu stated that the book's message was conveyed quite effectively, highlighting its value in teaching children about the causes and consequences of floods, as well as appropriate responses to such events. Moreover, the story also included character-building elements. Ibu Ns concurred, emphasizing the effective delivery of the message but suggesting that the teacher's role in conveying the story's content to children is crucial. Ibu M shared a similar sentiment, underscoring the importance of the teacher's ability to effectively communicate the story to children. Ibu Rb also agreed that the message was well-communicated but reiterated the previous suggestion of improving the clarity of the illustration depicting a blocked waterway to facilitate better understanding for children. Bapak A affirmed that the visual message was clear but emphasized the need for researchers to consider the story from a child's perspective rather than solely an adult's.

Based on the interview results, teachers perceive a good illustrated storybook as one that can capture children's interest. Teachers emphasized the importance of creating stories from a child's perspective rather than solely from an adult's viewpoint. This approach ensures that the message conveyed by the teacher can be effectively absorbed by the children. This perspective is supported by (Permatasari et al., n.d.) It was stated that a child's willingness to engage in storytelling activities should be considered from a child-centered perspective. The child should be at the heart of the narrative. Any content or message should be delivered in a manner that encourages children to imagine based on the stories they hear or read. This aligns with the perspective that (Suyadi, 2014) When listening to stories, children's imaginations reach their peak. At this moment, their minds cannot differentiate between reality and fantasy, allowing them to experience the events of the story as if they were happening to them. Beyond engaging storybooks, the teacher's delivery style also plays a crucial role. Factors such as how the book is held, the intonation of character voices, and the teacher's facial expressions are essential in captivating children's attention and fostering their listening comprehension skills, which are fundamental to overall development point 3.10 and 4.10 (*Kurikulum 2013 Pendidikan Anak Usia Dini*, n.d.)

DISCUSSION

1. Language

Based on focus group interviews, participants suggested the use of expressive language. This aligns with the learning objectives outlined in points 3.11 and 4.11, which emphasize children's ability to recognize and use expressive language. Moreover, expressive language is a skill that can be developed through storytelling. Storytelling offers numerous benefits for children, including emotional development, as stories often depict real-life situations and characters that children can relate to, fostering a sense of empathy and understanding (Nurgiyantoro, 2016)). Beyond language development, storytelling also fosters intellectual growth by establishing logical connections between

events, such as cause and effect. Additionally, storytelling significantly develops children's imagination. Imaginative elements make stories both entertaining and educational. Imagination also enhances children's logical and intellectual abilities. Furthermore, storytelling cultivates social awareness. Children, when exposed to various characters in books, learn that they are not alone in the world and that others have different experiences. Lastly, storytelling contributes to the development of ethical and religious values. Children often identify with positive characters in stories, inspiring them to emulate their behaviors and values.

Expressive language also teaches children to narrate stories using various rhythms, rhymes, and tones. The vocal sounds produced should be adapted to capture children's interest in reading. For instance, small characters should be voiced with a lower pitch, while larger characters should be voiced with a higher pitch. This helps children recognize different rhythms and tones, distinguish between loud and soft sounds, and learn to express themselves in accordance with the text and illustrations in picture books. (Permatasari et al., n.d.).

2. Story Content

Regarding the storyline, content, illustrations, and color palette, the practitioners provided valuable feedback on the created book. They suggested that the content should be tailored to a child's perspective and incorporate familiar objects and experiences to enhance comprehension. Additionally, they emphasized the importance of a coherent narrative structure from beginning to end. This aligns with the perspective that (Depdiknas, 2006) The selection of materials and storyline in learning must meet several criteria. The material must be relevant to the learning objectives, appropriate for the learners' developmental stage, and consistent with each other. In addition, the material presented must be sufficient to achieve the stated learning objectives.

The paper quality used in this book is exceptional. The paper is thick, durable, and easily erasable. Additionally, the book's safety features are commendable, with the use of sturdy, non-sharp binding rings. However, practitioners suggest rounding the corners of the book to accommodate children with heightened tactile sensitivity. This measure is intended to maximize both safety and user comfort.

The messages conveyed in the storybook are clear, coherent, and interconnected. The cause-and-effect relationships presented are also well-defined. The information regarding the emergency kit is sufficiently explicit, though further elaboration on its benefits, particularly during evacuation, would be beneficial for teachers to convey to children. The book also effectively promotes a positive message about environmental conservation to prevent floods. The inclusion of a maze at the end of the story enhances the delivery of information about the emergency kit. Overall, the feedback from practitioners provides constructive suggestions and insights for the researcher.

3. Design

Based on expert feedback, the illustrated children's book about floods has undergone several revisions. These changes aim to make the story more engaging, comprehensible, and effective in conveying the message of environmental conservation and disaster preparedness. The inclusion of more vivid illustrations, the addition of characters, and the use of simpler language make the story more relatable to children. Additionally, the emphasis on the cause-and-effect relationships of floods and the importance of environmental cleanliness has been strengthened. As a result, the book is expected to serve as an effective tool for educating children about environmental conservation and disaster preparedness. Key points to note include revisions based on practitioner input, a primary focus on visual, linguistic, and narrative aspects, and the overarching goal of creating a more engaging

and impactful story. The specific changes implemented involve the addition of illustrations, adjustments to the text, and modifications to the page layout.

CONCLUSION

Early childhood educators provided valuable insights into the picture book, evaluating its alignment of title and content, narrative coherence, color scheme, paper quality, and illustrations. Additionally, they assessed the clarity and effectiveness of the messages conveyed. Overall, the book was deemed to be engaging and suitable for young children. However, some suggestions were made to further enhance the book, such as considering the child's perspective when selecting objects, developing the storyline, and choosing appropriate vocabulary. Based on the feedback and revisions, the second version of the book was produced for further testing to evaluate its effectiveness, usability, and suitability.

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