

DISASTER RISK REDUCTION EDUCATION THROUGH  
STORYTELLING FOR PRESCHOOL CHILDREN : A CASE STUDY  
OF LOCAL STORYTELLERS' COMMUNITY IN LOMBOK, NTB

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## BACKGROUND OF THE STUDY

GLOBALLY, INDONESIA IS CATEGORISED AS ONE OF THE NATIONS WITH THE HIGHEST DISASTER RISK (DJALANTE, GARSCHAGEN, THOMALLA, & SHAW, 2017).

CURRENT GLOBAL COMMITMENT OF DRRE, SFDRR, MENTION CHILDREN AS AGENT OF CHANGE THAT IDEALLY SHOULD BE GIVEN THE OPPORTUNITY TO PLAY AN ACTIVE ROLE IN CONSTRUCTING A BROADER SOCIETY THAT IS AWARE OF DISASTERS

UP TO THE PRESENT TIME, MOST DRRE STUDIES HAVE FOCUSED ON PRIMARY SCHOOL-AGED CHILDREN AND ABOVE, RATHER THAN CHILDREN OF PRE-SCHOOL AGE. JOHNSON ET AL. (2014) FOUND THAT OUT OF 35 RELEVANT STUDIES, ONLY FOUR WERE CONCERNED WITH CHILDREN YOUNGER THAN SIX YEARS OLD. (SHARPE & IZADKHAH, 2014 ; KITAGAWA, 2015; GULAY, 2010).

WITH THEIR UNIQUE ABILITIES, YOUNG CHILDREN CAN SUPPORT THE EFFORTS OF COMMUNITIES TO DECREASE HAZARD AND DISASTER RISKS (FOTHERGILL, 2017).

THIS STUDY PURPOSES TO DISCOVER DRRE THROUGH STORYTELLING FOR PRESCHOOL-AGED CHILDREN THROUGH THEIR PRESENTED STORY AND PERFORMANCE IN THE FRAMEWORK OF NARRATIVE INQUIRY. IN DOING SO, AN INSIGHT INTO THE IMPLEMENTATION OF DRRE AMONG EARLY LEARNERS THROUGH COMMUNITY CONTRIBUTION IS EXPECTED.

# RESEARCH QUESTION AND SIGNIFICANCE OF THE STUDY

HOW IS STORYTELLING BEING EMPLOYED TO  
CONTRIBUTE TO DRRE FOR  
PRESCHOOL-AGED CHILDREN?

EMPIRICAL FINDING TO SUPPORT  
POLICY DEVELOPMENT IN VARIOUS  
DRRE PRACTICES  
IN THE LINE OF DRRE DEVELOPMENT  
THAT CURRENTLY BEING PROMOTED IN  
INDONESIA  
TO CAPTURE THE COMMUNITY  
SUPPORT IN DRRE PRACTICE, ESP.  
FOR EARLY LEARNERS



# LITERATURE REVIEW

'THE CONCEPT&PRACTICE OF REDUCING DISASTER RISKS THROUGH SYSTEMATIC EFFORTS TO ANALYSE&MANAGE THE CAUSAL FACTORS OF DISASTERS, INCLUDING THROUGH REDUCED EXPOSURE TO HAZARDS, LESSENERED VULNERABILITY OF PEOPLE AND PROPERTY, WISE MANAGEMENT OF LAND&THE ENVIRONMENT&IMPROVED PREPAREDNESS FOR ADVERSE EVENTS' (UNISDR, 2009, pp. 10–11).

DRRE EFFORTS GENERALLY IMPROVE CHILDREN'S KNOWLEDGE OF DISASTER RISK, PROTECTION ARRANGEMENT AND THEIR PREPAREDNESS (V. JOHNSON, K. RONAN, D. JOHNSTON, & R. PEACE, 2014)

THE SIGNIFICANCE OF COMMUNITY SUPPORT IN THE NOTION OF DRRE, MAINLY FOR THE REASON THAT THEY CAN REPRESENT THE ACTUAL NEEDS AND ITS SOLUTION (SHAW, 2012)

COMMUNITIES ALSO HAVE THE POWER TO STAND-UP TOGETHER&TO STRENGTHEN THEIR CAPACITY AFTER THE OCCURRENCE OF A DISASTER (JONATAN LASSA ET AL., 2018; OKTARI, SHIWAKU, MUNADI, SYAMSIDIK, & SHAW, 2018; ZAHARI & ARIFFIN, 2013).

BY MEANS OF STORYTELLING, THE LISTENERS&THE STORYTELLERS WILL RECONSTRUCT THEIR LIVES BY REFLECTING ON THEIR FUTURE/PRESENT/PAST EXPERIENCES (XU, 2013). SELBY&KAGAWA (2012) FOUND THAT GUIDED STORYTELLING MIGHT COME AS ONE OF THE PROMISING INSTRUCTIONS IN DRRE PRACTICES FOR CHILDREN SINCE IT ADVANCES CHILDREN'S IMAGINATION, AS WELL AS A WAY TO ASSESS&EVALUATE THEIR UNDERSTANDING OF DRRE LEARNING (UNESCO & UNICEF, 2012)

# THEORETICAL POSITIONING

NARRATIVES ARE STORIES AND TAILED BY STORYTELLING AS THE WAY TO COMMUNICATE IT .  
THREE COMMONPLACES OF NARRATIVE INQUIRY  
(CLANDININ & CONNELLY, 2000).

**Temporality**, refers to 'events under study [that] are in temporal transition' (p. 479). This means that the present life is the result of past experiences and impacts on the future life, and the continuity of life.

**Sociality**, by means of sharing their experiences narratively, inquirers should concurrently come across social conditions. The social conditions discuss the circumstances which lead to the individual's experiences and actions (D. J. Clandinin & Huber, 2010).

**Place**, means 'the specific concrete, physical, and topological boundaries of place or sequences of places where the inquiry and events take place', as reasoned by Connelly and Clandinin (2006, p. 480). They recognise that 'all events take place someplace' (p. 481).



# METHODOLOGY

A case study is one of the most suitable practices for a study that entails an in-depth examination of a multifaceted topic (s) in a specific geographic area and with a limited number of subjects of interests (B. L. Berg, 2004) .

A Local Storytellers' Community (LSC) in Lombok – its persistence in delivering DRRE through storytelling in the realm of post-disaster events in the province.

Two active storytellers, who have a role as primary storytellers.

Data collection : Interview – Video analysis



# FINDINGS

## Temporality

Story transition  
Different narratives  
Chronological  
Flexibility

## Sociality

Collaboration  
Social-local circumstances  
Interaction  
Locality

## Place

Impact of the act  
Flexibility  
Setting



## CONCLUSION

Storytelling appears to be an effective technique to improve disaster awareness among young children.

The practitioners, needs to be encouraged to improve their actions

Valuable contribution to the global action of promoting DRRE

The significance of a mutual alliance between the government, the practitioners, and the related academics.





THANKS!

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