

The Influence of Knowledge and Attitudes of SMAN 4 Banjarbaru Students on Forest and Land Fire Disaster Preparedness

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Disaster preparedness is a set of actions, preparations, and activities that are carried out individually, in groups, or in society to meet and predict disasters that endanger lives by taking suitable and effective efforts to lower the risk of disasters. This activity can be done if the community has knowledge and care about the environment. The study "The Influence of Knowledge and Attitudes of Students of SMAN 4 Banjarbaru on Forest and Land Fire Disaster Preparedness" was carried out in the Landasan Ulin Timur District. A total of 132 students from SMAN 4 Banjarbaru, particularly those in classes IPS 1, IPS 2, IPS 3, and IPS 4 class XII, completed questionnaires. The results of the questionnaire in the form of Google from then underwent data processing, namely editing (data checking), scoring (scoring) and tabulating (entering data in tabular form, so that it is easier to understand. Next, using multiple linear regression techniques and traditional assumption tests, the impact of knowledge and attitudes on preparedness for forest and land fire disasters was determined. According to the findings, 22.4% of preparation was significantly influenced by knowledge and attitudes, whereas 77.6% was influenced by other factors.

Keywords: Knowledge, Attitude, Disaster Preparedness

ABSTRAK

Kesiapsiagaan bencana adalah serangkaian tindakan, persiapan, dan kegiatan yang dilakukan secara individu, berkelompok, atau bermasyarakat untuk menghadapi dan memprediksi bencana yang membahayakan nyawa dengan melakukan upaya yang tepat dan efektif untuk menurunkan risiko bencana. Kegiatan ini dapat dilakukan jika masyarakat memiliki pengetahuan dan kepedulian terhadap lingkungan. Studi "Pengaruh Pengetahuan dan Sikap Mahasiswa SMAN 4 Banjarbaru terhadap Kesiapsiagaan Bencana Kebakaran Hutan dan Lahan" dilaksanakan di Kecamatan Landasan Ulin Timur. Sebanyak 132 siswa dari SMAN 4 Banjarbaru, khususnya yang berada di kelas IPS 1, IPS 2, IPS 3, dan IPS 4 kelas XII, mengisi kuesioner. Hasil kuesioner berupa Google sejak saat itu mengalami pengolahan data, yaitu pengeditan (pengecekan data), penilaian (penilaian) dan tabulasi (memasukkan data dalam bentuk tabel, sehingga lebih mudah dipahami. Selanjutnya, dengan menggunakan teknik regresi linier ganda dan uji asumsi tradisional, ditentukan dampak pengetahuan dan sikap terhadap kesiapsiagaan bencana kebakaran hutan dan lahan. Menurut temuan, 22,4% persiapan secara signifikan dipengaruhi oleh pengetahuan dan sikap, sedangkan 77,6% dipengaruhi oleh faktor lain.

Kata kunci: Pengetahuan, Sikap, Kesiapsiagaan Bencana

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INTRODUCTION

Schools are educational units that form the organizational structure of a formal or legal system that is structured and continuous (Wartono, 2015). Education is a universal activity or endeavor in everyday human life (Jurumiah and Saruji, 2020). Educational activities are characterized by the environment in which they are carried out, namely: formal education (school), informal education (family), and non-formal education (community). Educational activities begin in the family environment, then develop in schools and the community. Educational activities in the context of “school” are activities carried out in reference to formal education. Formal educational institutions or schools are one of the subsystems of education because educational institutions are actually synonymous with social networks. Most countries have a formal education system, which is generally compulsory. An easy way to solve problems within the school environment is to understand the importance of preserving the school environment, starting with small things for the younger generation (Oktafiyani, 2015).

A disaster is defined by Law Number 24 of 2007 as a sequence of events that endanger and disturb people's lives and livelihoods due to both natural and non-natural forces as well as human activities that cause property losses, environmental damage, human casualties, and psychological effects. The economy, society, and ecology can all suffer greatly from natural disasters. While environmental damage might include the destruction of forests that preserve the land, infrastructural damage can disturb social activities, such as death, injury, illness, loss of shelter, and community disruption (Wiarto, 2017). Forest and land fires are a common natural disaster in Indonesia. The definition of fire is a disaster caused by a heat energy source (fire) (Ismara, 2019). Fire can also be defined as the oxidation processes of materials which can cause rapid and undetectable effects, and also produce heat energy and light energy (Dewanto Dwipoyono, 2018).

Based on data from the National Disaster Management Agency (BNPB) on the extent of forest and land fires from January to August 2023, South Kalimantan is one of the areas most affected by forest and land fires, with an area of 24,588 hectares. The smoke from these fires impacts many sectors, including the economy, transportation, and community activities, particularly teaching and learning. Therefore, preparedness efforts are needed by the entire community.

Disaster preparedness is a series of actions, preparations, and activities undertaken to anticipate and reduce disaster risks through appropriate and effective measures, carried out individually, in groups, or as a community to face and anticipate disasters that threaten survival. These activities can be carried out if the community has knowledge and a caring attitude towards the environment. The education sector is essential to both mitigating the risks associated with disasters and addressing their issues. Hazards can be kept from turning into catastrophes by evaluating risks and hazards, making plans based on the findings of these evaluations, putting environmental and physical protection in place, and creating preparedness plans. Schools are places where people exchange knowledge and skills, and it is intended that they will serve as role models for preventing disasters, especially forest and land fires.

Based on data from the South Kalimantan Regional Disaster Management Agency (BPBD), Banjarbaru City is one of the areas with a large fire area, data on the accumulated number of Banjarbaru areas affected by land fire disasters for the period March-August 2023, Landasan Ulin sub-district had 94 incidents, Liang Anggang sub-district had 55 incidents, Cempaka sub-district had 26 incidents, North Banjarbaru sub-district had 5 incidents, and South Banjarbaru sub-district had 6 incidents. Based on the data, Liang Anggang sub-district is one of the sub-districts most affected by the land fires. These forest and land fires have caused a major impact on community activities, one of which is teaching and learning activities, the learning process around Liang Anggang sub-district, especially at SMAN 4 Banjarbaru school. Based on the results of interviews with teachers at SMAN 4 Banjarbaru, the annual forest and land fires disrupt learning because the smoke that spreads causes poor air circulation, making learning activities less effective. The land fires that occurred at their peak in August-October 2023, disrupted teaching and learning activities until the Education Office announced the implementation of distance learning (PJJ) for 4 days, followed by reduced class hours. SMAN 4 Banjarbaru also received mask assistance from the Banjarbaru City Education Office in order to reduce the risk of ARI occurring during the rampant forest and land fires.

In the learning process, the topic of disaster mitigation, especially in the material on land fires, is taught in class XI semester II, one of which is about land fire disaster preparedness, based on student score data in the learning chapter on disaster mitigation material, on average students get an average score above the minimum competency criteria (KKM) in the results of the assessment of knowledge, skills, and

attitudes.

Based on the results of interviews with students of SMAN 4 Banjarbaru, students who have not received disaster mitigation material know and are aware that the school environment is an area prone to forest and land fires, but students do not have much knowledge and attitudes about disaster preparedness, they also tend not to know whether there are fire detectors/sirens in the school and do not understand what to do when a fire occurs. Students who have received disaster mitigation material know what disaster preparedness is and attitudes to face disasters, but the lack of practice and socialization at school means their knowledge is limited to the material taught in the disaster mitigation chapter only. Students' statements illustrate that the knowledge gained in disaster mitigation material can influence students' attitudes and knowledge about forest and land fire disaster preparedness. The results of observations and interviews conducted on students in grades X, XI, and XII at SMAN 4 Banjarbaru, students who had received disaster mitigation material given in grade XI Semester 2, namely grade XII students knew about forest and land fire disaster preparedness material as far as the material taught. Knowledge regarding forest and land fire disaster preparedness material that has been obtained by students in class XI semester 2 influences students' knowledge and attitudes towards disaster preparedness when they move up to the next semester, using the ex post facto method, it can be seen the influence of students' knowledge and attitudes towards forest and land fire disaster preparedness in class XI students who move up to class XII.

Students' knowledge and attitudes can influence disaster preparedness in these students, this study is inseparable from previous research, research (Gunawan, 2023) shows that knowledge and attitudes have a positive and significant effect on disaster preparedness. Research (Saniah, 2022) shows that knowledge variables and attitude variables have a positive and significant effect on disaster preparedness variables. So the title raised in this study "The Influence of Knowledge and Attitudes on Forest and Land Fire Disaster Preparedness in Students of SMAN 4 Banjarbaru" this study is focused on determining the influence of students' knowledge and attitudes on forest and land fire disaster preparedness in students of SMAN 4 Banjarbaru.

METHOD

This research was conducted at SMAN 4 Banjarbaru, Liang Anggang District, Banjarbaru City, South Kalimantan regarding the influence of knowledge and attitudes towards forest and land fire disaster preparedness among students of SMAN 4 Banjarbaru. There are two sources of data used in this study, namely the first data is primary data using observation techniques and direct interviews at the research school and data was obtained on knowledge and attitudes towards fire disaster preparedness among students of SMAN 4 Banjarbaru and the second data is secondary data in the form of the number of students at SMAN 4 Banjarbaru. This study aims to determine the influence of knowledge and attitudes on forest and land fire disaster preparedness among students of SMAN 4 Banjarbaru. The method used in this study is the ex post facto method, which is a method that examines cause-and-effect relationships that are not manipulated or treated by researchers. Causal research is conducted on programs, activities, or events that have already taken place or occurred. Ex-post facto research begins by describing the current situation which is considered to be the result of factors that occurred previously, then tries to investigate backward to determine the factors suspected as causes and have operated in the past. This study uses a data collection technique, namely document study, while theoretical data is obtained from journals, books, internet, websites, and news with a data collection technique of library study. Both data obtained are collected then continued with the process of editing, scoring, tabulating, and regression analysis using multiple linear regression analysis. Then, quantitative descriptive analysis is carried out, after which the final results of the analysis are obtained in the form of conclusions from the research.

RESULT AND DISCUSSION

A. Normality Test

The normality test was carried out using the One Sample Kolmogorov Smirnov Test with the following results.:

Table 1 Normality Test Results
One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			132
Normal	Mean		.0000000
Parameters ^{a,b}	Std. Deviation		2.09366378
Most	Absolute		.069
Extreme	Positive		.069
Differences	Negative		-.062
Test Statistic			.069
Asymp. Sig. (2-tailed)			.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the results of the normality test above, it can be concluded that the Kolmogorov-Smirnov significance value is Asymp. Sig. (2-tailed) of $0.200 > 0.05$, so the data is normally distributed.

B. Multicollinearity Test

The multicollinearity test using the pairwise correlation method is declared to have passed if the correlation coefficient value between independent variables is less than 0.90 (<0.90). The following are the results of the multicollinearity test:

Table 2 Multicollinearity Test Results

Model		Sikap	Pengetahuan
Correlation	Sikap	1.000	-.367
s	Pengetahuan	-.367	1.000
Covariance	Sikap	.004	-.001
s	Pengetahuan	-.001	.004

a. Dependent Variable: Kesiapsiagaan

Based on the results in the table above:

- 1) In the Knowledge variable (X1), the correlation coefficient with a score of $-.367 < 0.90$ means that multicollinearity does not arise.
- 2) In the Attitude variable (X2), the correlation coefficient with a score of $1.000 > 0.90$ indicates multicollinearity.

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C. Heteroscedasticity Test

The heteroscedasticity test using the Glesjer method is declared to have passed if the probability value is greater than the alpha value (Sig > 0.05). The following are the results of the heteroscedasticity test.:

Table 3 Heteroscedasticity Test Results

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.549	1.770		2.005	.047
Pengetahuan	.040	.037	.100	1.086	.280
Sikap	-.090	.036	-.230	-2.484	.014

a. Dependent Variable: Abs_RES

- 1) In the Knowledge variable (X1), the probability value is 0.280 > 0.05, so it is stated that there is no heteroscedasticity.
- 2) In the Knowledge variable (X2), the probability value is 0.014 > 0.05, so it is stated that there is no heteroscedasticity.

D. Multiple Linear Regression Test

Multiple linear regression tests were used to determine the effect of the knowledge variable (X1) and the attitude variable (X2) on the preparedness variable (Y). Multiple linear regression tests were used because the study used 2 independent variables, namely X1 and X2. The results of the multiple linear regression test are explained in the following table:

Table 4 Multiple Linear Regression Test Results

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.768	2.930		2.651	.009
Pengetahuan	.148	.061	.204	2.443	.016
Sikap	.259	.060	.359	4.302	.000

a. Dependent Variable: Kesiapsiagaan

Based on the table above, the multiple regression line equation is as follows:

$$Y = a + b_1.X_1 + b_2.X_2$$

Maka : $7.768 + 0.148X_1 + 0.259X_2$

- 1) When the knowledge variable (X1) and attitude (X2) have no effect on the preparation variable, the value of 7.768 represents a constant or a state. There won't be any change if there is no independent variable.
- 2) Regression X1's b1 (Coefficient value) of 0.148 indicates that the knowledge variable has a positive impact on disaster preparedness, meaning that, assuming no other variables were looked at in the study, every unit increase in the knowledge variable will affect customer loyalty by 0.148.
- 3) The knowledge variable has a positive impact on disaster readiness, as indicated by the b2 (Coefficient value) of X2 regression of 0.259. This means that, assuming no other variables

are taken into account in the study, every unit increase in the knowledge variable will have a 0.259 impact on consumer loyalty.

E. T Test

The T-test is used to test whether the knowledge and attitude variables partially influence the preparedness variable. The T-test involves calculating the calculated t-value (based on the regression coefficient and standard error) and comparing it with the table t-value (determined based on the degrees of freedom and level of significance). If the calculated t-value is greater than the table t-value, then the variable has a significant effect.

t. tabel : $t(a/2; n-k-1)$

$$= 0.05/2; 132-2-1)$$

$$= 0.025 ; 129$$

$$t.tabel = 1.979$$

Variabel pengetahuan (X1) : Nilai sig : $0.016 < 0.05$

$$t.hitung > t.tabel : 2.443 > 1.979$$

Variabel sikap (X2) : Nilai sig : $0.000 < 0.05$

$$t.hitung > t.tabel : 4.320 > 1.979$$

F. F Test

The F-test is used to test whether the knowledge and attitude variables jointly influence the preparedness variable. The F-test involves calculating the calculated F-value (based on the regression coefficient and standard error) and comparing it with the tabular F-value (determined based on degrees of freedom and significance level). If the calculated F-value is greater than the tabular F-value, then the variable has a significant effect.

Maka : X1 dan X2 terhadap Y

Nilai sig. < 0.05

nilai f.hitung $> f.tabel$

Nilai f.tabel 3.07

Nilai sig. : $0.000 < 0.05$

Nilai f.hitung $18.617 > 3.07 f.tabel$

The significance value for the influence of knowledge (X1) and attitude (X2) on preparedness (Y) is $0.000 < 0.05$ and $f.count 18.617 > 3.07$. This proves that H_0 is rejected and H_a is accepted, which means that there is a significant influence of knowledge and attitude on preparedness.

G. Coefficient of determination

The results of the coefficient of determination test are explained in the following table:

Table 5 Results of the coefficient of determination

Model Summary^b				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.473 ^a	.224	.212	2.110

a. Predictors: (Constant), Sikap, Pengetahuan

b. Dependent Variable: Kesiapsiagaan

The R value of 47.3% indicates the results of the coefficient of determination, indicating a simultaneous association between the knowledge (X1) and attitude (X2) variables.

Discussion

The results of this study will show the influence of knowledge and attitudes of students of SMAN 4

Banjarbaru on forest and land fire preparedness.

A. The influence of knowledge on forest and land fire disaster preparedness

Knowledge can be interpreted as the result of human creation or the result of individual discovery that has an impact on a target covered by the five senses that he/she controls (Nurmadiyah, 2016). The results of the percentage of knowledge in the respondents are highest in the indicator "know" which is 62.25%, students are able to recall the material they get and are taught in geography lessons, the main source is formal educational institutions information that is designed in such a way to be delivered to students. the second source in non-formal that delivers information in specific knowledge for example counseling. Student knowledge is the main factor and is the key to preparedness, the knowledge possessed can influence attitudes and concerns to be prepared in anticipating disasters (Yatnikasari et al., 2020). This is in line with research (Rahayu, 2020) that knowledge is a central aspect and a cardinal part of disaster preparedness.

Knowledge is a primary factor and key to preparedness. Knowledge can influence attitudes and awareness of disaster preparedness. Furthermore, as emphasized by (Fatikhah & Setyawan, 2020), knowledge capacity also significantly impacts preparedness efforts. An individual's preparedness capacity can be developed by the frequency with which they acquire knowledge or insight related to disaster management and preparedness.

According to the results of the multiple linear regression test, the knowledge variable has a positive influence on disaster preparedness, meaning that every unit increase in the knowledge variable will affect preparedness by 0.148, assuming that other variables are not studied. Additionally, the study's T-test table shows that the knowledge variable (X1) exhibits a significant value of the influence of knowledge on preparedness, namely $0.016 < 0.05$, and the calculated t value is $2.443 > \text{the t-table value of } 1.979$.

It is clear that SMAN 4 Banjarbaru pupils' knowledge affects how ready they are for land and forest fires. This is in line with (Kennedy et al., 2020) who stated that good knowledge measurement cannot guarantee that individuals will have integrated preparedness knowledge without periodically interpolated information related to fire preparedness.

B. The influence of attitudes on forest and land fire disaster preparedness

Attitude is a behavior that leads to a way of behaving, intending, desiring, and having a desire to face a goal, mindset, situation, or quantity. Attitude can be interpreted in a narrow study as knowledge and also leads to an individual's mentality (Sabri, 2010).

According to the multiple linear regression test results, the knowledge variable has a positive impact on disaster preparedness, as indicated by the regression test (coefficient value) X2 of 0.259. This means that, assuming no other variables are looked at in the study, every unit increase in the knowledge variable will affect preparedness by 0.259. Next, a T test on the attitude variable (X2) reveals a significant value of the influence of knowledge on preparedness, specifically $0.000 < 0.05$ and a calculated t value of $4.320 > \text{t.table value of } 1.979$. As a result, H_0 is rejected and H_a is accepted, indicating that the attitude variable has a significant influence on preparedness.

It can be concluded that the attitudes of students at SMAN 4 Banjarbaru influence their preparedness for forest and land fires.

This is in line with (Triyono et al., 2015), who stated that attitudes toward disasters are closely related to attitudes toward disaster preparedness. This preparedness attitude is an activity or action within the concept of disaster management that enables individuals, communities, organizations, and even governments to adopt a proactive attitude toward disasters. The attitudes that the community, in this case students, must adopt include attitudes before a disaster occurs (pre-disaster), attitudes during a disaster, and attitudes after a disaster.

C. The influence of students' knowledge and preparedness on forest and land fire disaster preparedness

The coefficient of determination shows how students' attitudes and knowledge affect their readiness for forest and land fire disasters. The R value of 47.3% shows the coefficient of determination, which shows that the variables of knowledge (X1) and attitude (X2) are related simultaneously. The R.Square, which has a value of 0.224 or 22.4%, shows how the factors of knowledge (X1) and attitude (X2) affect preparation. This indicates that 22.4% of preparation is significantly influenced by knowledge and attitude, with other factors accounting for the other 77.6%.

This is consistent with (Aini, 2022), which claims that attitudes and knowledge have a big impact on how

prepared a community is for disasters. When a disaster strikes, having a thorough understanding of potential hazards, evacuation routes, and mitigation techniques will help people behave more appropriately and with more readiness. On the other hand, when a crisis strikes, ignorance can cause uncertainty and even terror.

D. Results of the hypothesis test answers

A hypothesis is a temporary statement put forward as an answer to the problem formulation and framework of thinking, so the answer to the hypothesis is

1) H_0 : There is no influence of knowledge and attitudes on forest and land fire preparedness. According to the F test results, H_0 is rejected. The significance value for the influence of knowledge (X1) and attitude (X2) on preparation (Y) is $0.000 < 0.05$, indicating that knowledge and attitude have an impact on preparedness for forest and land fire disasters.

2) H_a : There is an influence of knowledge and attitudes on forest and land fire disaster preparedness

H_a agreed since, according to the F test results, the influence of knowledge (X1) and attitude (X2) on preparedness (Y) has a significance value of $0.000 < 0.05$, indicating that knowledge and attitude have an impact on preparedness for forest and land fire disasters..

CONCLUSION

The influence of knowledge and attitude variables on preparedness can be seen in R.Square with a value of 0.224 or 22.4%, which means there is a significant influence of knowledge and attitude on preparedness of 22.4%, and 77.6% is influenced by other factors. which means the knowledge and attitude of class XII IPS students influence the preparedness of forest and land fire disasters. So in this study, the knowledge variables and attitude variables are listed on the preparedness variable to measure the influence of students on forest and land fire disasters. Based on the results of the multiple linear regression test in this study, it was concluded that there is an influence of knowledge and attitude of students of SMAN 4 Banjarbaru on forest and land fire disaster preparedness seen from the R.Square value with a value of 0.224 or 22.4%, which means there is a significant influence of knowledge and attitude on preparedness of 22.4%, and 77.6% is influenced by other factors.

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