Disaster Education and Social Media Use Influence Disaster Preparedness in Coastal Communities

by Falih Ijlal Septian

Submission date: 21-Jul-2024 02:16AM (UTC+0700)
Submission ID: 2419696198
File name: Use_Influence_Disaster_Preparedness_in_Coastal_Communities.docx (315.06K)
Word count: 4724
Character count: 27310

Disaster Education and Social Media Use Influence Disaster Preparedness in Coastal Communities

Falih Ijlal Septian[1]*, Edwin Rizal[2], Ute Lies Siti Khadijah[3], Rully Khairul Anwar[4]

[1, 2, 3, 4] Faculty of Communication Sciences, Padjadjaran University, Indonesia
*Correspondence Email: falih17001@mail.unpad.ac.id

Abstract

The objective of this study is to assess the impact of disaster education and the utilization of social media on the level of preparedness among coastal communities. The investigation was conducted in Masawah Village, located in the Cimerak District of Pangandaran Regency. This study employed the survey explanation approach. The population under investigation in this study consisted of the entire community residing in the village, totaling 4449 individuals. The sampling approach employed was probability sampling, specifically regional sample or cluster sampling. The primary method of data collecting is the use of questionnaires. By employing data collection methods such as observation, interviews, and literature studies. The analysis of the data indicates that disaster education and the utilization of social media have a significant impact on the level of preparedness among coastal communities.

Keywords: disaster education, social media, disaster literacy, preparedness, coastal communities

Abstrak

Tujuan dari penelitian ini adalah untuk menilai dampak dari pendidikan kebencanaan dan pemanfaatan media sosial terhadap tingkat kesiapsiagaan masyarakat pesisir. Penelitian ini dilakukan di Desa Masawah, yang terletak di Kecamatan Cimerak, Kabupaten Pangandaran. Penelitian ini menggunakan pendekatan eksplanasi survei. Populasi yang diteliti dalam penelitian ini adalah seluruh masyarakat yang tinggal di desa tersebut yang berjumlah 4449 jiwa. Pendekatan pengambilan sampel yang digunakan adalah probability sampling, khususnya sampel wilayah atau cluster sampling. Metode pengumpulan data yang utama adalah dengan menggunakan kuesioner. Dengan menggunakan metode pengumpulan data seperti observasi, wawancara, dan studi literatur. Hasil analisis data menunjukkan bahwa pendidikan kebencanaan dan pemanfaatan media sosial berpengaruh signifikan terhadap tingkat kesiapsiagaan masyarakat pesisir.

Kata kunci: pendidikan kebencanaan, media sosial, literasi bencana, kesiap siagaan, masyarakat pesisir

INTRODUCTION

Indonesia, being the largest archipelago globally, is situated at the convergence point of three major tectonic plates: the Indo-Australian plate, the Pacific plate, and the Eurasian plate. Indonesia, because to its geographical location, is exceptionally susceptible to natural calamities. Indonesia, situated on the Pacific Ring of Fire, frequently experiences natural calamities such as earthquakes, tsunamis, and volcanic eruptions. According to the data (Badan Nasional Penanggulangan Bencana, 2022) more than 5,000 natural disasters occurred in 2021, resulting in thousands of casualties and billions of rupiah in material losses. Natural disasters not only cause material losses, but also have a psychological impact on the affected communities.

Natural disasters are disasters caused by natural elements such as geology, hydrology, meteorology, climatology, biology, and disasters caused by objects in outer space (Chaudhary & Piracha, 2021). Earthquakes, volcanic eruptions, and plate movements are examples of geological disasters, while floods, landslides, and water wave activity are examples of hydrological disasters. Convective storms, extratropical storms, extremely high temperatures, and fog are examples of

natural disasters caused by meteorological variables, while droughts, glacial lake eruptions, and forest fires are examples of natural disasters caused by climatological elements. Natural disasters caused by biological elements include animal deaths, disease outbreaks, and insect infections, while natural disasters caused by objects in outer space include collisions in the earth's atmosphere, as well as temperatures in outer space and on the earth's surface (Glossary, 2014). Indonesia experiences a high frequency of natural disasters due to its geographical position along a cluster of volcanoes. Additionally, Indonesia possesses a significant amount of geothermal energy, around 28.91 GW, distributed throughout 312 locations in various regions such as Java, Sulawesi, Sumatra, Bali, Nusa Tenggara, and Sulawesi (Pambudi, 2018).

Regarding the number of natural disasters in Indonesia, West Java is one of the provinces that has a high vulnerability to natural disasters. A wide variety of disasters, including earthquakes, landslides, floods, tornadoes, and several other disasters, have occurred in every location. In 2021, West Java province experienced the highest number of natural disasters with 1,358 events, dominated by landslides. In the research results (Suriadi et al., 2014) showed that based on the findings obtained from the Landslide Risk Potential Map, it has been determined that about 21% of the total area in Ciamis Regency has a significant potential for high-risk landslides. The northern area of Ciamis Regency has a population density ranging from 500 to more than 1,000 inhabitants per square kilometer, thus falling into the medium to high category which results in a high level of vulnerability of the population to the threat of landslides (M.Arsjad & Riadi, 2013).

It is imperative for several stakeholders to address the numerous calamities, like as earthquakes, tsunamis, and landslides, that frequently transpire in West Java. This is crucial in order to mitigate the detrimental consequences and minimize the resulting losses. One method to enhance community preparation is to enhance the community's disaster information literacy. Disaster literacy, also known as community awareness activities in response to a disaster, is undeniably crucial for the community. This is done to alleviate a catastrophe. The disaster information literacy factor is categorized into four components, specifically: identifying the origin of disaster information, assessing the credibility of disaster information, structuring disaster information, and effectively utilizing and communicating disaster information (Marlyono et al., 2016). Regarding disaster mitigation literacy, it refers to knowledge of the measures that would help minimize the risk and effect of either natural or man-made disasters. Disaster mitigation literacy entails knowledge concerning the various categories of disasters, causes of the disasters, as well as measures to control the effects of disasters on the people and the surroundings (Prihantini et al., 2020)

When mentioning disaster literacy, which can be defined as the level of preparedness of the population to address various emergencies, there are two aspects that can be noted: disaster education and the use of media, including social networks. Therefore, disaster education can be described as an effective way of combating the effects of natural disasters. This has major importance in the growth of knowledge and understanding of natural disasters that in turn heightens the community preparedness and decreases the negative repercussions of natural disasters occurrences. Thus, the education on natural disasters should be incorporated into the encompassing as well as the sustainable disaster risk management strategy. (Ihsan et al., 2023). In line with disaster education, improving disaster mitigation literacy plays an important role in reducing community vulnerability to natural disasters. Based on the data (Badan Pusat Statistik, 2018) only 2.39% of households participated in natural disaster simulation and rescue training in

2017. This figure shows that a very small percentage of households participated in the training. However, it is important to note that this low participation does not necessarily reflect a low level of disaster mitigation literacy.

Then regarding the aspect of media use, it is known that the presence of media in Indonesian society has become an inseparable part. In line with the characteristics of the society, media in Indonesia appear in various forms and shapes, both those that fall into the category of traditional media, mass media (traditional and electronic), and various new media that intersect with each other. Society in Indonesia has transitioned into what is often referred to as a "*mediated society*", where the media has taken a significant role in several aspects of individual life (Lestari et al., 2018). It is important to recognize that although the media has become an inseparable part of society due to its extensive news coverage, it is imperative for the media to assume responsibility for all information disseminated and its reception by the public.

Still on the use of social media, research related to the use of social media as disaster communication, (Safianu & Van Belle, 2023) shows that the ease of social media makes it a very efficient instrument to facilitate communication coordination and management throughout the crisis stages. The communication approach used by BPBD Binjai City to disseminate disaster-related information to the community is through counseling and mass media. This strategy is carried out through a systematic process including planning, implementation, and subsequent assessment (Tobing, 2022). The Balinese community has gained extensive exposure to disaster-related materials. Social media is the most dominant and widely used platform to access disaster-related information (Gelgel, 2020). The use of social media as a communication tool in disaster mitigation also shows great potential, but previous research has not optimally explored how social media can be used to improve community preparedness. Research by (Safianu & Van Belle, 2023) showed that social media can be an efficient tool for communication coordination and management in a crisis. However, this study has not assessed in depth how social media can influence community behavior and preparedness in a broader context.

Based on the above background, researchers are interested in studying disaster education and the use of social media and its influence on the preparedness of coastal communities in the village area of Masawah Village, Cimerak District, Pangandaran Regency. The theory used in this study uses the *Theory of Planned Behavior* (TPB) which is the development of the *Theory of Reasoned Action* (TRA) introduced by (Ajzen, 1991). According to (Ajzen, 2002) the creation of behavioral intentions is influenced by a combination of attitudes towards behavior, subjective norms, and perceived behavioral control. Meanwhile, the assumption underlying these two theories is that individuals are basically rational beings who can consider and make decisions based on the information they have, where the individual intention factor becomes the main factor that can influence their behavior, meaning that the stronger the intention underlying a behavior, the greater the likelihood that the behavior will occur.

RESEARCH METHOD

This research uses a quantitative approach with a survey research type. According to Sugiyono (2011) survey method is one of the research methods often used to collect primary data from respondents by distributing structured questionnaires. The population in this study was the people of Masawah Village, Cimerak Subdistrict, Pangandaran Regency. Based on the data obtained,

the total population in this study was 4449 people. For sampling techniques using probability sampling with sample types using cluster samples. From the results of calculations using the Slovin formula, a sample size of 100 people was obtained.

RESULTS AND DISCUSSION

This research was conducted in Masawah Village, Cimerak Subdistrict, Pangandaran Regency. Masawah village has an area of about 1,847.9 hectares. The area of Masawah village is a coastal area. One of the famous beaches is Madasari Beach.

Figure 1. Madasari Beach
Source: Researcher Documentation, 2023

Based on the results of data processing, it is known that seen from the gender of the respondents, out of 100 respondents, most of the respondents or 53 people (53%) were female and the remaining 47 people (47%) were male. Meanwhile, judging from their age, most respondents are aged 21 years to 45 years. Regarding the use of social media, it is known that WhatsApp is the social media platform most widely used by respondents in Masawah Village (94%), followed by Facebook (59%), TikTok (42%), Instagram (18%), Telegram (2%), and Twitter (1%).

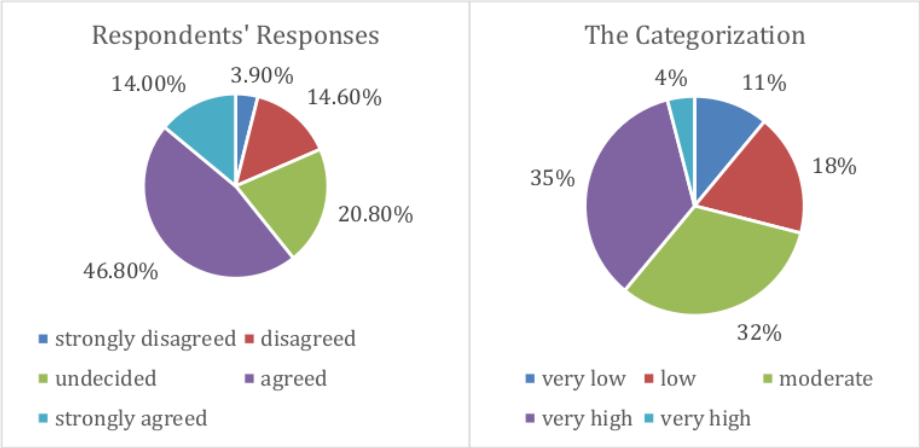

Figure 2. Respondents's Responses and The Categorization Results

Then regarding disaster education, it is known that respondents' responses to the disaster education variable vary, with the majority being in the moderate to high category. In detail, 3.9% of respondents strongly disagreed that disaster education was effective, 14.6% disagreed, 20.8% were undecided, 46.8% agreed, and 14.0% strongly agreed. The categorization of disaster education variables shows that 11% of respondents are in the very low category, 18% are low, 32% are moderate, 35% are high, and 4% are very high. The majority of respondents were in the moderate to high category, indicating that disaster education has been well received by the community.

In testing the hypothesis, researchers used structural model evaluation. This model is used to ensure a causal relationship between latent variables by testing the relationship between latent constructs using bootstrapping in Partial Least Squares (PLS) analysis as below:

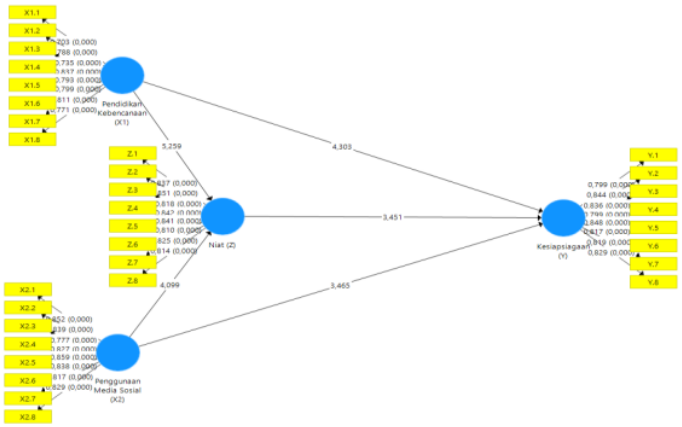

Figure 3. Inner model test using Bootstrapping
Source: Processed by Researcher, 2024

The evaluation of this structural model consists of three stages, which are: The initial phase involves assessing the presence of multicollinearity among variables using the Inner Variance Inflated Factor (VIF) measure. If the Inner VIF value is less than (<5), then indicates the lack of multicollinearity among variables. In the second stage, hypothesis testing is performed to examine the relationship between variables. This is done by looking at the t statistical value or p-value depending on the nature of the experimental design. In conclusion, if the calculated t statistical value is greater than the identified t value in the t table or if the p-value specified is greater to 0. 05 is also considered as a significant level of impact between the variables. In addition, one needs to report the obtained significance and 95% CI for the computed path coefficient parameters. On the last stage, we should consider such heuristic tools as f square that is used to determine the influence of direct variables at the structural level. Regarding this value, priority is determined in accordance with such criteria as 0. 02 for the low impact and 0. 10 and 5 for moderate impact respectively and 0 for no impact on patients. 35 for high impact. Furthermore, the upsilon v statistic also called the f square of the mediation effect should also be investigated. This statistic is arrived at by squaring the mediation coefficient and its assessment is done using the following criteria of 0. Mediation effect was rated on a scale of 1-7: 01 for low mediation effect, 0. 075 for moderate mediation effect and "0" for no mediation effect. The standardized coefficients of high mediation were independently rated at the mean of 175.

Table 1. Results of Inner Variance Inflated Factor (VIF) Value

	Preparedness (Y)	Intention (Z)
Preparedness (Y)		
Intention (Z)	2,069	
Disaster Education (X1)	2,069	1,743
Social Media Usage (X2)	2,065	1,743

Source: Researcher processing results, 2024

Regarding the calculation of the Inner Variance Inflated Factor (VIF) value, it is found that the value is less than five. According to the guidelines, if the Inner VIF value is below 5, it indicates the absence of multicollinearity between variables. This suggests that the parameter estimation results in SEM PLS are robust and unbiased.

The second step in testing the direct effect hypothesis. Based on the calculation results, the following results are obtained:

Table 2. Hypothesis Testing Results of Direct Influence

Hypothesis	Path Coefficients	P Values	95% Confidence Interval Path Coefficient		F Square
			Lower Limit	Upper Limit	
H1 : Disaster Education (X1) -> Intention (Z)	0,397	**0,000**	0,272	0,562	**0,187**
H2 : Social Media Usage (X2) -> Intention (Z)	0,394	**0,000**	0,178	0,563	**0,184**

H3 : Disaster Education (X1) -> Preparedness (Y)	0,380	**0,000**	0,189	0,551	**0,239**
H4: Social Media Usage (X2) -> Preparedness (Y)	0,278	**0,000**	0,121	0,420	0,129
H5 : Intention (Z) -> Preparedness (Y)	0,301	**0,001**	0,150	0,509	**0,150**

Source: Researcher processing results, 2024

Based on the results of hypothesis testing contained in table 2, it can be explained as follows:

1. **The hypothesis H1** is supported, indicating that disaster education has a significant impact on intention, with a path coefficient of 0.397 and a p-value of 0.000 (less than 0.05). Modifying disaster education will positively impact individual intentions. The effect of catastrophe education on raising individual intentions is estimated to be between 0.272 and 0.562, with a confidence level of 95%. Nevertheless, the presence of disaster education has a moderate impact on individual intentions at the structural level (f square = 0.187). This demonstrates that endeavors to enhance disaster education can exert a substantial influence on individuals' inclinations to be more adequately prepared for calamities. In order to achieve the maximum extent of this phenomenon, which is 0.562, it is necessary to implement more rigorous and all-encompassing disaster education initiatives. These should include practical training, simulated catastrophe scenarios, and active participation of the community in efforts to prevent and reduce the impact of disasters.
2. **The hypothesis H2** is supported, indicating that the use of social media has a significant impact on intention. The path coefficient is 0.394, and the p-value is 0.000, which is less than the significance level of 0.05. Greater utilization of social media will result in heightened intentions. The effect of intention has a 95% confidence interval ranging from 0.178 to 0.563. Social media usage has a minor impact on enhancing intention at the structural level (f square = 0.184). This suggests that employing social media as an instructional instrument and spreading knowledge about catastrophes can be a successful approach to enhance community motivation in disaster preparedness. In order to achieve the maximum impact of this phenomenon, which is 0.563, it is necessary to implement more comprehensive and enduring social media campaigns, along with partnering with influencers and community leaders to effectively spread crucial information regarding disaster preparedness.
3. **The hypothesis H3** is supported, indicating that disaster education has a significant impact on readiness, as evidenced by a path coefficient of 0.380 and a p-value of 0.000, which is less than 0.05. Augmenting catastrophe education will enhance readiness. The effect of readiness ranges from 0.189 to 0.551, with a confidence level of 95%. Within the scope of this study, the presence of disaster education has a moderate impact on enhancing preparation at the structural level (f square = 0.239). This underscores the significance of disaster education initiatives, which have the potential to greatly enhance community preparation. In order to achieve the maximum extent of this phenomenon, which is 0.551, it is imperative to incorporate disaster education into the school curriculum, along with ongoing training initiatives for the community that include regular disaster simulations.

4. **The hypothesis H4** is supported, indicating that the utilization of social media has a significant impact on readiness. The path coefficient is 0.278, and the p-value is 0.000, which is less than the significance level of 0.05. An escalation in social media usage will heighten preparation. The effect of readiness ranges from 0.121 to 0.420 with a confidence level of 95%. Social media usage has a moderate impact on preparation at the structural level, with a f square value of 0.129. However, the utilization of social media remains crucial in order to distribute information and provide education regarding disasters to the community. In order to achieve the maximum impact of this phenomenon, which is 0.420, a compelling and informative content strategy is required, along with proactive engagement with the audience to enable effective reception of disaster preparedness messages.
5. **The hypothesis H5** is supported, indicating a significant relationship between increasing intention and preparedness. The path coefficient is 0.301, and the p-value is 0.001, which is lower than the significance level of 0.05. Augmenting one's intention will directly enhance their level of preparation. The effect of readiness ranges from 0.150 to 0.509, with a confidence level of 95%. The presence of intention in enhancing readiness has a minor impact at the structural level (f square = 0.150). This implies that a significant determination within the community to be ready for disasters has a crucial impact on the development of actual preparedness. In order to achieve the maximum impact of this phenomenon, which is 0.509, it is necessary to make concerted efforts to enhance community awareness and understanding of the significance of preparedness through educational campaigns, training, and active involvement in disaster mitigation operations.

Table 3. Hypothesis Testing Results of Mediation Effect

Hypothesis	Path Coefficients	P Values	95% Confidence Interval Path Coefficient		Upsilon v
			Lower Limit	Upper Limit	
H6. Disaster Education (X1) -> Intention (Z) -> Preparedness (Y)	0,119	**0,003**	0,051	0,209	0,0143
H7. Social Media Usage (X2) -> Intention (Z) -> Preparedness (Y)	0,119	**0,036**	0,030	0,243	0,0141

Source: Researcher processing results, 2024

In the table, the explanation of the hypothesis testing of the mediating effect is as follows:

6. **The hypothesis H6** is supported, as intention plays a substantial role as a mediating variable. Specifically, it mediates the indirect impact of disaster education on preparation, with a mediation path coefficient of 0.119 and a p-value of 0.003, which is less than the significance level of 0.05. Nevertheless, in terms of structure, the mediating influence of intention is still considered to be minimal, with a value of 0.0143 for upsilon v. By enhancing the quality of disaster education, the mediating function will grow to 0.209

within the 95% confidence interval. As per the Theory of Planned conduct (TPB), the primary determinant of an individual's conduct is their intention (Ajzen, 1991). Hence, enhancing the propensity to act through efficient disaster education can bolster community readiness for disasters. The TPB sheds light on the fact that intention is influenced by attitude towards undertaking it, perceived social norms, and perceived control. In this specific context, disaster education is expected to increase positive attitudes for disaster and the necessary preparation; perceived encouragement of the ideal subjective norms; and the perceived ability to regulate or manage the disaster experiences.

7. **The hypothesis H7** is confirmed considering that the role of intention as the intermediate variable is significant. In particular, it moderates how the use of social media affects the level of preparation indirectly, with the mediation path coefficient being equal to 0. 119 and an alpha level of significance of 0. P values is 0.036, which is less than 0. 05. However, regarding the structural level, the mediating influence of the concept of intention is of a moderate kind and has a value of 0. 0141 for upsilon v. The difference in the mediating role will range between 0,030, within the confidence level of 95 percent 0,243 concurrently as the application of social media for disaster education is extended. Furthermore, the Theory of Planned Behavior (TPB) also supports this finding as it posits that information published on social media can influence individuals' intentions on preparedness by providing information that strengthens positive attitudes towards preparedness, influences subjective norms to be more supportive of preparedness, and increases perceived control over the behavior regarding preparedness for disasters. According to (Ajzen, 1991), the theory of planned and organized behavior suggests that people are highly likely to initiate structured behaviors only if they are strong with personal conviction, which depends on the information and support from such sites.

To determine the extent of the impact of the disaster education and the use of social media on the community preparedness, the researcher applied the Goodness of Fit, of the evaluation of the fit model:

Table 4. Results of R Square and Q Square

	R Square	Q Square
Preparedness (Y)	0,709	0,476
Intention (Z)	0,517	0,349

Source: Researcher processing results, 2024

In table 4 there are results regarding the R Square and Q Square values. R square indicates the extent to which the residuals of the endogenous variables are explained by other exogenous/endogenous variables in the model. According to Chin (1998), the qualitative interpretation value of R square is as follows: 0.19 means low priority level, 0.33 means medium influence, and 0.66 means high influence. Q square is thus a metric that measures the level of predictive accuracy with respect to the ability of changes in exogenous and endogenous factors to explain endogenous variables. In the Q square evaluation method, it measures predictability by ascertaining the range of ability of changes in variables to predict variables. Basically, this measure tests the predictive relevance value of PLS and confirms the extent to which the model should be used. In Hair et al.'s (2019) study, If the Q square value is more than 0, then it indicates that the

model in question is a predictive model. Categorized as 0 for low influence, 0.25 for moderate influence, and 0.50 for great effect

According to the calculated data, it is also established that the total effect of disaster education and use of social media in preparedness levels is 70. 9% which shows that there is a good influence. This shows that incorporating disaster education and the use of social media is very effective in enhancing community Preparedness for disasters. Going by the R square of 0.709 it can be inferred that this model adequately describes variability of preparation. However, the Q square value of the preparedness variable is 0. 476, which in fact signifies that the degree of accuracy of the prediction is almost high. The size of this relationship implies that the model used has a high degree of prediction accuracy in the identification of the community's level of disaster preparedness. Additionally, the Q Square value implies that the combination of integrating disaster education with social media usage is highly efficient in predicting community readiness as well.

From the developed research study, it is evident that disaster education may contribute positively towards improving the desire of a person in contributing towards disaster preparedness. Thus, incorporating social media into the information gathering process will be helpful to the community to improve its disaster preparedness.

CONCLUSION

Therefore, with reference to the research findings, it can be concluded that disaster education and implementation of social networks influence the preparedness of the coast areas. Thus, as a route for bettering the state of disaster preparedness in the community being assessed, disaster education programs should be broadened and enhanced. The government and other related organizations require to establish an elaborate and long-term system of educating the population in the sphere of disasters, starting with the elementary data concerning the disasters themselves and ending with the skills required to act during disasters. Such programs should be needs based and with community involvement and should reflect the cultural setting of the community.

Thus, the use of social media as a disaster communication tool must be enhanced. The government agencies and other relevant organizations should extend the dissemination of current and relevant information regarding disaster preparedness through social media platforms. Awareness creating campaigns through social media can go a long way in enhancing the awareness of the people to take necessary precautions in disasters. There is also a requirement for social media literacy to be enhanced so that the public can differentiate between the valid and the invalid or the misinformation.

REFERENCES

Ajzen, I. (1991). The theory of planned behavior. In *Organizational Behavior and Human Decision Processes* (Vol. 50, Issue 2). Academic Press. https://doi.org/10.1016/0749-5978(91)90020-T

Ajzen, I. (2002). Perceived Behavioral Control, Self-Efficacy, Locus of Control, and the Theory of Planned Behavior1. *Journal of Applied Social Psychology*, *32*(4), 665–683. https://doi.org/https://doi.org/10.1111/j.1559-1816.2002.tb00236.x

Badan Nasional Penanggulangan Bencana. (2022). *BNPB Verifikasi 5.402 Kejadian Bencana Sepanjang Tahun 2021*. https://bnpb.go.id/berita/bnpb-verifikasi-5-402-kejadian-bencana-sepanjang-tahun-2021

Badan Pusat Statistik. (2018). *Pilar Lingkungan Indikator Pembangunan Berkelanjutan 2018*.

Chaudhary, M. T., & Piracha, A. (2021). Natural Disasters — Origins, Impacts and Management. *Encyclopedia*, *1*, 1101–1131.

Chin, W. W. (1998). The partial least squares approach for structural equation modeling. In *Modern methods for business research.* (pp. 295–336). Lawrence Erlbaum Associates Publishers.

Gelgel, N. M. R. A. (2020). Media Sosial Dan Literasi Kebencanaan Di Bali. *Interaksi: Jurnal Ilmu Komunikasi*, *9*(1), 19–30. https://doi.org/10.14710/interaksi.9.1.19-30

Glossary, H. (2014). IRDR DATA Reports - Perils Classification and Hazards Glossary. *Disaster Risk IPO*.

Hair, J. F., Risher, J. J., & Ringle, C. M. (2019). *When to use and how to report the results of PLS-SEM*. *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Ihsan, M. H., T, M. A., N, R. M., Nurfauzia, S., & Candra, T. (2023). Peran Pendidikan Mitigasi Bencana Untuk Membangun Kesiapsiagaan Menghadapi Ancaman Bencana Alam (Kelurahan Limusnunggal). *JUrnal Jagaddhita*.

Lestari, P., Ramadhaniyanto, B., & Wardyaningrum, D. (2018). Pemberitaan di Media Online untuk Pengurangan Risiko Bencana Gunung Sinabung. *Jurnal Kajian Komunikasi*, *6*(1), 106–120. https://doi.org/10.24198/jkk.v6i1.15168

Marlyono, S. G., Pasya, G. K., & Nandi. (2016). Peranan Literasi Informasi Bencana Terhadap Kesiapsiagaan Bencana Masyarakat Jawa Barat. *Gea. Jurnal Pendidikan Geografi*, *16*(2), 116–123.

M.Arsjad, AB. S., & Riadi, B. (2013). Potensi Risiko Bencana Alam Longsor Terkait Cuaca Ekstrim Di Kabupaten Ciamis, Jawa Barat. *Jurnal Ilmiah Geomatika*, *19*(1), 57–63.

Pambudi, N. A. (2018). Geothermal power generation in Indonesia, a country within the ring of fire: Current status, future development and policy. *Renewable and Sustainable Energy Reviews*, *81*, 2893–2901. https://doi.org/10.1016/J.RSER.2017.06.096

Prihantini, A., Rahmayanti, H., & Samadi. (2020). Literasi Mitigasi Bencana. *Prosiding Seminar Nasional Pascasarjana Universitas Negeri Jakarta*, 283–288.

Safianu, O., & Van Belle, J. P. (2023). Social Media Affordances for Disaster Management. *Communications in Computer and Information Science*, *1774 CCIS*(March), 135–153. https://doi.org/10.1007/978-3-031-28472-4_9

Sugiyono. (2011). *Metode Penelitian Kombinasi (Mixed Methods)*. Alfabeta.

Suriadi, A. B., Arsjad, M., & Hartini, S. (2014). Analisis Potensi Risiko Tanah Longsor di Kabupaten Ciamis dan Kota Banjar, Jawa Barat. *Majalah Ilmiah Globe*, *16*, 165–172.

Tobing, L. K. C. B. (2022). Strategi Komunikasi BPBD dalam Mensosialisasikan Informasi Bencana Banjir di Kota Binjai. *Institut Pemerintahan Dalam Negeri*, 1–16.

Disaster Education and Social Media Use Influence Disaster Preparedness in Coastal Communities

ORIGINALITY REPORT

15%	13%	7%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	ijsrm.net Internet Source	2%
2	rjoas.com Internet Source	1%
3	Farid Baskoro, Bambang Suprianto, Lilik Anifah, Yuyun Atik Indriyani. "Beyond Smart Devices: Fostering Critical, Communication and Collaborative Thinking in IoT-Based Sensor and Actuator Competence Learning Outcomes", TEM Journal, 2023 Publication	1%
4	digital.library.adelaide.edu.au Internet Source	1%
5	ijssers.org Internet Source	1%
6	sinomicsjournal.com Internet Source	1%
7	jurnal.iaibafa.ac.id Internet Source	1%

8	Haripin, Sony Warsono. "Analysis of the acceptance of E-learning platform (SIDEK-Edu) among high school students with UTAUT2-TOE approach: implications for digital learning", The International Journal of Information and Learning Technology, 2024 Publication	1 %
9	ejournal.iainbukittinggi.ac.id Internet Source	1 %
10	Submitted to Binus University International Student Paper	1 %
11	www.ijstm.inarah.co.id Internet Source	1 %
12	ejurnal.seminar-id.com Internet Source	<1 %
13	journal.formosapublisher.org Internet Source	<1 %
14	123dok.com Internet Source	<1 %
15	bircu-journal.com Internet Source	<1 %
16	www.scribd.com Internet Source	<1 %
17	dinastipub.org Internet Source	<1 %

18	ejournal.stitpn.ac.id Internet Source	<1 %
19	Hasan Mud'is, Maulana Hasan Mud'is. "Qalbu Therapy Through Talqin Dhikr Tharekat Qadiriyah Naqsabandiyah Suryalaya Sirnarasa Ciamis", Khazanah Sosial, 2022 Publication	<1 %
20	Nugroho Agung Pambudi. "Geothermal power generation in Indonesia, a country within the ring of fire: Current status, future development and policy", Renewable and Sustainable Energy Reviews, 2018 Publication	<1 %
21	core.ac.uk Internet Source	<1 %
22	digilib.unimed.ac.id Internet Source	<1 %
23	ijconf.org Internet Source	<1 %
24	publikasi.mercubuana.ac.id Internet Source	<1 %
25	Desak Gede Karlina Satwiva Wijaya, Dwi Retno Hapsari, Rilus A Kinseng. "PERILAKU KOMUNIKASI MASYARAKAT ADAT DALAM MENOLAK RENCANA REKLAMASI TELUK BENOA", Jurnal Sosial Humaniora, 2023	<1 %

	Publication	
26	menulisilmiah123.blogspot.com Internet Source	<1 %
27	www.coursehero.com Internet Source	<1 %
28	garuda.kemdikbud.go.id Internet Source	<1 %
29	icess.uin-suska.ac.id Internet Source	<1 %
30	repository.effatuniversity.edu.sa Internet Source	<1 %
31	Wehby, Issa. "American Manufacturing Competitive Practices: Empirical Examination of SMEs", The University of Toledo, 2024 Publication	<1 %
32	doaj.org Internet Source	<1 %
33	eprints.ipdn.ac.id Internet Source	<1 %
34	eprints.uad.ac.id Internet Source	<1 %
35	scholarscompass.vcu.edu Internet Source	<1 %
36	www.uni-kassel.de Internet Source	<1 %

37 Marconi, Juliana. "Understanding Consumer's Attitudes and Intentions Towards Showrooming Behavior", University of Arkansas, 2024 <1%
Publication

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		