

The Analysis of Implementing Audiovisual Communication Strategy To Target The Children in Public Service Announcement (Case Study of Disaster Risk Reduction Campaign in Meulaboh)

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Abstrak

Penelitian ini dilakukan di Kota Meulaboh yang mengalami kerusakan akibat tsunami pada tahun 2004. Masyarakat menjadi korban karena rendahnya pengetahuan kebencanaan. Anak-anak juga merupakan korban terbesar dari bencana, sehingga dibutuhkan suatu pendekatan khusus untuk memberikan pemahaman kepada mereka mengenai kebencanaan. Kemp dan Dayton menegaskan bahwa media audiovisual sangat efektif untuk diaplikasikan dalam pendidikan anak. Oleh karena itu penelitian ini dilakukan untuk menganalisa dampak penggunaan media audiovisual dalam menyampaikan informasi kepada anak-anak, terutama informasi tentang pengurangan resiko bencana. Penelitian ini adalah penelitian eksperimen yang mengkombinasikan pendekatan kuantitatif dan kualitatif. Murid-murid sekolah dasar dibagi ke dalam dua grup, dimana grup pertama berfungsi sebagai kontrol dan grup kedua sebagai eksperimen. Grup pertama diuji terkait pengetahuan kebencanaan sebelum mereka menonton materi yang disampaikan melalui media audiovisual sedangkan grup kedua diuji setelah menonton materi yang disampaikan. Hasil penelitian menunjukkan bahwa nilai yang diraih grup kedua lebih tinggi dari grup pertama. Para murid juga menyampaikan bahwa mereka menikmati proses penyampaian pengetahuan via media audiovisual. Mereka berpendapat bahwa materi yang disampaikan via media audiovisual mampu mengubah perilaku mereka serta meningkatkan pengetahuan bencana.

Kata Kunci: iklan layanan publik, komunikasi audiovisual, pengurangan resiko bencana

1. INTRODUCTION

This project is part of the grant scheme of community service project funded by The Minister of Reseach, Technology and Higher Education of The Republic of Indonesia. The goal of this project is to run the disaster risk reduction campaign that target the children in the elementary school. In addition this project also helps local authorities by providing a public services tools in disaster risk reduction campign targetted the children.

This study took place in Meulaboh which was one of the most destructed city caused by tsunami in 2004. According to the statistical demographic data released by local government, there are 187.700 people living in Aceh Barat District which almost 100.000 of them living in dangerous area toward tsunami. It needs strong disaster risk reduction program to reduce the risk of disaster and to prepare community for the disaster scenario.

Meulaboh is one of the most vulnerable town toward disaster especially the tsunami. This town is located in the west coast of Sumatera Island. It is the coastal area of Indian Ocean. Being just 150 km from the epicenter of the earthquake, Meulaboh was hit by tsunami, leaving the estimated deaths of 40,000 people out of 120,000.

Many people became the victims because of their lack of information about disaster knowledge. Disaster education has been seen as an important aspect that should be strengthened toward disaster. The island such as Simeulu where local wisdom about tsunami have been around from generation to generation, were effectively reduce the number of victims. The people of Simeuleu has been understood what to be done when big earthquake occurred. They immediately left the coastal area and run away to the mountain or highland. None of them would stay at the beach or take the fish laying on the sand. They do understand it is the sign of giant tsunami will hit the beach and the only chance to survive is the run to the high land or mountain.

Whereas in other area, many people become the victims because of their lack of awareness about the signs of tsunami. When the earthquake occurred people did not understand what will happen next. Therefore people still leaving around the beach, gather around their village looking for the damage caused by earthquake.

Children are the most vulnerable group of age toward disaster. According to the UNISDR report in Sendai Framework For Disaster Risk Reduction (DRR) For Children, every year there are 175 million children are affected by disasters. The same report shows that in 2014, there were nine millions children had to stop their formal education because of disaster. In addition, Penrose and Takaki (2006) said that climate change impacts are projected to increase the numbers of children affected by disasters, from an estimated 66.5 million per year in the late 1990s, to as many as 175 million per year in the coming decade.

Most of people pay a lot of attention to safe the children in disaster situation. They are so easily touched when they see children suffering and want to help with resources they have. It absolutely a good things to be done. However the pre disaster stage is much more important to safe children from the risk of the disaster. Children are so fragile and need more attention before the disaster comes. The picture below shows that disaster management should not focus only in the response and recovery phase. But it is an integral aspect consist of four main phase which are the preparedness phase, response phase, recovery phase and mitigation phase.

Response and recovery phase will needs massive support from all the stakeholders. But mitigation and preparedness phase also play important role to reduce the risk. Good mitigation and preparedness program also need support from the stakeholders although the scale of support might be less than support needed in the response and recovery phase. It is an integrated program which cannot be run only by the government. Other stakeholders should work together with the government to do their best effort and contribute in disaster risk reduction.



Therefore disaster education should be started in early age. The knowledge should be delivered creatively in order to motivate, increase children's interest to understand what is tsunami, what are the signs and what should be done when it happens.

Several education and communication experts believe audiovisual communication as the most effective methods to approach children and deliver the knowledge through it (Dwivedi, 2006). Kemp and Dayton (1985) also said similar statement about the effectiveness of audiovisual communication in education process. Smaldino at all (2005:9) said visual communication could be the video or movies, computer program, television. In this research audiovisual communication meaning is limited to the video/movies.

Therefore this research is conducted to examine the impact of DRR campaign through audiovisual communication to deliver disaster knowledge and tsunami information to the children. Many previous researches about the impact of audiovisual media in learning process has been done. Ode (2014) said the using of audiovisual media had significant positive impact on the learning process and help children to understand the courses more easier than before. This research will answer the question about the effectiveness of audiovisual communication or movies as one of alternative method in delivering disaster knowledge to the children. In long run, it could be a reference to the DRR community and education stakeholder to choose audiovisual communication as the most effective media to teach children about disaster knowledge.

2. THEORETICAL FRAMEWORK

There is strong evidence to show that disaster risk reduction program could be one of the more cost-effective development interventions. DRR saves people lives and protects communities and their resources such as food, livestock and property. Crucially, it also promotes early and cost-effective responses the risks and will be required on an accelerating scale from now on. We know that development assistance is increasingly being diverted into emergency and distress assistance. However, it is much more cost-effective to invest in more and better disaster risk reduction program.

United Nation Office for Disaster Risk Reduction (UNISDR) defines disaster risk reduction as the concept and practice of reducing disaster risks through systematic programs to analyse and reduce the causal factors of disasters. Reducing exposure to hazards, decreasing vulnerability of people and property, wise management of land and the environment, and improving preparedness and early warning for adverse events are all examples of disaster risk reduction efforts.

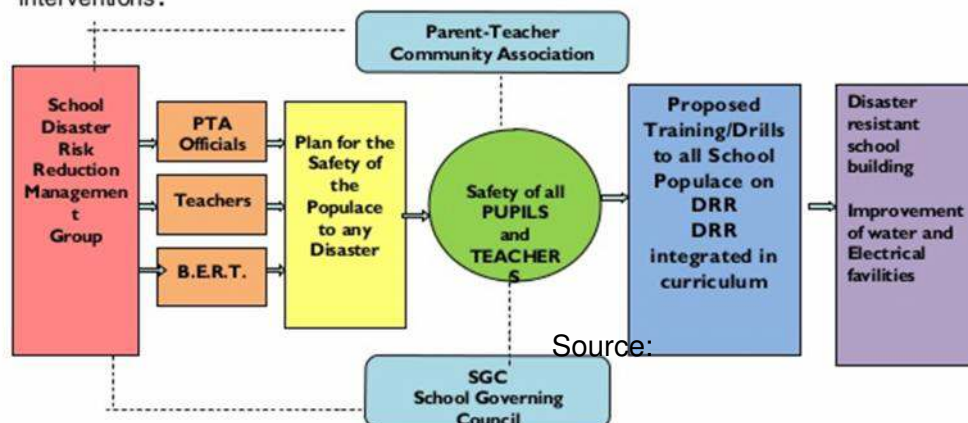
Disaster risk reduction includes disciplines like disaster management, disaster mitigation and disaster preparedness, but disaster risk reduction is also part of sustainable development. In order for development activities to be sustainable they must also reduce disaster risk. On the other hand, unsound development policies will increase disaster risk - and disaster losses. Thus, disaster risk reduction involves every part of society, every part of government, and every part of the professional and private sector. It is part of our responsibility to be involved in any disaster risk reduction programs as well as to campaign the importance of disaster risk reduction program.

School as the education institution should be aware of the disaster risk reduction issues. Disaster preparedness management system should be implemented as part of the curriculum and involving stakeholders. An internation NGO called Save The Children has released a framework of school disaster management plan as shows below :

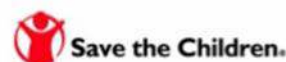
Creating a School Disaster Management Plan (SDMP)

III. SCHOOL DEVELOPMENT PLAN FRAMEWORK

A. Development Plan Framework: This framework provides a visual representation of what actions will be undertaken by various key players and the expected outcomes of these interventions.



Source:



Most of the disaster risk reduction policies in many countries targets the needs of adult and community in general. Adult assumed as the main actor who take the responsibilities to keep their families safe. Meanwhile, children are often depicted only as victims of disaster events and its impacts.

Promoting child participation does not eliminate the importance of adult responsibility to lead on creating of an enabling environment for children to participate and voice their perceptions and ideass. Research shows how communication and interaction with other members of the community is crucial to creating the active support and behavioural changes that reduce disaster risks.

Disaster risk reduction efforts cannot properly account for children's needs unless specific attention is paid to this during the design and implementation of any intervention. Such DRR can be said to be 'child-centred' or 'child-focused'. Engaging children directly in the design and delivery of DRR activities can have many benefits. This work is referred to as 'child-led' DRR and covers a broad spectrum of actions.

Children are the most vulnerable group of age toward disaster. According to the UNISDR report in Sendai Framework for Disaster Risk Reduction (DRR) For Children, every year there are 175 million children are affected by disasters. The same report shows that in 2014, there were nine millions children had to stop their formal education because of disaster. Therefore disaster education should be started in early age. The knowledge should be delivered creatively in order to motivate, increase children's interest to understand what is tsunami, what are the signs and what should be done when it happens.

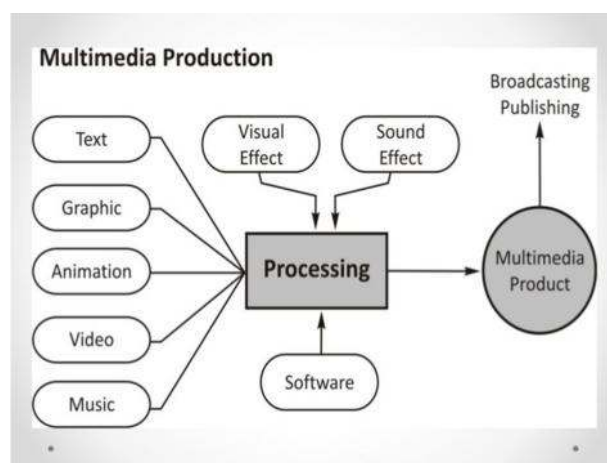
Children learn best by observing and copying the behaviors of adults. It is therefore evident that learning is more effective when sensory experiences are stimulated. These include pictures, slides, radios, videos and other audiovisual tools. According to the Webster dictionary, audio-visual aids is defined as 'training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections

or the likes". The concept of audiovisual aids is not new and can be traced back to seventeenth century when John Amos Comenius (1592-1670), a Bohemian educator, introduced pictures as teaching aids in his book *Orbis Sensualium Pictus* ("picture of the Sensual World") that was illustrated with 150 drawings of everyday life.

For example, through this campaign (audiovisual media disaster risk reduction campaign) the movie shows what are the most important things to be put in the emergency bag. This kind of information are easily accepted by the children when they see the pictures of those things that should be prepared. This information as able to be delivered through verbal and notes taking in the class. But the information delivered through this method is easily to be forgotten and difficult to memorize. On the other hand the information about what should be put in the emergency which delivered through the movies is easily to be remembered by the children.

Several education and communication experts believe audiovisual communication as the most effective methods to approach children and deliver the knowledge through it (Dwivedi, 2006). Kemp and Dayton (1985) also said similar statement about the effectiveness of audiovisual communication in education process. Smaldino at all (2005:9) said visual communication could be the video or movies, computer program, television. In this research audiovisual communication meaning is limited to the video/movies.

There are various types of audiovisual materials ranging from filmstrips, microforms, slides, projected opaque materials, tape recording and flashcards. In the current digital world, audiovisual aids have grown exponentially with several multimedia such as educational DVDs, PowerPoint, television educational series, youtube, and other online materials. The goal of audio-visual aids is to enhance teacher's ability to present the lesson in simple, effective and easy to understand for the students. Audiovisual material make learning more permanent since students use more than one sense. It is important to create awareness for the state and federal ministry of education as policy makers in secondary schools of the need to inculcate audiovisual resource as main teaching pedagogy in curricula. The outcome is to promote the audiovisual material in secondary schools because they lack the resource to produce them. The visual instruction makes abstract ideas more concrete to the learners. This is to provide a basis for schools to understand the important roles in encouraging and supporting the use of audiovisual resource. In addition, studies have shown that there is significant difference between the use and non-use of audiovisual material in teaching and learning.



Picture above shows that audiovisual or multimedia consist of several integrated media or tools to deliver the information. It combines text, music, audio, visual effect, animation etc to produce the movie which are able to attract attention and make audience easily receive the information.

Mishra (2004) describes several advantages of using audiovisual media in the learning process. Integrating technology through audiovisual media into the classroom help students to experience things virtually or vicariously. Although the first hand experience is the best way of educative experience but such an experience cannot always be done practical. It needs some modification and innovation to adapt to the actual situation. Use of audio-visual aids help in maintaining discipline in the class since all the students' attention are focused in learning. This interactive session also develops critical thinking and reasoning that are important components of the teaching-learning process.

Audiovisual provides opportunities for effective communication between teacher and students in learning. For example, in a study on English as Foreign Language (EFL) classroom, the difficulties faced by EFL learner are lack of motivation, lack of exposure to the target language and lack of pronunciation by teacher, and such difficulties can be overcome by Audio as purpose of communication and Visual as more exposure. Students learn when they are motivated and curious about something. Traditional verbal instructions can be boring and painful for students. However, use of audio-visual provides intrinsic motivation to students by peaking their curiosity and stimulating their interests in the subjects.

On the other hand, audiovisual media also have several disadvantages. One should have an idea that too much audio-visual material used at one time can result in boredom. It is useful only if it is implemented effectively. Considering that each teaching learning situation varies, so it is important to know that all concepts may not be learned effectively through audiovisual. Most of the time the equipment like projector, speakers and headphone are bit costly hence some of school cannot effort it. It needs a lot of time for teacher to prepare lesson to have interactive classroom session. Also teacher's valuable time may be lost in gaining familiarity with new equipment. Some students may feel reluctant to ask questions while film is playing and in small rooms can be a physical barrier. In places where electricity is not available in rural areas, it is not feasible to use audio-visual aids that requires electricity.

New technology and children are attracting common attention. Audiovisual media and technologies are probably the most relevant because of several reasons such as: they are more informative, effective communication possibilities, to "new" cultures, to the development of new skills, to knowledge delivery.

Audio-visual media technology and many other technologies are influencing everyday life, life styles, entertainment and also the ways of relating to and communicating with others. It also effects childrens life and their perspective in education. They may also stimulate some of capacities (cognitive, sensitive, emotional, and creative).

3. RESEARCH METHODS

This research is conducted based on experimental research. This research methodology is defined as a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables.

The experimental research was conducted by randomized control-group pre-test post-test design. The samples are divided in two groups. The first group was treated as the control group and the other group was treated as the experimental group. The result test of the control group will be the based line of the examined data without any

involvement of audiovisual media. In the other hand the result test of the experimental group, will be the base line data to acknowledge the impact of the audiovisual communication media in DRR that target the children.

The experimental group did the test after watching cartoon movies titled “Belajar Bencana Sejak Dini, Membangun Sekolah Dasar Yang Tangguh Bencana”, and the control group did the test before watching the movie. The movies itself contains full of information about tsunami.

Most of the scenes in the movie were taken in Meulaboh involving local talents and memorial places. It generates students interest to watch the movie and engaging with the messages delivered through the movies.

The meaning of children in this research is limited to the children who attend elementary school with age range between 10-12 years old. Total population are around 3020 children and 200 children were selected as the samples of this research based on cluster random sampling technique. The independent variable of this research is the audiovisual communication media (cartoon movies titled “Belajar Bencana Sejak Dini, Membangun Sekolah Dasar Yang Tangguh Bencana”). The indicators of audiovisual communication in this research are the ability to understand the signs before tsunami occurred; the ability to understand what should be done when it happens, and how to reduce its risk. The dependent variable is the level of knowledge of the children about tsunami which measured based on the test result.

4. FINDINGS

Research team visits several elementary schools around Johan Pahlawan dan Meureubo subdistrict to obtain the data. They conducted the test through questionnaires before watching the movies to the control group and conducted the test after watching the movies to the experimental group. The experimental group are those who is the target of the disaster risk reduction campaign through the audiovisual media.

The data collection were not done in the same day since the data were collected from various schools around the town. It needs more efforts and times to reach all the schools. Team collected the data for almost one month period.

There are 87 students were treated as the control group and 90 students were treated as the experimental group. Based on the collected data, it shows that the average mark for the control group is 62,69 points out of 100 points and the average mark for the experimental group is 71,61 points. There is different around 8,9 points. This average mark shows the impact of the disaster risk reduction campaign conducted through audiovisual media. It has been admitted this differences was not totally caused by the audiovisual media. It also raised up because of the support of the verbal campaign delivered by the team who visit the school. However the audiovisual media is the main factor in this research that caused the differences between the control group and the experimental group.

Based on the field research, the team found that children in the elementary school has different level of knowledge between one school and another. The student from the school located in the down town more likely have higher mark than the students from the school located in rural areas. It might be caused by lack of education facilities and human resources at those particular schools.

In addition the team did not come to schools only for collecting research data. They came to school to disseminate disaster information and to teach students what should be prepared to reduce the risk of disaster. Students used to think the disaster is all about the time when disaster comes. They do not think that disaster is beyond what they are thinking. They feel relief to know what should be prepared before disaster comes, so it will give more chance to survive.

School administrators welcoming the team and felt the disaster risk reduction campaign target the children will raise a lot of benefit for students at elementary

school level. They supported the team by providing the soundsystem tools, class room and other needed tools. It motivated the team to expand the programs in other districts to increase the impact of disaster risk reduction campaign.

Students response was so positive toward the disaster risk reduction campaign. They were so anthusiastic and motivated to watch the movie and pay serious attention on the information given by the characters in the movie. The felt more easier to understand information delivered through the movie than similar information they received through the books.

Moreover the education stakeholder show positive response on this disaster risk reduction program. The s

5. CONCLUSION and RECOMMENDATION

There is positive impact between DRR campaigns through audiovisual communication media to the children knowledge about tsunami. The impact is significant which shows from the test result of the control group and the experimental group.

Although several steps have been implemented to ensure the methodology is applied correctly, this research also has several limitations. First, this research only focuses on the children with age range between 10-12 years old. Different result might be obtained if the research targets different group of ages. Second, the samples might have different level of knowledge and intelligence before taking the test. It will affect the correctness of their answer, which means they already known the information without watching the movie.

In conclusion, people should be aware of the importance of DRR campaign. It should be a global movement to spread out the information in strengthening community resilience to face disaster. Therefore the campaign should be delivered effectively and efficiently.

Audiovisual communication media is one of the alternative media that has been proved scientifically effective to be used in DRR campaign especially the one which targets the children. Moreover DRR campaign through audiovisual communication is also easier and cheaper to be duplicated by disaster stakeholders.

Based on the conclusion mentioned above, government should consider the audiovisual media as the main tool to target the children. Government could use the audiovisual media to run the campaign or public services ads to increase children knowledges and awareness in several issues. Children are more likely to easily understand of something which are presented through audiovisual than from other form of media.

However the disaster risk reduction campaign is not only the responsible of the government. It should be the responsible of all stakeholder to support the programs which are able to reduce the impact of disaster. Moreover the disaster risk reduction program that targets the children.

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