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Safety Induction as an Effort to Improve School Safety Standards

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Abstract

Schools are vulnerable to disasters, especially elementary schools, because most of the children there lack the skills needed to respond to disasters.. The identification revealed that elementary school Y is a school with a large student population but a building with a high risk of hazards, both in terms of construction and environmental hazards and fire hazards. This school has begun implementing a school safety system in the initial stages, including the installation of simple safety infrastructure. However, in terms of human resource organization, improvements are still needed, as the school is not yet able to organize its members, especially students, during emergencies. Furthermore, the student population is highly dynamic, with student turnover occurring annually. This requires schools to conduct disaster simulations regularly throughout the year to enhance the preparedness of the school community. Real-world conditions indicate that schools are not yet adequately equipped to organize large crowds during emergencies and do not yet have standard safety induction materials that can be used consistently to train all students in disaster preparedness in responding to hazards. The community service activity produced a school disaster mitigation pocket book that can be used as a safety induction media for its residents, and the training results showed an increase in pre-test and post-test scores by 22%. In addition, the results of the evacuation simulation practice showed that the total time required was only 1 minute 51.75 seconds for all students to be present at the assembly point. This indicates an increase in students' understanding and preparedness in responding to emergencies. This activity supports the achievement of Asta Cita 4 and Sustainable Development Goals, especially goal 3 (Good Health and Well-being) and goal 11 (Sustainable Cities and Communities).

Keywords: safety induction; emergencies; evacuation; elementary school

PENDAHULUAN

A. *Situation Analysis*

Although formal policies exist, emergency preparedness in educational settings remains low because these policies have not been consistently implemented into training and operational practices [1]. A lack of formal training and repeated exposure to evacuation drills results in weak procedural knowledge, causing evacuation responses to be more disorganized and slower than those of trained participants [2]. This challenge becomes more critical in crowded settings, where unfamiliarity with the building layout can delay the identification of evacuation routes [3].

Educational media for safety induction come in various forms, including pocket books, leaflets, AR media, videos, and more. Video, as a distance learning and on-demand medium, has proven effective in improving knowledge and skills in the context of occupational health and safety training, making it worthy of consideration as a safety induction method [4]. Video-based interventions can improve procedural knowledge and compliance [5]. In addition, videos are also effective in increasing practical knowledge and

participant satisfaction, indicating useful learning transfer for evacuation instructions and use of safety equipment [6]. While conventional videos are effective, safety training literature shows that the right combination of methods and media can improve the understanding and application of safety measures better than traditional single methods [7], because training involving interactive audio-visuals will encourage higher participant involvement compared to conventional approaches [8]. The use of video-based learning media is effective in increasing understanding of emergency response among students [9].

Disaster communication is urgently implemented because it can help provide fast and accurate information to stakeholders to improve preparedness and response during emergencies [10]. One of them is through interactive videos that are structurally designed to help improve the technical skills and procedural execution abilities of participants, which means that digital media can strengthen procedural memory and reduce errors in carrying out tasks [11].

The use of safety induction videos has been reported to be able to increase participants' understanding and awareness of Occupational Safety and Health (OSH) principles, safety procedures, the use of Personal Protective Equipment/PPE, and emergency response measures, so that videos have the potential to be an effective safety education media to reduce the risk of injury or accidents [12] [13] [14]. The implementation of video safety induction is seen as an effective strategy for improving safety culture because visual media can provide realistic situations, making it easier to understand safety material. Therefore, this approach is worthy of adaptation to improve safety aspects for building occupants in educational institutions [15].

SD Y is a private elementary school in Semarang City that has the potential for disasters, namely landslides and fires. As of February 20, 2026, this school recorded 451 students from grades 1 to 6 and has 40 teachers and staff. This elementary school has a 3-story building with quite steep stairs. On the other hand, this school is a high-risk area during an emergency, because it accommodates many people, the majority of whom are children, where the assembly points, evacuation routes and existing safety facilities are not all understood by the students at the elementary school.

In the Community Service phase previously carried out at the elementary school, the team initiated the introduction of a safety management system at the school, one of which was by helping to prepare evacuation maps and install portable fire extinguishers.

Although this school already has policies related to disaster mitigation and implemented a school safety system in the initial stages, namely the installation of simple infrastructure, the preparation of evacuation maps and the determination of assembly points, the implementation of disaster simulation exercises and practices for students has not been carried out adequately, so that the preparedness and evacuation response of the school community, especially students, is still quite weak. This condition requires a solution to develop an emergency response system, especially emergency evacuation and safety education media which is a means of safety communication that is uniform, fast, easily accessible and can be studied repeatedly even though students change every year.

B. Partner Issues

The partner of this community service activity is SD Y which is included in the non-productive target group. The target partner lives in a school building with a high risk of danger both in terms of construction or the threat of danger from the environment or the danger of fire that may occur from the school itself. The school has begun to implement a school safety system in the initial stage in the form of installing simple safety infrastructure, but in terms of organizing human resources in emergency situations, especially students, it is still very weak, because the school has not been able to organize its citizens, especially students, in emergency situations, especially during the evacuation process, both during simulations and during actual disasters.

On the other hand, the highly dynamic size of the school community adds to existing vulnerabilities, with new students arriving and graduating each year. This requires schools to regularly conduct disaster simulations to improve the school community's preparedness. However, schools are not yet capable of conducting adequate simulations to organize large crowds in emergencies. Furthermore, they lack standard safety induction materials that meet elementary school needs and can be used consistently to train all students in disaster preparedness, particularly in emergency evacuations.

Problem Solution

In schools with a high potential for safety hazards, it is crucial for the entire community to understand how the school community prepares and responds to potential disaster threats. This activity supports the achievement of Asta Cita 4 and the Sustainable Development Goals, specifically Goal 3 (Good Health and Well-being) and Goal 11 (Sustainable Cities and Communities). The following are some safety issues at SD Y and the solutions proposed through this community service activity, as presented in Table 1.

Table 1. Problem and Solution

Aspect	Problem	Solution	Target Achievement
School community knowledge.	Students, teachers, and education staff do not yet adequately understand emergency response and evacuation procedures.	Emergency response training and evacuation drills for the school community.	Increase in knowledge scores before and after training.
Emergency response team and organizational structure.	The school does not yet have an emergency response team, organizational structure, or evacuation command chain.	Establishment of an emergency response team, organizational structure, and evacuation command chain.	An emergency response team, organizational structure, and evacuation command chain are established at the school.
Emergency evacuation procedure.	The school does not yet have an adequate emergency evacuation procedure.	Development of an emergency evacuation procedure suited to the school's conditions.	An emergency evacuation procedure suited to the school's conditions is available.
Emergency response procedure.	The school does not yet have an adequate emergency response procedure aligned with the school's hazard potential.	Development of an emergency response procedure aligned with the school's hazard potential.	An emergency response procedure aligned with the school's hazard potential is available.
Educational media for evacuation simulation.	The school does not yet have a standardized safety induction media for repeated training throughout the year.	Development of a simple, applicable safety induction pocket book media.	A standardized safety induction pocket book media for repeated training throughout the year is available.

METHOD

The method of implementing this community service activity adapts an educational and participatory approach.

A. Implementation Method

1. Educational Method

Provide education to the school community regarding:

- Basic safety principles and first aid.
- Identification of potential hazards in the school environment.
- Emergencies and disaster threats in schools.
- Emergency response and evacuation procedures.
- Emergency response team, organizational structure, and chain of command.

Methods used include:

- Interactive lectures.
- Demonstrations.
- Safety induction training.

2. Participatory Method

The program is developed in collaboration with the school to ensure more contextual and applicable outputs. These include:

- Identification of hazard risks.
- Development of emergency response procedures.
- Development of emergency evacuation procedures.
- Formation of the team, organizational structure, and chain of command for the emergency evacuation team.
- Development of simulation plan.
- Development of safety induction pocket book media.
- Development of a training plan.

B. Activity Stages

Stages 1 – The preparatory stage includes:

- Coordination with the internal team for activity implementation.
- Managing permits and obtaining ethical clearance approval.
- Coordination with the school principal.
- Observation to update the latest school safety conditions.
- Identification of evacuation routes and assembly points.
- Preparation of training materials.
- Preparation of draft emergency response procedures.
- Preparation of draft emergency evacuation procedures.
- Preparation of draft team, organizational structure, and chain of command for the emergency evacuation team.
- Preparation of draft emergency simulation scenarios.
- Preparation of activity evaluation instruments.
- Preparation of draft mitigation pocket book media.

Stage 2 – The implementation stage include:

- a) Emergency response training, first aid and emergency evacuation for the school community.
 - *Pre-test.*
 - Delivery of material: basic safety principles; identification of potential hazards in the school environment; emergencies and disaster threats in schools; emergency response and evacuation procedures; teams and organizational structures of emergency response and first aid teams.
 - *Post-test.*
- b) Preparation of emergency response team, emergency response team organizational structure and emergency evacuation chain of command.
 - Presentation of the draft emergency response team, the organizational structure of the emergency response team and the chain of command for emergency evacuation.
 - Focus group discussions with the school for discussion.
 - Determination and validation of the emergency response team, the organizational structure of the emergency response team and the chain of command for emergency evacuation with the school.
- c) Preparation of emergency evacuation procedures appropriate to school conditions.
 - Presentation of a draft of emergency evacuation procedures that are appropriate to school conditions.
 - Focus group discussions with school officials to discuss draft emergency evacuation procedures.
 - Develop and validate emergency evacuation procedures appropriate to school conditions, in collaboration with school officials.
- d) Preparation of emergency response procedures that are appropriate to potential hazards in schools.
 - Presentation of draft emergency response procedures appropriate to potential hazards in the school.
 - Focus group discussions with the school to discuss draft emergency response procedures that are appropriate to potential hazards at the school.
 - Developing and validating emergency response procedures appropriate to potential hazards in schools.
- e) Making simple and applicable safety induction pocket book media according to the needs of the school community.
 - Drafting.
 - Discussion with the school.
 - Editing.
 - Evaluation of the safety induction pocket book media results.

Stage 3 – The evaluation stage is carried out through:

- *Pre-test and post-test.*
- Observation during the simulation.
- Reflection discussion with school leaders, teachers, staff and students.

This community service activity has received ethical approval from the Research Ethics Committee of Universitas Negeri Semarang, under reference number B/2522/UN37.3.1/KEP.00/2026.

RESULT AND DISCUSSION

The community service activities for lecturers began with coordination activities with schools, preparation of procedures and emergency response teams, preparation of pocket books as safety induction media in schools (Figure 1), consolidation of simulation scenarios and also pre-disaster simulations to measure distance and time before evacuation simulation activities were carried out.



Figure 1. Safety induction pocket book media

Community service activities in the form of emergency evacuation simulation were carried out on June 17, 2026 at SD Y. This activity aims to improve the knowledge, preparedness, and skills of students and teachers in dealing with emergency conditions through the implementation of structured evacuation simulations. This activity involved lecturers, students, the principal and vice principal; three homeroom teachers; three subject teachers; two first aid teachers; and students of grades 5A, 5B, and 5C. The number of student participants who took part in the activity was 64 people, consisting of 21 students from grade 5A, 21 students from grade 5B, and 22 students from grade 5C.

The series of activities began at 8:15 a.m. with an opening remarks from the principal and the lecturer. Following the remarks, participants took a pre-test to assess their initial knowledge of emergency preparedness and evacuation procedures. The pre-test and post-test questions consist of 3 questions, namely those related to disasters, evacuation and assembly points, where these questions must be completed in approximately 10 minutes each.



Figure 2. Delivery of disaster mitigation and first aid materials

At 9:00 a.m. participants received material on emergency response and evacuation procedures delivered by a team of lecturers involved. The material provided included an introduction to emergency conditions, the importance of preparedness in the school environment, safe evacuation procedures, and the role of each individual in an emergency. This was followed by a presentation on the contents and use of first aid bags. Following the presentation, participants took another post-test to determine their understanding after receiving the education.

The pre-test results, which measured students' initial knowledge regarding disaster preparedness, showed an average score of 54.90. Meanwhile, the post-test results showed an average score of 66.67. This indicates an increase in student knowledge, as evidenced by the pre-test and post-test scores, with a 22% increase. This indicates an increase in students' understanding of emergency preparedness and response. However, some students did not participate in the pre-test and post-test activities, but because these activities were voluntary and not coercive, this was still permitted.

Table 2. Output *Pre Test* and *Post Test*

Class 5A			Class 5B			Class 5C		
No.	Pre Test	Post Test	No.	Pre Test	Post Test	No.	Pre Test	Post Test
1	40	75	1	60	85	1	65	85
2	70	80	2	75	55	2	30	40
3	70	80	3	75	70	3	35	45
4	65	70	4	55	60	4	50	50
5	60	65	5	60	80	5	55	65
6	60	70	6	35	45	6	55	75
7	60	80	7	60	60	7	85	85
8	60	80	8	65	95	8	35	95
9	55	60	9	50	55	9	55	75
10	85	80	10	70	85	10	60	80
11	60	70	11	40	40	11	25	70
12	30	55	12	45	45	12	50	85
13	45	35	13	65	65	13	30	35
14	35	35	14	75	85	14	35	50
15	70	95	15	75	80	15	60	95
16	40	50	16	30	35	16	60	50
17	45	40	17	65	60	17	60	95
18	65	75	18	55	55	18	50	80
19	55	65	19	45	50	19	60	75
20	70	80	20	30	65	20	85	95
21	55	60	21	60	60	21	50	75
						22	35	40
Mean	56.90	66.67	Mean	56.67	63.33	Mean	51.14	70.00
Difference		9.76	Difference		6.67	Difference		18.86
Increase		17.15%	Increase		11.76%	Increase		36.89%

Before the simulation began, a team of students provided an introductory presentation and practical evacuation procedures. During the introductory session, participants were given the opportunity to prepare their positions, as were all team members and field officers for the simulation, including those responsible for the sirens and timekeepers, as well as those responsible for cones and documentation at the assembly point. Student companions were also assigned to each class, namely 5A, 5B, and 5C, to assist teachers in directing students during the evacuation process. In addition, field officers prepared assembly points, class markers, and timers to support the smooth running of the simulation.

The evacuation simulation began with a classroom presentation of emergency evacuation training. An instructor or facilitator leads the training activities and students participate in a series of activities, while the team prepares for the evacuation according to the simulation scenario. The situation was designed to mimic normal conditions during a sudden emergency evacuation, allowing students to experience a more realistic simulation environment.

During the simulation, an emergency siren sounded to signal the start of the evacuation and a timer was started to calculate the time required to reach the assembly point. After hearing the emergency signal, the teacher immediately instructed students to remain calm and leave the classroom in an orderly manner. The student escort team helped direct elementary school students to the designated evacuation route. All students then moved towards the assembly point on the school field while maintaining order and safety during the evacuation process, the student lines were separated by

class flags of various colors and cones whose colors corresponded to each class flag, red for class 5A, blue for class 5B, and green for class 5C. During the activity, all these activities were documented by the student team for evaluation and reporting purposes.

After all students arrived on the field, participants were lined up by class and sex. Teachers and field officers ensured each class was in its designated position and maintained order throughout the assembly process. This phase aimed to facilitate the data collection process and ensure all students were safely evacuated. The first student reached the assembly point after 53.10 seconds, and the last student arrived 58.65 seconds later, resulting in a total evacuation time of 1 minute and 51.75 seconds.

The next phase was the head count. Student facilitators and team leaders recorded the number of students in each class, and the results were then validated by the homeroom teacher. After the validation process was complete, a final confirmation was made to ensure all students were present and that no one was left behind in the classroom area. The data collection results were then reported to the principal as part of emergency response procedures, with a total evacuation time of 2 minutes 16.66 seconds.



Figure 3. Simulation and evacuation implementation

After all stages of the evacuation were completed, an evaluation was conducted by a team of lecturers involved in the community service activity, along with the school's principal, vice principal, and a team of teachers. The evaluation focused on the speed of the evacuation, the level of orderliness and discipline of the students during the evacuation. The results showed that the students were able to follow directions effectively and the evacuation proceeded safely and orderly.

To conclude the activity, a documentation session was held with all participants and committee members, followed by the handover of complete documents, pocket books, emergency safety equipment, and souvenirs to the school. The principal then declared "everything is in order," and all students were asked to return to their respective classes safely and orderly, accompanied by teachers. Overall, the emergency evacuation simulation at SD Y proceeded safely, orderly, and smoothly, with the active participation of all participants. This activity is expected to improve the school community's preparedness in dealing with emergency situations and foster a culture of safety in the school environment from an early age.

This is consistent with the finding that evacuation drills in educational settings help improve response and understanding of procedures [16], [17]. The role of teachers and principals will also be clearly visible in assisting the evacuation process. Providing directions helps reduce confusion and maintains the flow of student movement during the evacuation and toward the assembly point [18]. Furthermore, the student gathering process at the assembly point demonstrated that all participants were successfully accounted for and that no one was left behind in the school building. This stage is a crucial part of the evacuation process to ensure everyone is safe after the evacuation [19].

The evacuation times obtained demonstrate that students are able to respond very quickly to emergency situations. In addition to understanding procedures, physical condition can also influence an individual's ability to deal with emergencies [20]. Overall, this activity shows that evacuation simulations play an important role in increasing preparedness in the school environment [21]. Regular training helps strengthen procedural understanding and fosters faster and more targeted responses in dealing with emergencies [22]. In line with these conditions, the results of the evacuation simulation demonstrated that hands-on training at school helped improve student preparedness. Students were able to recognize and respond quickly to emergency sirens, follow instructions, and move safely, orderly, and smoothly to the assembly point.

Disaster education programs for children can improve knowledge, risk perception, and preparedness behavior if they are designed with clear program theory and evaluated methodologically [23]. This finding supports the importance of community service activities as has been done, where

there was an increase in pre-test to post-test scores of 22% which shows that structured interventions are able to produce measurable changes in knowledge in elementary school students.

From an evacuation engineering perspective, human behavioral factors such as familiarity with the environment, occupant physical abilities, and quality of training have been shown to significantly influence the total time to evacuate a building [24]. This is in line with the results of the simulation in this activity, where the total time needed for all students to reach the assembly point was only 1 minute 51.75 seconds, this shows that the training provided before the simulation succeeded in accelerating the students' evacuation response in real time during the simulation.

Collaboration between schools and communities is also key to the sustainability of disaster programs. The collaborative school-community network model, including school committees, has proven effective in increasing community resilience to disasters, with schools acting as knowledge centers and the community and committees as active partners in maintaining the sustainability of disaster education [25]. This approach is relevant to be implemented at SD Y as a follow-up step so that the school safety program can continue to develop and have a wider impact.

CONCLUSION AND SUGGESTIONS

A. Conclusion

The community service program produced a safety induction pocket book media that can be used as a safety induction tool for students. The training resulted in a 22% increase from the pre-test to the post-test scores. Furthermore, all students reached the assembly point within 1 minute and 51.75 seconds during the evacuation simulation. These findings indicate improved student understanding and preparedness in responding to emergencies.

B. Suggestions

The suggestion given as a follow-up to this community service program is that schools independently conduct evacuation drills twice a year to maintain and improve disaster preparedness. Activities can be carried out independently or in partnership with relevant stakeholders, for example universities, the Indonesian Red Cross or the local Regional Disaster Management Agency. Future drills should also use increasingly complex emergency-response and evacuation scenarios to assess preparedness under more challenging conditions.

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