

# The Role of Female Tutors in the Implementation of Emergency Drills Education for Nonformal Early Childhood Education

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*Submitted: 2024-12-04. Revised: 2025-01-08. Accepted: 2025-01-29.*

## Abstract

**Background:** Female tutors in non-formal education play an important role in guiding children to deal with emergencies. They are not only educators, but also protectors and agents of change. However, this role has not been fully supported, both in training and resources.

**Research Urgency:** The lack of studies on the strategic role of female tutors in emergency training education shows the need for this research. The results are expected to be the basis for strengthening the capacity and protection of children through the empowerment of female tutors.

**Research Objectives:** This study examines the role of female tutors in implementing emergency training education in non-formal children's institutions and strengthens their role in child protection.

**Research Method:** Using a mixed method sequential exploration design in Cimahi City, data was collected through in-depth interviews, observations, document reviews, and questionnaires.

**Research Findings:** These findings suggest that female tutors play an important role in training children for emergencies, with roles distributed as caregivers (15%), educators (20%), gender norm resistance (15%), leaders (10%), agents of change (10%), internalization (10%), participatory training (13%), and contributors to social context (7%). Efforts to strengthen their role include improving education and health, promoting women's participation in decision-making, raising public awareness, and providing child support and protection. However, challenges remain, such as inadequate training and limited understanding of emergency response procedures. This research highlights the need for ongoing training and adequate resources.

**Research Conclusion:** Female tutors play a vital role in preparing children for emergency situations through various strategic roles. Strengthening these roles requires capacity building, increased participation, and continuous support. However, challenges such as limited training and inadequate understanding of procedures highlight the need for ongoing interventions and sufficient resource allocation.

**Research Novelty/ Contribution:** Her contribution lies in the emphasis on women's role in emergency exercises as the foundation of policy development. The novelty of this study is the integration of the maternal instincts of female tutors with technical emergency training to improve child protection in non-formal settings.

**Keywords:** role of women; emergency drills; child protection; nonformal Childhood

## How to Cite:

Windarsih, C. A., Kamil, M., Sudiapermana, E., & Ambag, S. C. (2025). The Role of Female Tutors in the Implementation of Emergency Drills Education for Child Protection in Nonformal Childhood. *Journal of Nonformal Education*, 11(1), 112-124. <https://doi.org/10.15294/jone.v11i1.16856>

## INTRODUCTION

Early childhood education (ECE) represents a critical stage in a child's development, where children require special protection and attention, particularly in emergency situations. Non-formal Early Childhood Education (PAUD) serves as an essential complement to formal education by providing access to early learning for children who may not be reached by the formal system (UU Sisdiknas, 2003). Within this framework, emergency preparedness education is vital to ensure children's safety during crises, such as fires, earthquakes, or security threats (Sasmito & Ns, 2023). Emergency drills—through simulated practices—enable children to respond swiftly and appropriately during emergencies, fostering awareness, confidence, and essential life-saving skills (Peterson et al., 2021). In non-formal educational settings, female tutors play a crucial role in implementing emergency preparedness education. As primary caregivers and educators in both familial and educational environments, women carry significant responsibilities in ensuring children's readiness for emergencies through proper training (Behera & Kumar Acharya, 2024; Martínez-Rico et al., 2024; McDonald et al., 2024). Research suggests that the involvement of female educators in ECE not only enhances educational quality but also strengthens community relationships and improves children's emergency preparedness when women take on teaching and caregiving roles (Al-Barakat & Al-Hassan et al., 2023). Despite the critical role of female tutors, challenges remain in effectively integrating emergency preparedness education into non-formal childhood programs. Studies indicate that many female tutors lack adequate training and technical knowledge of emergency procedures and evacuation techniques (Johnson & Majewska, 2022; Seddighi et al., 2023). Additionally, existing ECE curricula often prioritize cognitive and social development while neglecting essential safety and preparedness components (Rofiah et al., 2021). Given the increasing risks posed by natural disasters and other emergencies, it is imperative to ensure that female tutors receive comprehensive training and adequate resources to prepare children effectively for emergency situations.

This research is grounded in gender theory, particularly the perspectives of Simone de Beauvoir, Judith Butler, and Michel Foucault, which offer a critical lens to examine the social construction of women's roles in education and society. Simone de Beauvoir's seminal work, *The Second Sex* (1949), argues that "one is not born, but rather becomes, a woman," highlighting how gender roles are socially and culturally constructed rather than biologically determined. In the context of this research, de Beauvoir's ideas underscore how societal norms shape the expectations placed on female tutors to serve as nurturers and caregivers, reinforcing their centrality in child protection and emergency preparedness. Judith Butler (1990), through her theory of *gender performativity*, further elaborates on the constructed nature of gender by arguing that gender is enacted through repeated social behaviors. This framework is critical for understanding how female tutors navigate their roles as educators while simultaneously being subjected to the performative expectations of caregiving and emotional labor in emergency preparedness. Butler's framework also emphasizes how these performances can either challenge or reinforce established gender norms, especially in non-formal educational contexts.

Michel Foucault's (1977) analysis of power and discipline in *Discipline and Punish* is equally relevant in examining how institutional structures regulate and reinforce the roles of female tutors. His concepts of surveillance and normalization provide insight into how social institutions—like non-formal education—reproduce gendered power dynamics, limiting female tutors' autonomy while simultaneously holding them accountable for children's safety. Foucault's theory aids in understanding how power operates through institutional practices and how female tutors' responsibilities are both enforced and constrained by broader social structures (Boluarte Drago, 2023). Through the lens of these three theorists, this research examines how female tutors' roles are shaped by social expectations and power structures while also recognizing the potential for these roles to be redefined through education and empowerment initiatives.

While existing literature acknowledges the importance of emergency preparedness in early childhood education, there is a significant research gap concerning the specific role of female tutors in non-formal settings. Previous studies (Johnson & Majewska, 2022; Seddighi et al., 2023) highlight the lack of specialized training for female educators in teaching emergency procedures, but there is limited research exploring how gendered expectations influence their effectiveness in delivering emergency drills. Furthermore, the intersection of social constructions of gender and technical emergency preparedness remains underexplored,

particularly in non-formal education environments where female tutors are often the primary facilitators of child safety programs (Rofiah et al., 2021). Additionally, while there is substantial work on gender inequality in education (Butler, 1990; Foucault, 1977), there is a scarcity of research that integrates these theoretical frameworks with practical interventions such as emergency preparedness training. This study addresses this gap by examining how female tutors' maternal instincts intersect with technical emergency response knowledge and by developing strategies to enhance their role in protecting children. Research Objectives in this research aims to 1) Explore the role of female tutors in implementing emergency preparedness education in non-formal early childhood institutions. 2) Examine the challenges female tutors face in delivering emergency drills and how these challenges are influenced by gendered expectations. 3) Develop strategies to strengthen the capacity of female tutors to implement effective emergency preparedness education. 4) Evaluate the impact of female tutors' roles on children's safety and preparedness outcomes.

The urgency of this research stems from the increasing frequency and severity of natural disasters and other emergencies that pose significant risks to children (Peterson et al., 2021). Non-formal educational settings, often serving marginalized communities, are particularly vulnerable due to inadequate resources and training (Kruczkiewicz et al., 2021). By strengthening the role of female tutors in emergency preparedness education, this research aims to ensure children in non-formal settings are better equipped to respond effectively to emergencies, thus enhancing their safety and overall well-being. This research contributes to both theoretical and practical discourse in several keyways, 1) Theoretical Contribution: It extends gender theory by applying the frameworks of Beauvoir, Butler, and Foucault to the specific context of emergency preparedness education in non-formal childhood settings. 2) Practical Contribution: It provides actionable strategies to empower female tutors through targeted training programs, addressing identified gaps in emergency preparedness. 3) Policy Contribution: The findings can inform the development of policies aimed at integrating emergency preparedness into non-formal early childhood education curricula. 4) Social Contribution: By emphasizing the intersection of maternal instincts and technical skills, the study supports the broader goal of gender equity in education and disaster preparedness (Anthony et al., 2022).

The novelty of this research lies in its dual focus on gendered roles and emergency preparedness integrating the maternal instincts of female tutors with technical emergency response training. This approach highlights how combining socio-emotional support with technical competence can significantly enhance child protection in non-formal educational contexts. Moreover, it offers a comprehensive analysis of how gendered power relations shape educational practices, advancing both the theoretical understanding of gender performance and the practical implementation of life-saving education.

## METHODS

This research uses mixed methods with Sequential Exploratory Design. The first stage is qualitative, aiming to deeply understand the role of female tutors in emergency simulation education for child protection in non-formal education. Data were collected through in-depth interviews and observations, analyzed using thematic analysis to identify patterns and main themes. The qualitative findings were used to develop the questionnaire in the quantitative stage. The second stage aimed to test and extend the findings through a survey with descriptive and inferential analysis. Data from both stages were integrated to provide comprehensive insights, identify relationships, and provide data-driven recommendations for improved child protection. Respondents in this study were 90 female non-formal PAUD educators/tutors involved in emergency simulation activities in non-formal PAUD and non-formal PAUD managers responsible for the emergency drill program.

### Research Design

This research adopts a mixed-method approach with a Sequential Exploratory Design, which is appropriate for exploring social phenomena and quantifying findings. The research begins with a qualitative phase, where data is collected through in-depth interviews, observations, and document analysis to gain a deeper understanding of the role of female tutors in the implementation of emergency drills education in non-formal childhood institutions. This phase aims to identify key themes, challenges, and supporting factors in emergency preparedness education. The findings from the qualitative phase then inform the development of a

structured questionnaire for the quantitative phase. In this phase, data is collected from a broader sample using surveys to validate and quantify the qualitative findings. This sequential approach ensures a comprehensive analysis by integrating rich qualitative insights with measurable quantitative data. The research was conducted over six months in non-formal childhood institutions in Cimahi City, West Java. This location was chosen due to its diverse demographic characteristics and the presence of various non-formal educational institutions that implement emergency preparedness programs. The mixed-method approach enhances the validity of the research findings, providing a holistic perspective on the role of female tutors in child protection through emergency drills education (Johnson & Majewska, 2022).

### **Data Collection Techniques**

This study employs a triangulation approach by integrating in-depth interviews, participatory observations, document analysis, and surveys to ensure the validity and reliability of findings. In-depth Interviews: Semi-structured interviews are conducted with 90 female tutors and non-formal childhood education managers to explore their roles, challenges, and strategies in implementing emergency drills education. The selection of participants is based on purposive sampling, ensuring representation from diverse backgrounds, experience levels, and institutional settings. Participatory observation, researchers are actively involved in non-formal childhood education settings to observe firsthand how emergency drills are conducted, tutor-child interactions, and the role of female tutors in facilitating these drills. Observational data is recorded through field notes and video documentation. Document Analysis: Relevant documents, including emergency drill guidelines, training manuals, activity reports, and photographic evidence of drills, are collected to complement qualitative findings and verify reported practices. Survey, a structured questionnaire is developed based on qualitative insights and pilot-tested for validity and reliability before distribution. The survey is administered to female tutors to quantify the prevalence of emergency drill implementation and analyze the impact of their roles. The data is statistically analyzed using SPSS to generate recommendations for strengthening emergency preparedness education in non-formal childhood settings (Salmia, 2023). To ensure data credibility, methodological triangulation is applied by comparing findings from multiple sources, enabling cross-verification and enrichment of insights. The integration of qualitative and quantitative data strengthens the robustness of the research conclusions, providing a comprehensive understanding of female tutors' contributions to emergency preparedness in non-formal childhood education.

### **Data Analysis**

This research employs a two-phase data analysis, integrating qualitative and quantitative methods for a comprehensive understanding of female tutors' roles in emergency drills within non-formal childhood education. 1) Qualitative Analysis, Thematic analysis follows Braun & Clarke's (2006) six-step framework: familiarization, coding, theme identification, review, definition, and final reporting. Validity is ensured through triangulation (cross-verifying interviews, observations, and documents), member checking (participant validation of transcripts), and peer debriefing to minimize bias; 2) Quantitative Analysis, survey data from 90 female tutors are analyzed using SPSS. Descriptive Statistics: Mean, standard deviation, and frequency distributions summarize key variables. Inferential Statistics: *T-tests* assess differences across participant groups, and regression analysis examines tutor characteristics' influence on emergency drill implementation. Reliability & Validity: Cronbach's alpha tests internal consistency, while factor analysis ensures construct validity; 3) Data Integration, a sequential explanatory approach integrates findings, where qualitative insights shape the questionnaire, and quantitative results validate and generalize them. This mixed-method approach strengthens conclusions by reinforcing qualitative themes with empirical data and providing data-driven recommendations for improving emergency preparedness in non-formal childhood education.

## **RESULTS AND DISCUSSION**

This research was conducted in Nonformal Childhood involving 15 female tutors and 50 children as education participants. Data were collected through observation, in-depth interviews, and documentation. The observation results show that emergency drills education is routinely carried out in the form of ice breaking

with various types of drills conducted in non-formal education institutions for children including (Inomo et al., 2023). Multiple Roles of Female Tutors, Female tutors serve as educators, protectors, leaders, agents of change, training participants, and role models for children in emergency preparedness. Their presence significantly influences children's engagement and response to emergency drills. Children's Improved Participation, after receiving structured guidance, children demonstrated enhanced understanding and active participation in emergency drills, highlighting the tutors' crucial role in fostering emergency preparedness. Challenges in Emergency Response Training, the primary challenge identified is the lack of formal training for female tutors in emergency response procedures, affecting their confidence and effectiveness in conducting drills.

These findings align with gender theory, emphasizing women's nurturing roles in education while also showcasing their leadership in crisis preparedness. The tutors' multifaceted roles support early childhood education principles, where safety education is integral to holistic child development. While this study reinforces existing literature on women's contributions to child protection, some aspects remain descriptive. A deeper comparative analysis with previous studies is needed to critically evaluate how different educational settings and socio-cultural factors influence female tutors' preparedness in emergency response. Further research should explore targeted training programs to enhance tutors' emergency response capabilities and their long-term impact on child safety education.

T-Tests Analysis, testing the difference in emergency drill implementation scores between tutors who received training and those who did not: t-statistic: 8.98. p-value:  $4.58 \times 10^{-14}$  (highly significant). There is a significant difference between tutors who received training and those who did not. Tutors with training had significantly higher implementation scores compared to those without training. Examining the influence of tutor characteristics (age, experience, and education level) on emergency drill implementation, statistical model ordinary Least Squares (OLS). R-squared: 0.032 (the model explains only 3.2% of the variation in implementation scores) F-statistic: 0.96 (p-value = 0.415 → not significant) Training has a significant impact on emergency drill implementation (T-tests confirm a significant difference between trained and untrained tutors).

**Table 1.** Types of Emergency Drills Education

No	Type of Drill	Purpose	Example
1.	Fire Evacuation Drill	Train children to respond to fire situations, including evacuation procedures, using fire extinguishers, and other safety measures (Willem Menzemer et al., 2024).	Children are taught to exit the room in an orderly and quick manner using designated evacuation routes, operate fire extinguishers, and gather at a safe assembly point.
2.	Earthquake Drill	Train children to respond to earthquakes, including taking shelter, evacuating, and handling injuries (Marsirossian et al., 2024)	Children are taught to take cover under a table or sturdy location during an earthquake, assemble at a safe meeting point, and exit the room in an orderly and quick manner through designated evacuation routes.
3.	Lockdown Drill	Train children to respond to dangerous situations, such as security threats or shootings, including how to take shelter, follow instructions, and remain calm (Disasters et al., 2024).	Children are taught to take shelter in a locked and secure room, remain silent, and avoid making any noise. They are also trained to follow instructions from teachers or security personnel.
4.	Evacuation Drill	Train children to respond to emergencies requiring evacuation, such as floods, fires, or earthquakes, including exiting buildings, evacuation routes, and assembly points.	Children are taught to leave the building quickly and orderly using designated evacuation routes, gather at safe assembly points, and follow instructions from teachers or security personnel (Lilianti et al., 2023).
5.	First Aid Drill	Train children to provide first aid to people with injuries, such as burns, bleeding, or fractures (Seni et al., 2024)	Children are taught to provide first aid for burns using cool water, stop bleeding by applying direct pressure, and handle fractures by using a splint.

The implementation of Emergency Drills Education, there is a participation of children showing enthusiasm and active participation in following the drills. The new achievement level is 70% of children are able to understand and practice the evacuation steps correctly (Alakashee, et al., 2023). Quantification of participation, 80% of children showed enthusiasm and actively participated in the drills. The other 20% still



had to be encouraged and involved. The children looked excited when following instructions, they ran in an orderly manner to the gathering point, and some children even helped their friends who were struggling. This shows that the role of female tutors in providing interesting instructions and building close relationships with children is very effective in motivating them to actively participate. This active participation had a positive impact on the children's understanding of the importance of safety and their ability to properly respond to emergency situations.

### The role of female tutors

The role of female tutors is to actively participate, by giving clear instructions, providing praise and encouragement to children who actively participate (Rickert & Skinner, 2022). A close relationship between female tutors and children will influence participation because they feel comfortable and confident to ask the tutor if they do not understand the instructions, so they are more active in participating in emergency drills. Children feel challenged, want to learn, or want to help their friends and their ability to deal with emergency situations.

The steps in preparing women to play an important role in emergency drills to protect children are: education and training, providing sufficient education and training to women on emergency actions to be taken, evacuation procedures, and first aid. This will prepare them with the necessary knowledge and skills (Bartel & Naismith, 2023). Simulations and drills, conducting emergency simulations and emergency drills on a regular basis. This helps women to feel more prepared and trained in dealing with actual emergency situations. Emphasis on communication, teaching effective communication skills, both in giving directions to children and in coordinating with emergency teams and related parties (Gao et al., 2022). Role modelling, having women who are trained and experienced in emergency drills as role models and mentors for other women. This can provide inspiration and motivation for women to take on the role with confidence (Engida, 2021). Planning and coordination, engaging in planning and coordinating emergency drills with emergency teams and other relevant parties. This allows women to understand their role in a broader context (Zhuge et al., 2024). Rewards and Recognition, providing appreciation and recognition for women's contributions to emergency drills. This can increase their motivation and confidence to be actively involved in emergency situations. Skill Enhancement: Continue to develop women's skills and knowledge in security and emergency management through advanced training and relevant courses (Cvetković et al., 2022).

**Table 2.** Role of female tutors

<b>Role of Female Tutors</b>	<b>Indicator</b>
Childcare and Protection	More capable of providing care and protection for children by directly teaching safety skills to children in non-formal education, reinforcing traditional gender role divisions.
As Educators	Addressing emergencies through education on emergency drills reinforces gender stereotypes about the role of female educators (Arifin, 2023).
Reproduction/Resistance to Gender Norms	Acting as mothers in reproductive roles (childcare, household responsibilities) and productive roles (work outside the home). Female tutors balance their roles within the family (as mothers or caregivers at home).
As Leaders	Possess the potential to become leaders in driving the implementation of programs both formally and informally, serving as role models and agents of change within women's communities.
Participation and Skill Development	Participation in training enables them to develop leadership, decision-making, and risk-management skills, which were previously rarely associated with women's roles.
Agents of Change	Actively engaged in mobilizing the community to support child protection programs, initiating activities such as organizing emergency drill training, anti-violence campaigns, and community discussions on children's rights.
Women in Social Contexts	Women's roles in social contexts encompass various important aspects contributing to the well-being of families, communities, and society, advocating for social change, promoting gender equality, and contributing to community development.
As Internalizers	Female tutors deeply embody, internalize, and master the values, teachings, or doctrines of emergency drills. They internalize the idea of acting as caregivers and protectors of children, which can strengthen their commitment to these roles.

The role of caregiving and child protection, forming the foundation of child protection, Female tutor respondents 85% became caregivers while protecting their children, women's role as caregivers continues in daily life, where they become the first protector of children nurturing both physical and mental emotional from the risk of violence and exploitation. Being directly involved in teaching safety skills to children in non-formal education reinforces traditional gender roles. The women involved in this study were the first line of defence against dangerous situations, both at home and in the neighbourhood. Women are recognised as having a maternal nature that naturally makes them effective protectors, caregivers and educators in critical situations to improve safety (Anthony et al., 2022).

The role as educators, in improving children's education and health internalises emergency preparedness in children. In this study, 90% of female tutor respondents recognised having a moral and social responsibility to educate to ensure children are prepared for emergency situations to reinforce gender stereotypes. Female tutors play an active role in ensuring that children not only receive quality education, but are also supported in their health through hygiene, nutrition and mental health support programmes. Female tutors guide children by providing easy-to-understand explanations and teaching practical skills such as how to evacuate and safety measures, recognition of danger signs, evacuation, and how to stay calm in an emergency (Arifin, 2023). Women's role as educators is also evident in the way they combine emotional nurturing and instilling practical skills. Female tutors not only teach technical procedures, calm children, help overcome fear/anxiety during simulations(Purnamasari et al., 2024).

Reproductive roles and resistance to gender norms, female tutors often face challenges in navigating between reproductive (caregiving, household responsibilities), productive roles (work outside the home) and resistance to traditional gender norms, involving tasks that are often considered the domain of men, such as leadership and quick decision-making during emergency drills. 70% of female tutors recognised that they often face social expectations to act as 'mothers' who protect and nurture children and can be agents of change who challenge traditional gender norms. This research shows actively negotiating roles. Women are creating new spaces for recognition of competencies outside the domestic sphere. Resistance to gender norms is also seen in women's efforts to increase involvement in decision-making.

Leadership roles, potentially as coordinators of emergency drills programmes, were significantly involved, responsible for planning and conducting drills, taking initiative in raising awareness about the importance of emergency response in the community. About 85 per cent of female tutor respondents are leaders/role models and set the internal policies of non-formal childhood institutions in terms of children's safety and security. Internalising safety values within the family, and extending the reach of child protection beyond the school. Leading discussions on child protection policies and promoting systemic improvements in responsive parenting.

Participatory role of training and skills, access to be actively involved to develop technical training, risk management skills, to address the gap in access to training needed to teach emergency drills effectively. Questionnaire results, 80% of female tutors that emergency drills training gave them confidence and mentor skills in building networks to handle emergency situations that were previously rarely associated with transferring skills of women's roles in non-formal childhood. Support for increased participation in decision-making provides influence in formulating child protection policies in non-formal childhood institutions (Mardiana et al., 2023). These results are in line with being more involved in decision making, the resulting policies are more oriented towards child welfare and inclusiveness.

The role as an agent of change, actively involved in 60% mobilising the community to bring about cultural change, especially in advocating for children's rights to get proper protection, taking the initiative to organise emergency drills training activities, anti-violence campaigns, and community discussions on children's rights. Act as agents of change by playing an active role in teaching survival and safety skills, creating a safe and supportive environment. Emphasising the importance of equality-based and caring parenting, facilitating programmes that support holistic child development, providing psychosocial support, and building awareness of the risks children may face. Women's empowerment in this role also reflects their resistance to traditional gender norms. Women in this position challenge gender stereotypes that see them only as passive caregivers, by taking the initiative in education and child protection in a more active and structured manner. Efforts to challenge rigid gender norms and introduce new, more inclusive approaches to childcare and protection (Kurian et al., 2024).

The role of women in the social context of redefining gender norms through active participation that contributes to the well-being of families, communities, collective action and society is instrumental in driving social change, championing gender equality and contributing to societal development. In 60% of the

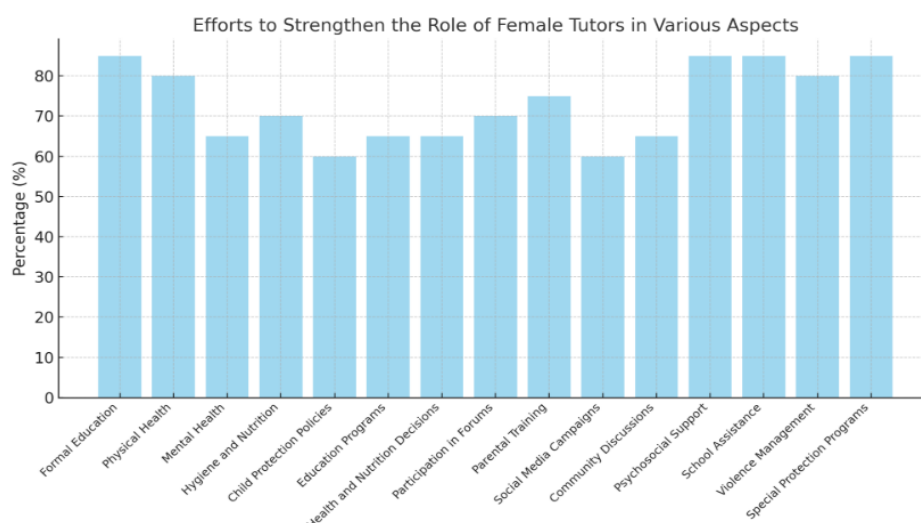
institutions observed, female tutors were involved in organising training/seminars/workshops for parents and communities to serve as a bridge between formal education and wider social interventions. Building larger social networks involving parents, communities and local institutions to strengthen child protection programmes. Women's active participation in discussion forums strengthens their position as agents of social change, while giving them the authority to advocate for improvements in child protection (Catania et al., 2021).

Internalization of women's role in raising community awareness, adopting values, norms, beliefs, becoming part of the mindset, instilling in children the importance of personal safety and the ability to survive in emergency situations. In 85% of cases, female tutors as the implementation of emergency drills have helped raise children's awareness of the importance of self-protection and safety. They serve as examples/models for children in implementing preventive measures, which children can apply in the context of their daily lives. Female tutors are involved in extension campaigns designed to engage parents, other educators and the wider community in understanding the importance of emergency risk preparedness. By internalizing their responsibilities as educators and protectors, women are effectively able to build collective awareness within the community (Erdianti et al., 2023). The emergency training they provide not only equips children, but also involves parents and other stakeholders in strengthening social networks that support child protection.

### Efforts to Strengthen Women's Role in Child Protection

Women play a central role in ensuring comprehensive child protection, with four main focus efforts: improving children's education and health, participating in decision-making, raising public awareness, and directly supporting children. The role of female tutors in implementing emergency drills education in non-formal childhood has a positive influence on children's understanding and attitudes towards safety. This is in line with previous research showing that disaster emergency drills programs for children aim to raise awareness about the impact of disasters, educate on actions needed during emergency situations, and foster a sense of responsibility (Kimura & Aikawa, 2024). Closeness and trust, as female tutors, as figures who are close and trusted by children, can build children's sense of security and confidence in dealing with emergency situations (Tarricone et al., 2021). It can be seen that female tutors have a role of about 10%, female tutors have the ability to communicate more effectively with children, so they can convey information and instructions easily understood (Catania et al., 2021; Remacle et al., 2023).

Female tutors model positive behavior for children in dealing with emergency situations (Remacle et al., 2023). As a protector of children, they have a role of about 15% and the highest in the role of giving directions is about 20%. Providing information female tutors 13%. The positive impact of the first emergency drills education increases children's awareness of the importance of safety and steps to be taken in emergency situations (Khakimovich et al., 2023) as a communicator 10% and the role to educate is the same as protecting about 15%. Children have improved their ability to understand and practice evacuation steps (Suwaryo et al., 2024). (Suwaryo et al., 2024). Thirdly Children have higher confidence in dealing with emergency situations (Lilianti et al., 2023). The role as a leader is about 10% and 7% as a medical role in handling when a natural disaster occurs.



**Figure 1.** Efforts of women tutors



The efforts of women tutors' participation in child education and health programs as mothers who grow and develop children physically, emotionally, and socially teach values and instill positive character in children (Lang et al., 2024), to increase women's capacity in child protection is one element in strengthening the role of women in child protection, various training programs driven by women tutors in non-formal Childhood and women's communities are responsible for protection education but in shaping healthy behavior in children. Formal education reached 85%, physical health around 80%, mental health program efforts 65% and hygiene plus nutrition at 75%. It was found that 80% of female tutors actively participated in child health programs such as providing healthy breakfasts, regular health checks and personal hygiene training. 70% of child protection-related education programs focused on awareness of children's mental and physical health. This research explores the role of women through emergency drills training and education that integrates aspects of child protection, women are empowered to take great responsibility in creating a safe environment. Women's empowerment in child protection can be achieved through increased educational capacity, which in turn strengthens children's resilience. Female tutors are empowered to take great responsibility through increased educational capacity, which in turn strengthens children's resilience in the face of various threats (Fouzia et al., 2021).

Women's efforts in participating in decision-making in educational institutions can encourage the participation of female tutors in decision-making, the more involved in the decision-making process, will provide space to voice the best interests of children, especially related to security, education and health. 60% were found to be active members of decision-making committees in the school or community. 50% of decisions related to child protection policies in non-formal schools are directly influenced by women through discussion forums and deliberations. The child protection policy aspect reached 50%, the education program around 60%, the health and nutrition decision support only reached 55%, and the involvement program in the discussion forum has reached 70%. Women involved in decision-making at the community level and educational institutions make a significant contribution to improving the quality of child protection policies, making the resulting policies more inclusive and reflecting resistance to traditional gender norms that tend to marginalize women's voices (Kamwendo, 2024).

Efforts to increase public awareness on child protection, socialization in parent training, public discussions, and counseling through social media. Field findings showed that 75% of female tutors were involved in community outreach activities focused on child protection and 65% of community awareness-raising activities were initiated by women-led organizations. For the aspect of parent training, it reached 75%, while campaign programs using social media only reached 65% and discussion programs with communities that support each other reached 70%. Women's efforts in raising public awareness are also seen as an effort to build stronger social networks, where the community acts as a collective protector for children to transfer knowledge and skills and shape character into a noble person (Nurhasanah & Putra, 2023). Women-led campaigns are often successful in engaging various stakeholders, including families, local governments and educational institutions, in a joint effort to protect children from various forms of threats.

Support and protection efforts for children include psychosocial assistance, school mentoring, and addressing child abuse or violence (Moliterno et al., 2024). The data found that 90% play an important role in providing emotional and psychological support to vulnerable children. 85% of non-formal education institutions studied had women-driven mentoring programs to help children facing psychosocial problems. The success of these programs depends not only on individual initiatives but also on broader community collaboration and institutional support. For psychosocial support, it reaches a large percentage of around 90%, while the mentoring aspect in Non-formal Childhood institutions reaches 85%, for the program to handle violence cases there is 75% and the special protection program reaches 80%. In addition to strengthening the role of women tutors in child protection in more depth, providing care and compassion for children, and ensuring their basic needs are met terpenuhi (Koch et al., 2022) some additional efforts that can be implemented include, leadership training and strategic decision making which consists of increasing leadership capacity and crisis management and emergency decision making, special training in emergency decision making (emergency drills) can make women tutors better prepared for critical situations involving children (Vanvlijmen et al., 2023). Strengthening the use of digital technology for learning and child protection, by encouraging technology-based education and campaigning for child protection through digital media to disseminate information about children's rights and the importance of child protection. Another role is to create mentorship and career development programs for female tutors. Mentorship is where experienced female tutors can mentor other tutors in the implementation of effective child protection strategies, and

strengthen the support network between tutors. Professional development as a career development program can be set up for female tutors with a focus on child protection, including specific skills training such as around child psychology and mentoring in cases of violence.

Increased multidisciplinary collaboration, with local psychologists and health workers, female tutors are involved in closer collaboration with psychologists, health workers and other professionals who provide comprehensive support for children (Singh et al., 2024). Collaboration with NGOs and local governments by strengthening links between female tutors and child protection-focused organizations and government agencies can increase women's role in child protection advocacy and oversight (Kurian et al., 2024). There is also a need to strengthen gender and children's rights education through the socialization of children's rights and gender equality by providing training to integrate gender equality and children's rights education in the curriculum, to build early awareness for children about their rights and protection. Socialization of gender sensitivity training by increasing gender sensitivity among female tutors to help identify and respond more effectively to issues related to gender and child protection.

Building an effective reporting and mentoring system, female tutors can be involved in the reporting system in the development and implementation of an easily accessible reporting system and there are efforts to provide legal assistance and psychological services by using female tutors as liaisons in cases of violence or violations of children's rights. Evaluation and monitoring of child protection programs, participating in the evaluation of child protection programs to ensure program effectiveness and sustainability program (Soelton et al., 2023). Female tutors can be part of the team that monitors children's physical, mental, and emotional development, and provides feedback to parents and schools on necessary interventions. These additional efforts can strengthen the role of female tutors holistically to create a safe and supportive environment for children.

The novelty of the research is in the application of effective emergency drills that can significantly improve child safety and the emphasis on combining female tutors' maternal instincts with technical emergency response training as a key factor in child protection in non-formal settings, with an integrative approach that combines child education theory with emergency preparedness practice. By utilizing community-based training methods, this research seeks to create an emergency drills education model that is not only effective but also sustainable. This approach is expected to be a reference for other non-formal childhood institutions in improving children's preparedness in various emergency situations.

## CONCLUSION

The role of female tutors in emergency drill education within non-formal early childhood education settings is multifaceted. Female tutors play a crucial part in child care and protection, education, reproductive roles, resistance to gender norms, leadership, participatory training, and promoting social change to raise public awareness. Their contributions to emergency drills can be quantified as follows, child protection care: 15%, mothers as educators: 20%, reproduction / resistance to gender norms: 15%, leadership: 10%, change agents: 10%, internalization: 10%, participatory training and skills: 13%, women in the social context: 7%. Improving the effectiveness of emergency drills can be achieved by enhancing tutor training and increasing parental involvement. Strengthening efforts through education and health improvement, encouraging women's participation in decision-making, enhancing their capacities, and raising public awareness are all essential steps. The use of digital technology, multidisciplinary collaboration, and the establishment of robust reporting and mentoring systems should also be prioritized. Collaborative support from the government, community, women's organizations, and families is necessary to create a safer, fairer environment for children, fostering preparedness and better protection. This study offers valuable insights into the significant role female tutors play in children's emergency preparedness education and provides recommendations for policy development in non-formal childhood education programs. Recommendations 1) Continuous training for female tutors in disaster preparedness. 2) Strengthening emergency education policies in non-formal childhood institutions. 3) Increasing female participation in decision-making related to child protection policies. These steps will help enhance the role of women in child protection and contribute to the broader goal of safeguarding children's development and welfare.

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