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IMPROVING THE KNOWLEDGE OF STUDENTS OF STATE SENIOR HIGH SCHOOL 18 MEDAN CLASS X REGARDING EARTHQUAKE DISASTERS THROUGH NEWS VIDEO MEDIA

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Abstract

This study aims to determine the effectiveness of using news video media in increasing the knowledge of grade X students of SMA Negeri 18 Medan regarding earthquake disasters. Earthquakes are disasters that have a significant impact on people's lives, especially in earthquake-prone areas. News video media was chosen because of its ability to present factual information visually and attractively. The methods used included observation, interviews, and pretest-posttest questionnaires on 36 students. The results showed a significant increase in knowledge after the news video media intervention, with an average pretest score of 8.53 to 9.81 in the posttest (p = 0.000). This media is effective as an educational tool that strengthens earthquake disaster preparedness.

Keywords: Video News Media, Learning Media, Earthquakes, Knowledge Enhancement, Disaster Preparedness

Introduction

Indonesia is located in the Pacific Ring of Fire, making it vulnerable to various natural disasters, especially earthquakes. According to data from the National Disaster Management Agency (BNPB, 2024), earthquakes occur frequently and cause significant losses to the community, such as property damage, loss of life, and disruption to social and economic life. Earthquakes are divided into several types based on their cause: tectonic earthquakes due to shifting earth plates, volcanic earthquakes due to volcanic activity, impact earthquakes due to falling celestial objects, collapse earthquakes due to the collapse of underground rocks, and man-made earthquakes caused by human activities such as explosions or nuclear tests. Each type of earthquake has a different mode of occurrence and impact on the surrounding environment (Suara, Laksaman, 2023). An area's earthquake vulnerability refers to the level of risk and potential impacts that may occur during an earthquake. Factors influencing regional vulnerability include geological conditions, geographic location, the quality of buildings and infrastructure, and the level of community preparedness. Areas with high tectonic activity, dense populations, and less earthquake-resistant buildings tend to be more vulnerable to earthquakes (Suara, Laksaman, 20203). Medan is prone to earthquakes due to its proximity to an active fault zone in North Sumatra. This situation requires increased public understanding and preparedness, especially for students, so they can recognize earthquake hazards and learn how to protect themselves during an earthquake.

In reality, many students still do not fully understand the causes, impacts, and actions that must be taken when an earthquake occurs. Disaster preparedness is all actions and activities carried out before a disaster occurs, so that people and communities can respond quickly and appropriately during and

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after a disaster. In this journal, preparedness is analyzed based on four main parameters: knowledge and attitudes towards disasters, disaster activity plans, disaster early warning systems, and resource mobilization capabilities. Knowledge and attitudes indicate the level of understanding and mental preparedness for disasters, activity plans include concrete steps such as evacuation routes and preparation of aid equipment, early warning systems function to provide information before a disaster occurs, while resource mobilization is the ability to mobilize needed assistance.

Of these four parameters, knowledge and attitude are the most important factors in determining a person's level of preparedness, followed by activity planning and resource mobilization capabilities. Regular education and training significantly improve employee preparedness, ensuring they are mentally and practically prepared to face disasters such as earthquakes (Madona, 2021). The lack of integration of disaster management materials into school learning and the limited availability of engaging learning media make the topic of natural disasters, particularly earthquakes, less appealing to students. Students, in fact, are the younger generation with a crucial role in disseminating knowledge and awareness about disaster preparedness in their communities. Therefore, engaging, informative, and easy-to-understand learning media are needed to enable students to acquire knowledge more effectively and raise their awareness of the importance of disaster preparedness.

One medium that can be used to improve student understanding is news video. Video media in learning is a tool in the form of moving images and sound. This tool is used to deliver learning materials to students. Videos provide information simultaneously through audio and visuals, making it easier for students to understand. Learning video media contains various messages such as theories, concepts, principles, procedures, and steps needed to achieve learning objectives (Fayzah et al., 2025). Video media can also adapt to various learning styles, such as visual, auditory, and kinesthetic. In addition, videos facilitate the understanding of abstract and complex material and increase the effectiveness and quality of learning through interesting and interactive presentations. News videos have the advantage of conveying factual, up-to-date, and visual information, thereby attracting attention and increasing students' interest in learning. The function of audiovisual media, especially video, is to strengthen students' ability to absorb material, enable more independent learning with flexible time and place, and increase conceptual understanding and enthusiasm for learning (Fayzah et al., 2025). Through news videos showing real earthquake events, students can directly see the impacts and emergency response measures taken by the community and authorities. This media not only provides conceptual knowledge but also arouses empathy and awareness of the importance of disaster preparedness in students.

Literature Review

In the context of educational research, improvement refers to positive changes in an individual's level of knowledge, measured by comparing pre-intervention scores (pretest) with post-intervention scores (posttest) after specific educational media or methods have been administered. (Mustikaningrum et al., 2024).

Knowledge is the result of a person's thought process through experience, sensing, and interaction with the environment, resulting in an understanding of a particular object. Knowledge is formed not only from the information received but also from an individual's ability to process and interpret that information into meaningful understanding. In the context of learning, knowledge serves as the basis for individuals to make decisions and act based on the information they possess. (Utami et al., 2022).

From an educational research perspective, improvement can be defined as a positive change that occurs in an individual after receiving a specific treatment or intervention. Improvement is typically measured by comparing conditions before and after the implementation of a program, such as learning, training, or counseling. In this context, increased knowledge describes the extent to which an individual experiences development in their understanding of a particular topic or concept after receiving

stimulation through educational media or methods. According to Mustikaningrum et al. (2024), increased knowledge can be measured using evaluation instruments such as pretests and posttests to determine the effectiveness of the learning method used. Therefore, improvement not only indicates changes in grades or scores but also reflects the transformation of understanding that occurs in students after the learning process has taken place (Mustikaningrum et al., 2024).

Knowledge is the result of human thought processes and sensory perception of the surrounding environment. Knowledge is acquired through direct experience, observation, social interaction, and conscious and directed learning. Utami et al. (2022) explain that knowledge is not merely information received, but rather the result of an individual's ability to process, interpret, and connect information into meaningful understanding. In an educational context, knowledge serves as a basis for decision-making and the formation of rational behavior. The higher a person's level of knowledge, the better their ability to assess and respond to problems critically and logically (Utami et al., 2022).

According to Nafilah & Eliyana (2025), knowledge can be divided into several levels, ranging from factual, conceptual, procedural, to metacognitive. These levels demonstrate that knowledge is not static, but develops along with a person's experience and thinking skills. A good learning process should be able to encourage students to achieve deep conceptual understanding, not just memorize information. In modern education, knowledge development is considered successful if students are able to connect the knowledge gained to real life and use it to solve problems (Nafilah & Eliyana, 2025).

In the following description, Nirmaya et al. (2023) emphasized that knowledge enhancement is greatly influenced by the learning methods and media used. Interesting, informative, and relevant learning media can increase learning motivation and strengthen students' absorption of the material being taught. One medium proven effective in enhancing knowledge is audio-visual media, as it can stimulate more than one sense and present information in a concrete manner. In this context, knowledge enhancement is measured not only by the amount of information received, but also by students' ability to understand, remember, and apply that information in their daily lives (Nirmaya et al., 2023).

Improvement and knowledge are closely related in education. Improvement is the result of an effective learning process, while knowledge is the substance of the resulting change. The two are inseparable because without improvement, knowledge will stagnate and struggle to develop. In educational research, knowledge improvement is one indicator of the success of a learning program, particularly in the context of the use of innovative media such as news videos, simulations, or other interactive methods aimed at deepening students' understanding and awareness of a learning material (Rahayu et al., 2024).

A natural disaster is an unavoidable event. In essence, it is an event that occurs naturally without human intervention that results in a natural disaster. Natural disasters can arise from gradual or drastic environmental changes. Natural disasters are losses that occur in everyday life and have a negative impact on social structures, human life, and the development of community needs (Ammelia et al. 2022).

A natural disaster is an event resulting from natural processes on Earth that can cause significant losses to humans, both physically, socially, and economically. These events cannot be completely avoided because they are part of the ongoing dynamics of nature, such as earthquakes, volcanic eruptions, floods, landslides, droughts, hurricanes, and tsunamis. According to the West Sulawesi Regional Disaster Management Agency (BPBD Sulbar) (2024), a natural disaster is a natural phenomenon that threatens human safety and causes damage to the environment and infrastructure, as well as disrupting the stability of community life. In the context of national policy, natural disasters are also viewed as a serious threat to sustainable development because they can hamper economic growth and community welfare (BPBD Sulbar, 2024).

Conceptually, natural disasters are not simply ordinary natural events, but rather the result of the interaction between natural hazards and community vulnerability. If a natural hazard occurs in an area

with high vulnerability and low community capacity to deal with threats, the disaster will have a significant impact. The Ministry of Health's Crisis Center (2023) explains that natural disasters can be caused by various factors, including Indonesia's geographical location between three major tectonic plates, its extreme tropical climate, and environmental changes caused by human activity. Therefore, natural disasters cannot be separated from their interconnected social and ecological contexts (Ministry of Health's Crisis Center, 2023).

According to Rahayu et al. (2024), natural disasters reflect a community's unpreparedness to face environmental risks. Their research states that earthquakes and hydrometeorological disasters such as floods often cause large numbers of casualties due to a lack of disaster education and weak early warning systems. Natural disasters not only cause physical damage but also have psychological, social, and economic impacts on affected communities. Many victims lose their homes and jobs and experience prolonged trauma. Therefore, disaster management must be carried out comprehensively, focusing not only on post-disaster management but also on increasing community capacity through education and sustainable disaster mitigation (Rahayu et al., 2024).

Furthermore, Setyaningrum et al. (2024) emphasized that natural disasters have a significant impact on social stability and regional development. When major disasters occur, such as earthquakes or flash floods, the impact is not only felt in physical damage but also affects government systems, education, and public services. Schools can be damaged, teaching and learning activities are disrupted, and many people lose access to basic necessities such as clean water and electricity. In these conditions, the role of the government and educational institutions is crucial in providing education and training on disaster preparedness so that the community has the ability to act quickly when a disaster occurs (Setyaningrum et al., 2024).

Furthermore, global climate change is also exacerbating the intensity and frequency of natural disasters. Nirmaya et al. (2023) revealed that rising global temperatures and changing rainfall patterns are increasing the risk of hydrometeorological disasters, such as floods, droughts, and tropical storms. This phenomenon demonstrates that natural disasters are not only caused by geological processes but also by atmospheric changes that impact ecosystem balance. Therefore, adaptation strategies to climate change need to be strengthened, particularly in disaster-friendly environmental management and spatial planning to minimize the risk of future losses (Nirmaya et al., 2023).

Ultimately, natural disasters are unavoidable, but their impact can be mitigated if communities are well-informed and prepared. Nafilah & Eliyana (2025) explain that increasing public knowledge through education, learning media, and disaster simulation training can foster a culture of risk awareness in schools and the general public. Communities that understand the causes and impacts of disasters will be more resilient in emergency situations. Therefore, natural disasters are not simply defined as natural phenomena that cause damage, but also as challenges for humans to learn to adapt, strengthen social resilience, and coexist with nature in a harmonious and sustainable manner (Nafilah & Eliyana, 2025).

Earthquakes are one of the most life-threatening natural disasters. They can cause massive and unpredictable loss of life. Some causes of earthquakes include geothermal sources, volcanic eruptions, and plate movements (Apriyani 2024).

An earthquake is a shaking of the earth caused by collisions between plates, faults, volcanic activity, or rock collapse. This type of disaster is destructive, can occur immediately, and lasts for a short time. The threat of earthquakes extends to almost the entire Indonesian archipelago, both on a small scale and on a large, destructive scale (Cahyo et al. 2023).

An earthquake is a natural phenomenon caused by the spontaneous release of energy from within the earth, causing vibrations and fractures in the rock layers of the Earth's crust (BMKG, 2017). This accumulated energy arises from the movement of tectonic plates rubbing against each other, producing energy that is radiated in all directions in the form of seismic waves. This energy can be felt all the way to the Earth's surface and has the potential to cause damage to residential areas.

Furthermore, the National Disaster Management Agency (BNPB) (2012) explains that an earthquake is a form of energy released within the Earth's interior, causing sudden shifts. These vibrations propagate throughout the Earth's surface and can cause damage to buildings and infrastructure, as well as loss of life. Therefore, earthquakes are categorized as a natural disaster with a highly destructive impact on human life and the surrounding environment.

Media is a tool or means used to convey messages from a communicator to a recipient so that they are effectively received. In the context of education and mass communication, media serves as an intermediary for conveying information, ideas, or messages through visual, audio, or audiovisual forms. (Sari, 2021)

Video is a technology that records, processes, and displays moving images accompanied by sound, thereby conveying messages or information in a more engaging, concrete, and easily understood manner for viewers. This medium plays a crucial role in enhancing the appeal and effectiveness of information delivery. (Putri, 2024)

News is a report about important current events that capture the attention of the audience. It is based on facts, is informative, and contains the 5W+1H elements (What, Who, Where, When, Why, and How). The purpose of news is to provide accurate, timely, and clear information to the public. (Haryanto, 2022)

Based on the three definitions above, news video media can be defined as a means of conveying factual and up-to-date information that combines elements of media, video, and news, using audio-visual displays in the form of moving images, sound, and text to convey reports of events in an engaging, informative, and easily understood manner for the audience.

Information literacy-based news writing video media is an audio-visual learning tool designed to enable students to learn news texts in an engaging and easy-to-understand manner. This video presents news material, structure, language, and tips for writing and delivering news, both orally and in writing. News writing video media is also designed to be accessible to students anywhere and anytime, in line with the rapid development of digital technology (Alfarobby & Parmin, 2021).

The word "media" itself comes from the Latin medius, meaning "middle," "intermediary," or "transmitter." In the context of learning, media is defined as a tool or intermediary for conveying messages and materials from teachers to students. According to Trianto (2007), learning media function as a means of conveying messages from various sources to recipients. Meanwhile, Djamarah & Aswan (2010) emphasize that media is any form of aid used to achieve teaching objectives, whether in the form of images, videos, diagrams, or real objects (Alfarobby & Parmin, 2021).

In the context of Indonesian language learning, news video media serves to stimulate learning interest, facilitate understanding of news text concepts, and train students' skills in writing and conveying information effectively. With audio-visual elements, students can more easily understand the structure of news texts, intonation, and appropriate language usage, making the learning process less monotonous and more enjoyable (Alfarobby & Parmin, 2021).

Video news media plays a crucial role in disseminating information that can enhance public knowledge. Video is a communication medium that combines visual and audio elements, enabling clearer, more engaging, and easier-to-understand information. Through vivid visuals and supporting narrative, the public can gain a more comprehensive understanding of an event or issue. The use of video as a means of conveying information has been proven to increase audience retention of the message (Syalfina et al., 2023).

In addition to serving as a means of entertainment and news delivery, video also serves as an effective educational tool for enhancing individual knowledge. Information packaged in video format provides a more interactive and engaging learning experience than text or audio alone. The combination of visuals and sound enhances audience focus, thus maximizing the information-receiving process. This

demonstrates that video media can foster better conceptual understanding and strengthen retention of the material presented (Nafilah & Eliyana, 2025).

Furthermore, the effectiveness of video media in increasing knowledge is influenced not only by the content of the message, but also by the quality of the presentation and the audience's ability to understand the content. If the video is packaged in an engaging, informative, and relevant manner, the message will be well-received and encourage changes in knowledge and attitudes. This demonstrates that news video media has great potential to be used as an educational tool that not only conveys information but also helps the public understand important issues more deeply (Nirmaya et al., 2023).

Method

This study is a pre-experimental study with a one-group pre–post test design that aims to determine the effectiveness of news video media in increasing students' knowledge about earthquake disasters. The research sample consisted of 36 students of grade X of SMA Negeri 18 Medan, consisting of 15 male students and 21 female students. Data collection was carried out through administering pretest and posttest questionnaires to measure changes in students' knowledge before and after the intervention. The study was conducted in October 2025. The data obtained were analyzed univariately to describe the distribution of measurement results and bivariately using the t-dependent test to determine significant differences between pretest and posttest scores. The results of the analysis are presented in tabular form for easy interpretation.

Results

Table 1 Frequency Distribution by Age

Age (years)	Frequency (f)	Percentage (%)
13	1	2.78%
14	4	11.11%
15	28	77.78%
16	3	8.33%
Total	**36**	**100%**

Table 1 shows that at the frequency level of 28 respondents (77.78%), most of the respondents were 15 years old. Among the respondents aged 13 years, there was only one respondent with a proportion of 2.78%.

Table 2 Frequency Distribution by Gender

Gender	Frequency (f)	Percentage (%)
Male	15	41.67%
Female	21	58.33%
Total	**36**	**100%**

With a total frequency of 21 respondents (58.33%), Table 2 shows that the majority of respondents were female. Furthermore, 15 respondents, or 41.67% of the total, were male.

Table 3 Level of Knowledge Before Education and After Education

Variable	N	Mean	Std. Deviation	P Value
Pretest Results	36	8.53	1.98	
Postest Results	36	9.81	0.4	0.000

Tabel 3 menunjukkan bahwa pemberian edukasi dan intervensi kesiapsiagaan bencana gempa bumi melalui media video berita secara signifikan meningkatkan pengetahuan siswa SMA Negeri 18 Medan kelas X mengenai kesiapsiagaan menghadapi bencana. Hal ini dibuktikan dengan perbedaan yang signifikan antara nilai rata-rata pretest sebesar 8.53 dan nilai rata-rata posttest sebesar 9.81 (p-value = 0.000< 0.05).

Discussion

Based on the analysis of data obtained from 36 respondents, there was a significant increase in knowledge after being given an intervention through news video media. The results showed that the majority of respondents were 15 years old (77.78%), which is the ideal age to receive disaster education because students at that age are in the formal operational cognitive development stage, where abstract and logical thinking skills are well developed. In terms of gender, female respondents were more dominant (61.11%) than male respondents (38.89%). Although there were differences in gender proportions, this did not affect the main objective of the study because the focus of the intervention was on increasing overall knowledge, not based on gender. Based on the pretest results, the average score was 8.53 with a standard deviation of 1.98. This figure indicates that most students already have a basic understanding of earthquakes, but there is still variation in the level of mastery of the material. The fairly large standard deviation indicates a gap in knowledge between students, where some students may already have a good understanding, while others still have limited knowledge. This condition aligns with the research background, which states that many students still do not properly understand the causes, impacts, and actions to take when an earthquake occurs. The lack of integration of disaster material into the learning process at school and the limited availability of engaging learning media make the topic of natural disasters less interesting for students. These results also confirm the importance of disaster education in schools, especially in areas with earthquake risks such as Medan City. As a city located not far from an active fault zone in North Sumatra, Medan has a potential earthquake risk that needs to be anticipated by increasing public knowledge and preparedness, especially among students.

After receiving intervention through news videos, there was a very significant increase in students' knowledge levels. The average posttest score increased to 9.81 with a much smaller standard deviation of 0.39. This decrease in the standard deviation indicates that news videos not only improved students' scores but also made their understanding more equitable. This means that almost all students experienced a consistent increase in knowledge after watching news videos about earthquakes. This increase aligns with findings regarding video blogging in microlearning mitigation materials, which emphasize the role of video in disseminating information and increasing disaster knowledge (Susantyo et al., 2023). This is reinforced by a study on optimizing digital technology-based disaster learning, which emphasizes the internalization of preparedness values through interactive, factual, and contextual presentations (Muslikhah & Suwarno, 2022). Furthermore, Zaski & Ratnawati (2024) emphasized that the effectiveness of video depends on how teachers integrate it into learning strategies, as video can overcome the limitations of text by providing a more realistic learning experience. Furthermore, empirical evidence shows that animated video media can improve disaster preparedness in high school students, while also helping to concretize abstract concepts in a disaster context (Arsy et al., 2025).

Statistical testing using the dependent t-test showed a p-value of 0.000 ($p < 0.05$), indicating a highly significant difference between the pretest and posttest scores. These results demonstrate that

news video media is effective as a disaster education tool in increasing students' knowledge about earthquakes. The effectiveness of news video media in this study can be explained by several factors. First, news video media combines elements of moving images, sound, and text, thus stimulating more than one sense simultaneously and presenting information realistically (Fauziah et al., 2023). Second, the news video used in this study depicts an actual earthquake event, allowing students to directly witness the real impact of the disaster. The presentation of factual and up-to-date information makes the material more relevant and easier for students to understand. Third, engaging and informative news videos can increase learning motivation and strengthen students' absorption of the material being taught (Arsy et al., 2025). Fourth, information packaged in video format provides a more interactive and engaging learning experience than text or audio-only media; the combination of visuals and sound allows for more focused audience attention, thus optimizing the information-receiving process (Zaski & Ratnawati, 2024).

The results of this study have important implications for disaster education in schools, particularly in high-risk disaster areas like Medan. Teachers can use news videos as an innovative learning method to deliver disaster material. This media can be integrated into relevant subjects, such as Geography, Science, or Disaster Preparedness Education. By increasing students' knowledge about earthquakes, it is hoped that disaster awareness and responsiveness will be formed among students and the school community. Students with good knowledge will be better prepared to face emergency situations and can become agents of change in disseminating disaster information to their families and surrounding communities. Furthermore, schools and local governments need to develop more interactive and engaging disaster learning media, not limited to news videos, but also in the form of simulations, educational games, or mobile applications that can be accessed by students anytime and anywhere.

Conclusion

This study proves that the use of news video media is effective in increasing the knowledge of grade X students of SMA Negeri 18 Medan about earthquake disasters. After being given an intervention in the form of showing educational news videos, the level of students' knowledge increased significantly, which was indicated by a statistically significant difference in pretest and posttest scores ($p = 0.000$). News video media not only conveys factual and visual information, but is also able to strengthen students' awareness and preparedness for potential earthquake disasters. Therefore, this media is suitable for use as a learning tool in disaster education in schools to increase the effectiveness of material delivery and form a culture of disaster response among students.

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