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Strategi Komunikasi BPBD Kabupaten Bantul Dalam Tanggap Bencana Gempa Bumi Di Sekolah Disabilitas
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ABSTRAK

Kabupaten Bantul merupakan wilayah dengan tingkat kerentanan tinggi terhadap bencana gempa bumi, sehingga kesiapsiagaan bencana menjadi kebutuhan mendesak bagi kelompok rentan seperti siswa penyandang disabilitas. Siswa disabilitas memiliki hambatan komunikasi yang berbeda-beda berdasarkan kondisi sensorik, kognitif, dan fisik, sehingga memerlukan strategi komunikasi yang adaptif, inklusif, dan berbasis aksesibilitas. Penelitian ini bertujuan melihat strategi komunikasi BPBD Kabupaten Bantul dalam edukasi kesiapsiagaan bencana gempa bumi di sekolah disabilitas. Landasan teoritis yang digunakan adalah Perencanaan Komunikasi Philip Lesly (dalam Cangara, 2014) serta strategi komunikasi bencana Fearn-Banks (2016) dan Haddow dan Haddow (2014). Penelitian menggunakan paradigma konstruktivis dengan pendekatan kualitatif deskriptif dan metode studi kasus. Pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi yang melibatkan BPBD Kabupaten Bantul serta guru dan tenaga pendamping di sekolah disabilitas. Analisis data menggunakan analisis tematik berdasarkan tahapan perencanaan komunikasi dan elemen strategi komunikasi bencana. Hasil penelitian menunjukkan bahwa strategi komunikasi BPBD sudah mengarah pada komunikasi yang adaptif dan inklusif, namun implementasinya belum sepenuhnya terstruktur secara sistematis. Simulasi dan praktik langsung terbukti menjadi metode paling ampuh dalam membangun pemahaman prosedural siswa terhadap evakuasi bencana. Penelitian ini menemukan konsep komunikator bayangan, yaitu guru yang secara fungsional menjalankan pekerjaan komunikasi yang seharusnya diselesaikan BPBD di tahap perencanaan, namun melakukannya secara informal dan tanpa pengakuan formal. Temuan ini menunjukkan bahwa model komunikasi bencana yang hanya melibatkan dua pihak tidak cukup menggambarkan realitas di sekolah disabilitas. Penelitian ini menyimpulkan bahwa komunikasi kebencanaan di sekolah disabilitas memerlukan strategi yang lebih aksesibel, partisipatif, dan berbasis kebutuhan audiens guna meningkatkan kesiapsiagaan siswa penyandang disabilitas.

Kata Kunci: *kesiapsiagaan, komunikasi bencana, komunikator bayangan, sekolah disabilitas, strategi komunikasi, Kabupaten Bantul*

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ABSTRACT

Bantul Regency is an area with a high level of vulnerability to earthquake disasters, making disaster preparedness an urgent need for vulnerable groups such as students with disabilities. Students with disabilities face varying communication barriers depending on their sensory, cognitive, and physical conditions, requiring communication strategies that are adaptive, inclusive, and accessibility-based. This study aims to examine the communication strategy of BPBD (Regional Disaster Management Agency) Bantul Regency in earthquake disaster preparedness education at schools for students with disabilities. The theoretical framework applied is Philip Lesly's Communication Planning model (in Cangara, 2014), along with the disaster communication strategies of Fearn-Banks (2016) and Haddow and Haddow (2014). The study employs a constructivist paradigm with a descriptive qualitative approach and a case study method. Data were collected through in-depth interviews, participatory observation, and documentation involving BPBD Bantul Regency as well as teachers and support staff at schools for students with disabilities. Data analysis used thematic analysis based on the stages of communication planning and the elements of disaster communication strategy. The findings show that BPBD's communication strategy is already moving toward adaptive and inclusive communication, but its implementation is not yet fully structured systematically. Simulation and hands-on practice proved to be the most effective methods for building students' procedural understanding of disaster evacuation. This study identifies the concept of the shadow communicator, referring to teachers who functionally carry out communication work that should have been completed by BPBD at the planning stage, but who do so informally and without formal recognition. This finding indicates that a communication model involving only two parties is insufficient to capture the reality found in schools for students with disabilities. The study concludes that disaster communication in schools for students with disabilities requires a more accessible, participatory, and audience needs-based strategy to strengthen the disaster preparedness of students with disabilities.

Keywords: *preparedness, disaster communication, shadow communicator, school for students with disabilities, communication strategy, Bantul Regency*