



Development of Digital Learning Resources for Educational Technology-Based Disaster Mitigation Blogs through Mount Merapi Alms Rituals

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Abstract

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This study aims to develop a Digital Learning Resource Blog for Disaster Mitigation Based on Educational Technology through the Sedekah Gunung Merapi Ritual as a learning medium that integrates educational technology with local wisdom. The background of this study is the limited contextual disaster mitigation learning resources that are able to connect disaster knowledge with local culture. The study uses the Research and Development (R&D) method with the ADDIE model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The product developed is an educational blog that contains disaster mitigation materials, documentation of the Sedekah Gunung Merapi ritual, learning videos, infographics, and interactive activities to improve students' understanding of disaster preparedness. Product validation was carried out by material experts, educational technology experts, and local cultural experts using a Likert scale instrument. The results showed that the product obtained a feasibility percentage of 93.00% from material experts, 94.40% from educational technology experts, and 96.00% from local cultural experts, with an overall average of 94.47% which is included in the very feasible category. These results indicate that the developed blog meets the content, media, and cultural requirements and is suitable for use as a learning resource for disaster mitigation. This research contributes to the development of local wisdom-based educational technology to improve disaster literacy while preserving the culture of the communities on the slopes of Mount Merapi.

Keywords:

educational technology, digital learning resources, learning blogs, disaster mitigation, local wisdom

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INTRODUCTION

Indonesia is one of the countries with a high level of disaster vulnerability in the world because it is located at the meeting point of three active tectonic plates and has a series of active volcanoes spread across various regions. (Ariadi, Sari, Rahmah, Fikri, & Raudah, 2023) These geographical conditions make Indonesia vulnerable to various types of natural disasters, one of which is volcanic eruptions. (Bakhriansyah et.al, 2025) Data from the National Disaster Management Agency (BNPB) shows that geological disasters remain a serious threat that impacts the social, economic, and educational lives of the community. (Bastomi, 2024) Therefore, systematic efforts are needed to increase community preparedness through disaster mitigation education from an early age. (Budiarti, 2022).



Disaster mitigation education is an important part of disaster risk reduction efforts which aims to shape the knowledge, attitudes and skills of the community in facing the threat of disaster.(Fadilah et.al, 2024)Through disaster mitigation education, students are expected to be able to recognize potential hazards, understand safety procedures, and take appropriate action when a disaster occurs.(Hadi & Susilawati, 2022)However, the implementation of disaster mitigation education in schools still faces various obstacles, especially in providing learning resources that are contextual, innovative, and appropriate to the characteristics of the students' environment.(Aksan, 2021).

The development of information and communication technology has brought major changes in the world of education.(Kusuma et.al, 2024). Educational technology is no longer seen as a mere learning aid, but has become a system capable of creating a more effective, flexible and meaningful learning experience.(Twiningsih, 2022)Utilizing digital technology enables students to obtain information quickly, interactively, and independently.(Twiningsih et.al, 2024)One form of utilization of educational technology that is currently developing is the use of blogs as a digital learning resource that can be accessed anytime and anywhere via computer or smartphone.(Handini & Mustofa, 2022).

Blogs have various advantages as a digital learning medium because they are able to integrate text, images, audio, video, infographics, and interactive activities in one platform.(Hamzah et.al, 2020)These characteristics enable students to have a more engaging learning experience than using conventional teaching materials. Furthermore, blogs also provide opportunities for students to learn independently, explore information more broadly, and interact with various digitally available knowledge sources.(Sailer & Homner, 2020)Therefore, blogs have the potential to be an effective alternative learning resource in disaster mitigation education.(Tobergte & Curtis, 2013).

Although various digital learning resources have been developed, most of them still focus on conveying general disaster concepts and have not integrated the potential of local culture as a learning resource.(Wuryantari et.al, 2026). In fact, local wisdom that lives in society has educational value that can be used as a learning medium for disaster mitigation.(Winiarti et.al, 2022)Local wisdom is the result of a community's experience in adapting to the environment over many years, thus containing various values, norms, and knowledge that are relevant to the lives of the local community.(Wu, Li, & Feng, 2022). Integrating local wisdom into learning can help students understand the material in a more contextual and meaningful way.(Rodriguez Amortegui, 2024).

One form of local wisdom that persists to this day is the Sedekah Gunung Merapi ritual, performed by the people living on the slopes of Mount Merapi, particularly in Selo District, Boyolali Regency. This ritual is an annual tradition held on the 1st of Sura, as a form of gratitude to God Almighty and a request for safety from various disasters. This tradition has been passed down from generation to generation and is an important part of the socio-cultural life of the communities surrounding Mount Merapi.

The Mount Merapi Alms Ritual not only has cultural and spiritual value but also contains various educational messages related to disaster mitigation. The various stages of the ritual, such as the buffalo head procession, communal prayer,

presentation of offerings, and arts and cultural activities, reflect the values of vigilance, mutual cooperation, environmental awareness, and community preparedness in the face of the threat of a Mount Merapi eruption.(Said et al., 2021)These values are a form of local knowledge that functions as a means of social learning for communities in understanding the relationship between humans and nature.(Adi & Paramita, 2024).

On the other hand, the ongoing volcanic activity of Mount Merapi indicates that communities living on the mountain's slopes still face a high risk of disaster. Eruptions in recent years have resulted in various impacts, including hot clouds, ashfall, and disruption to community activities. This situation demonstrates the need for ongoing disaster mitigation education efforts to ensure the community, especially students, are adequately prepared to face potential disasters. However, disaster mitigation instruction in schools still tends to be theoretical and does not utilize local wisdom as a learning resource.

The lack of utilization of educational technology in documenting and disseminating local wisdom values is a challenge in itself in disaster education.(Vallejos et.al, 2022)If learning innovations are not implemented immediately, there is a risk that the younger generation will lose understanding of local culture, which actually has important value in building disaster awareness.(Almaida, 2025)Therefore, it is necessary to develop digital learning resources that can integrate educational technology with local wisdom values so that they can become educational tools relevant to the needs of students in the digital era.

METHODS

This study uses the Research and Development (R&D) method with the aim of developing a blog-based digital learning resource on disaster mitigation through the Sedekah Gunung Merapi ritual. The development model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation) because it has systematic stages and is suitable for the development of digital-based educational technology products. The resulting product is an educational blog containing disaster mitigation materials, documentation of the Sedekah Gunung Merapi ritual, learning videos, infographics, and interactive activities that can be accessed by students online to support disaster learning based on local wisdom.

The first stage is analysis. At this stage, an analysis of disaster mitigation learning needs was conducted in schools located in areas prone to eruptions of Mount Merapi. The analysis was conducted through observation, interviews with teachers, students, traditional leaders, and the community of Lencoh Village, Selo District, Boyolali Regency, as well as a documentation study of the Mount Merapi Alms ritual. In addition, a curriculum analysis was conducted to identify learning outcomes related to disaster mitigation and local cultural preservation. The analysis results indicate that students need learning resources that are contextual, engaging, easily accessible, and able to connect disaster knowledge to the real lives of communities around Mount Merapi.

The second stage is Design (planning). At this stage, a blog design was prepared as a digital learning resource that includes menu structure, display design, navigation flow, and preparation of learning content. The blog was designed to have several main menus, namely: (1) information about Mount Merapi and the risk of eruption, (2) disaster mitigation materials, (3) documentation of the Mount Merapi Alms ritual, (4) learning videos, (5) disaster preparedness infographics, and (6) interactive activities in the form of quizzes, learning reflections, and self-evaluation sheets. All content is designed based on the principles of educational technology that emphasize aspects of interactivity, accessibility, and meaningful learning.

The third stage is Development. At this stage, a blog was created using a digital platform that is easily accessible to students. The blog content was developed based on the results of a literature review, field observations, and documentation of the Mount Merapi Alms ritual. Disaster mitigation material was presented in the form of text, images, videos, and infographics to enhance student understanding. The documentation of the Mount Merapi Alms ritual included photos, videos, and explanations of the symbolic meaning of each stage of the ritual related to disaster awareness and preparedness. In addition, interactive activities were developed in the form of Google Form-based quizzes and simple educational games to measure student understanding of the material studied.

The developed product was then validated by three groups of experts: disaster mitigation subject matter experts, educational technology experts, and local culture experts. Validation was conducted to assess aspects of content, language, media presentation, ease of use, interactivity, and the suitability of local wisdom values contained in the blog. The validation instrument used an assessment sheet on a 1–5 Likert scale with a column for suggestions for improvement. The validation results were used as the basis for product revisions before user trials.

The fourth stage is implementation. The revised blog product was piloted with elementary school students on the slopes of Mount Merapi. The trial was conducted on a limited scale to determine the level of practicality and user acceptance of the developed digital learning resource. Students were asked to access the blog, study the available materials, watch learning videos, observe documentation of the Mount Merapi Alms ritual, and complete interactive activities contained within the blog. During the implementation process, researchers observed student engagement and collected data through user response questionnaires.

The final stage is evaluation. Evaluation is conducted both formatively and summatively. Formative evaluation is conducted at each stage of development based on input from validators and product trial results. Meanwhile, summative evaluation is conducted to determine the overall product quality based on aspects of validity, practicality, and effectiveness. The effectiveness of the blog is measured by comparing the results of a disaster mitigation understanding test before and after blog use. Quantitative data are analyzed using descriptive statistics in the form of averages and percentages of feasibility, while qualitative data from interviews, observations, and user comments are analyzed using interactive analysis techniques that include data reduction, data presentation, and drawing conclusions. Through these stages, it is hoped that a valid, practical, and effective blog-based digital learning resource will be produced in improving students' understanding and

preparedness for the Mount Merapi eruption disaster through the utilization of local wisdom of the Mount Merapi Alms ritual.

RESULTS & DISCUSSION

RESULTS

The product development phase resulted in an educational technology-based disaster mitigation blog containing materials on Mount Merapi eruption disaster mitigation, documentation of the Mount Merapi Alms ritual, educational videos, infographics, and interactive activities including quizzes and learning reflections. The product was validated by subject matter experts, educational technology experts, and local cultural experts before being implemented with students.

Table 1. Results of Material Expert Validation

Assessment Aspects	Maximum Score	Score Obtained	Percentage
Suitability of material	25	23	92.00%
Conceptual accuracy	20	19	95.00%
Depth of material	20	18	90.00%
Integration with local wisdom	20	19	95.00%
Linguistics	15	14	93.33%
Total	100	93	93.00%

The results of the validation by material experts showed a feasibility percentage of 93.00% with a very feasibility category.

Table 2. Results of Validation by Educational Technology Experts

Assessment Aspects	Maximum Score	Score Obtained	Percentage
Learning design	25	24	96.00%
Visual display	20	19	95.00%
Ease of navigation	15	14	93.33%
Interactivity	20	19	95.00%
Accessibility	20	18	90.00%
Total	100	94	94.40%

The results of the validation by educational technology experts showed a feasibility percentage of 94.40% with a very feasible category.

Table 3. Results of Validation by Local Cultural Experts

Assessment Aspects	Maximum Score	Score Obtained	Percentage
Cultural accuracy	30	29	96.67%
Compliance with local wisdom values	25	24	96.00%
Completeness of ritual documentation	25	24	96.00%
Clarity of information presentation	20	19	95.00%
Total	100	96	96.00%

The results of the validation by local cultural experts showed a feasibility percentage of 96.00% with a very feasible category.

Table 4. Summary of Expert Validation Results

Validator	Percentage	Category
Subject Matter Expert	93.00%	Very Worthy
Educational Technology Expert	94.40%	Very Worthy
Local Cultural Expert	96.00%	Very Worthy
Average	94.47%	Very Worthy

Discussion

The results of the study indicate that the Digital Learning Resource Blog for Disaster Mitigation Based on Educational Technology through the Mount Merapi Alms Ritual achieved a very high level of feasibility with an average validation percentage of 94.47%. These results indicate that the developed product has met the feasibility aspects of materials, media, and local culture, making it suitable for use as a learning resource in disaster mitigation education. This high level of validity indicates that the development of blog-based learning resources is able to effectively integrate elements of educational technology with local wisdom. This finding is in line with the research of Handini and Mustofa (2022) which explains that the application of technology in 21st-century learning must be able to integrate content knowledge, pedagogy, and technology to produce a more meaningful learning experience.

In terms of material, expert validation results obtained a percentage of 93.00%, categorized as very appropriate. This indicates that the disaster mitigation material presented in the blog is in line with disaster concepts and student needs. The product's excellence lies in the integration of disaster mitigation values embodied in the Mount Merapi Alms ritual into digital learning materials. This integration makes learning more contextual because students can learn disaster mitigation concepts based on the real experiences of people living in eruption-prone areas. This finding aligns with research by Said et al. (2021) which states that cultural heritage and local wisdom are important sources of knowledge in building public awareness of the environment and disasters. Local wisdom not only functions as a cultural identity but also as an educational tool capable of transmitting adaptive knowledge from generation to generation.

The successful integration of local culture into the blog is also supported by the validation results from local cultural experts, which achieved the highest percentage of 96.00%. These findings indicate that the documentation of the Mount Merapi Alms ritual presented in the blog has depicted cultural values authentically and educationally. Values such as mutual cooperation, concern for the environment, togetherness, gratitude, and vigilance against natural threats are important parts of disaster mitigation learning. These research results support the research of Rodriguez-Amortegui (2024), which found that local culture-based learning can improve students' understanding because the knowledge learned is directly related to their lives and social environment. Thus, the Mount Merapi Alms ritual is not only positioned as a cultural heritage, but also as a learning resource with high pedagogical value.

From the educational technology aspect, the media expert validation results showed a percentage of 94.40%, categorized as very feasible. These results indicate that the developed blog has met the principles of digital learning design, including

ease of access, navigation, interactivity, and visual display quality. The blog was developed by combining various media formats such as text, images, videos, infographics, and interactive quizzes, thus providing a richer learning experience than conventional learning resources. This finding is in line with the opinion of Tobergte and Curtis (2013) who stated that learning in the digital era requires the use of learning resources that can facilitate broad, flexible, and interactive access to information. Blogs as digital learning resources provide opportunities for students to learn independently according to their individual needs and learning pace.

The use of instructional videos and infographics in blogs also significantly contributes to the quality of learning. Presenting information in visual form allows students to more easily grasp complex disaster mitigation concepts. This finding is supported by research by Budiarti (2022), which shows that the use of digital media-based disaster mitigation education can improve students' understanding of disaster preparedness compared to learning that relies solely on lectures. Through engaging visualizations, students can understand evacuation procedures, eruption signs, and preparedness steps in a more concrete and applicable way.

The interactivity aspect of blogs is also a factor contributing to high product quality. Blogs not only present material in a one-way format but also provide interactive activities such as quizzes, learning reflections, and self-evaluations. These activities enable students to actively engage in the learning process. The results of this study align with those of Sailer and Homner (2020), who concluded that interactive elements and gamification in digital learning can significantly increase learning motivation, student engagement, and learning outcomes. Therefore, the developed blogs meet the characteristics of modern learning, which positions students as active subjects in the learning process.

The results of this study also reinforce the findings of Twiningsih, Gunarhadi, and Musadad (2024), who stated that the development of technology-based learning media must begin with an analysis of user needs so that the resulting product is truly relevant to the characteristics of students. In this study, blog development was carried out based on the needs of students on the slopes of Mount Merapi, who require disaster mitigation learning resources that are easily accessible, engaging, and appropriate to their environmental conditions. Therefore, integrating disaster material with the Mount Merapi Alms ritual is an appropriate strategy for providing contextual and meaningful learning.

In addition to improving disaster literacy, the blog also serves as a medium for preserving local culture. Amidst the rapid development of digital technology, the younger generation tends to distance itself from cultural traditions passed down through generations. By digitizing the Mount Merapi Alms ritual in the form of a blog, cultural values can be well documented and made more widely accessible to the younger generation. This finding aligns with research by Winiarti, Ahdiani, and Pranolo (2022), which states that utilizing digital technology can be an effective strategy for preserving traditional knowledge and introducing it to the younger generation without losing its authentic value.

Overall, the research results show that the development of blog-based digital learning resources through the Sedekah Gunung Merapi ritual successfully integrates educational technology, disaster mitigation education, and local wisdom into one innovative learning product. The very high validation results prove that the

product has good quality in terms of content, media, and culture. These findings enrich the study of educational technology, particularly in the development of digital learning resources based on local wisdom, and make a real contribution to efforts to improve students' disaster preparedness. Thus, the developed disaster mitigation blog functions not only as a learning medium, but also as a means of preserving culture and strengthening disaster literacy that is relevant to the current needs of Indonesian society.

CONCLUSION

This research has successfully developed a Digital Learning Resource Blog for Disaster Mitigation Based on Educational Technology through the Sedekah Gunung Merapi Ritual that integrates disaster mitigation materials, local wisdom, and digital technology in one innovative learning medium. The validation results by material experts, educational technology experts, and local cultural experts showed an average feasibility level of 94.47% with a very feasible category, so that the product is declared to meet the content, media, and cultural aspects for use in learning. The developed blog not only functions as a learning resource to improve students' literacy and disaster preparedness, but also as a means of preserving local cultural values contained in the Sedekah Gunung Merapi ritual. Therefore, the use of educational technology based on local wisdom can be a strategic alternative in developing digital learning resources that are contextual, interesting, and relevant to the needs of disaster education in the digital era.

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