JNJ
Jambura Nursing Journal
Vol. 7, No. 2, July 2025
pISSN: 2654-2927eISSN: 2656-4653

Education using Audio Visual media and Sign Language to Increase Children with Disabilities' Knowledge of Fire Disaster Preparedness

Nur Hidayati[1*], Meilinda Nur Cahyani[1], Dadang Kusbiantoro[1] , Hamidah Othman[2]
Departemen/Fakulty: [1]Nursing Department, Faculty of Health Sciences, Universitas Muhammadiyah Lamongan, Lamongan, Indonesia
[2]School of Nursing Science, Faculty of Medicine, University Sultan Zainal Abidin, Trengganu, Malaysia

*Email: nur_hidayati@umla.ac.id

Abstract

Children with disabilities are a vulnerable group during disasters due to the limitations they experience. Disaster risk reduction can be achieved through education, which can be delivered using audio visual media and sign language. The aim of this study is to analyze the impact of audio visual and sign language education on the knowledge of children with disabilities regarding fire disaster preparedness.

The research was conducted using a pre-experimental approach with a one-group pre-posttest design involving 25 students with disabilities (visual impairments, hearing impairments, and mild intellectual disabilities) from Junior and Senior High School for special needs in Banjarmendalan, Lamongan Regency, in May 2024. The intervention consisted of audiovisual and sign language education on fire disaster preparedness. The measurement tool used was a questionnaire assessing knowledge, and the data were analyzed using the Wilcoxon test ($\alpha \leq 0.05$).

The results indicated that 56% of students with disabilities had a moderate level of knowledge before the educational intervention, and increased to 68% after the intervention. There was a significant effect of audiovisual and sign language education on the knowledge of students with disabilities regarding fire disaster preparedness ($p=0.000$).

Audio visual and sign language education proved effective in enhancing the knowledge of students with disabilities. However, the effect of the education varied among respondents due to differences in the types of disabilities. Future research is recommended to select specific methods tailored to particular types of disabilities, such as using Braille books for individuals with visual impairments.

Keywords : Knowledge, Disability, Fire-Disasters, Sign-Language

INTRODUCTION

Indonesia is a region with significant potential for disasters, one of which is fire. Fires are disasters that cause extensive harm, both materially and morally. Fires are frequently encountered in our surroundings, making fire incidents events that require attention and preventive measures to reduce and eliminate the likelihood of fires occurring in any given location (Moeneta, 2021).

People with disabilities are a vulnerable group at high risk during disasters due to their physical limitations and limited access to the physical environment, information, and communication within society. In fact, individuals with disabilities tend to be less visible during disasters. Disaster victims, both during and after an event, are often dominated by the elderly, children, pregnant women, and individuals with disabilities. Changes in the environment and inadequate facilities resulting from disasters further decrease the accessibility for people with disabilities. Similar to children, pregnant women, and the elderly, individuals with disabilities are reported to be significantly impacted by disasters, either through injury or death. Therefore, the vulnerabilities and special needs of people with disabilities must be considered in disaster management planning, taking into account their own capabilities (Probosiwi, 2012).

Forest and land fires in Indonesia saw a resurgence in 2023. According to data from the National Disaster Management Agency (BNPB), there were 526 incidents of forest and land fires in Indonesia between January 1 and September 5, 2023. Data from the Pasuruan Regional Disaster Management Agency (BPBD) indicate that 500 hectares of forest and open land in East Java burned during the period from January to August.

According to Siswanto, Head of the Fire Department in Lamongan, there were 144 recorded fire incidents in Lamongan Regency from January to September 2023, with the highest number occurring in the last two months, August and September. In August, there were 34 fires, while September saw 66 incidents, marking the highest number in history. The fire department's operational areas are divided into Lamongan (central), Babat (western region), Ngimbang (southern region), and Paciran (north coast), with the highest number of fires occurring in Ngimbang (*Rekor Jumlah Kebakaran Di Lamongan*, 2023). In addition to forest and land fires, fires caused by electrical short circuits have occurred in several special needs schools, including in Jambi City, where a fire on March 4, 2023, damaged seven classrooms (*SLB Sri Seodewi Jambi Terbakar, 7 Ruang Kelas Ludes*, 2023), in Pasranggahan, Special School in Jakarta Selatan on September 10, 2022 (*Sekolah Luar Biasa Di*

Pesanggrahan Jaksel Terbakar, 2022), and on October 16, 2023 fire disaster occurred in a special school in Jombang, East Java (*SLBN Balongsari Jombang Ludes Usai Kebakaran, Siswa Sementara Belajar Daring*, 2023).

In 2023, a phenomenon of fires occurred in several cities in Indonesia, particularly in East Java Province, where a fire at a Special School was caused by an electrical short circuit. Key factors contributing to the high number of casualties in such fire disasters include the general lack of awareness among the public, especially children, regarding disasters and the insufficient preparedness of the community to anticipate and respond to such emergencies (BNPB, 2023).

Efforts undertaken by the National Disaster Management Agency (BNPB) in collaboration with the Ministry of Education and Culture Indonesia and the Ministry of Religious Affairs Indonesia since 2012 have focused on promoting fire-safe schools and madrasahs. This initiative is outlined in BNPB Regulation No. 4 of 2012, which provides guidelines for ensuring safety in schools and madrasahs, including provisions for students with special needs (persons with disabilities). However, these efforts have not been widely implemented, despite being a fundamental right for individuals with disabilities in the realms of education and disaster management that must be addressed. Hearing-impaired children often struggle with new concepts, necessitating the use of engaging methods to facilitate their understanding of these concepts. Educational materials can be delivered through media applications (Probosiwi, 2012).

Based on the preliminary survey conducted at Banjarmendalan Special School on November 13, 2023, Banjarmendalan Special School is located in the center of Lamongan city, directly adjacent to the National Electricity Company facility, which presents a significant fire risk due to the presence of numerous high-voltage cables on premises. Interviews with the head of Banjarmendalan Special School revealed that the school accommodates various types of disabilities, including visual impairment, hearing impairment, mild intellectual disability, moderate intellectual disability, autism, and speech disorders. The school comprises 51 students in the elementary special education program (SDLB), 34 students in the junior high school special education program (SMPLB), and 24 students in the senior high school special education program (SMALB). According to the head of the school, there have been no disaster preparedness educational activities conducted thus far. Therefore, there is a critical need for awareness-raising activities, utilizing audiovisual methods and sign language to educate students with disabilities about fire disaster preparedness.

Factors influencing public knowledge of fire disasters include the activation of disaster preparedness posts with all supporting components, technical training or simulations for each disaster response sector (such as Search and Rescue, social services, health, infrastructure, and public works), inventorying emergency support resources, preparing and mobilizing resources, establishing a rapid and integrated information and communication system to support disaster management tasks, setting up and installing early warning system instruments, and developing contingency plans (Moeneta, 2021).

The impact of failing to implement disaster preparedness education for individuals with disabilities includes the potential for increased injury and/or organ dysfunction, as well as facing challenges similar to those experienced by other disaster victims. Inadequate facilities and responses that do not address their specific needs can exacerbate their suffering and vulnerability, resulting in a disproportionately higher degree of hardship compared to other victims (Dimas Ayu Novalita, 2018).

Disaster education is crucial for providing initial learning and introduction to disaster mitigation. It is hoped that through such educational activities, students will enhance their knowledge in the field of disaster preparedness, remain vigilant in the face of disasters, and understand the necessary actions to take during evacuation (BNPB, 2023).

There are various efforts to enhance public knowledge, one of which is health education [10]. Health education techniques and methods involve a combination of various approaches and methods, supported by tools and diverse educational media [11]. Methods of health education include counseling, training or workshops, simulations, demonstrations, role-playing, role modeling, campaigns, lectures, seminars, and audiovisual education [10].

Previous research indicates that the knowledge of hearing-impaired children about disaster preparedness remains low due to limited information available for disabled children. Additionally, some hearing-impaired children exhibit low literacy levels due to difficulties in understanding vocabulary. Furthermore, awareness-raising activities regarding disaster mitigation for children are often not innovative, particularly in the 4.0 era, despite the fact that more interactive educational methods could motivate children to read and acquire new knowledge. Research findings suggest that providing disaster preparedness education to individuals with hearing impairments through the SINARU application positively impacts the increase in their knowledge scores (Aini & Daniah, 2020).

According to Wijaya, one effective educational method for enhancing knowledge is the audiovisual method. This method combines sound (audio) and images (visual) to create

videos that engage both sight and hearing. The audiovisual method has several advantages in the learning process, including: a more innovative and interactive learning system, which demands creativity and innovation from educators in seeking breakthrough learning approaches; the ability to integrate text, images, audio, music, animation, and video into a cohesive whole that supports learning objectives; and the capacity to create enjoyment throughout the learning process. Audiovisual methods can serve as valuable tools for preparing individuals to handle real-life situations, both in personal and community contexts (Decy Situngkir et al., 2024).

The media utilized in this study is video, classified under the category of audiovisual media, with the addition of sign language. According to [12], audiovisual media can convey informational messages through a combination of visual and auditory elements presented simultaneously. Video media is employed to depict objects and events in a manner that closely resembles real-life conditions. Utilizing video media enhances the effectiveness and efficiency of information and knowledge communication. Additionally, the incorporation of sign language in the video serves as a crucial means of translating the content for individuals with disabilities, particularly for those with hearing impairments [14].

Hearing aids (audio) assist in stimulating the auditory senses during the educational process and serve as a precaution for individuals with visual impairments, while visual aids (visual) help stimulate the sense of sight during the reception of messages and act as a precaution for individuals with hearing impairments (Pakpahan, M., Siregar, D., Sulistyawati, A., Tasnim, Ramdany, M. R., Manurung, 2021).

A Special School is a formal educational institution designed to provide education for children with special needs. As an educational institution, a special school is established with various components aimed at achieving educational objectives, with the core process being the instruction of students. Therefore, a special school is a specialized educational institution that offers tailored educational programs for children with special needs (Dimas Ayu Novalita, 2018). Based on research findings, the implementation of fire evacuation simulations in special schools for individuals with visual impairments, hearing impairments, intellectual disabilities, and physical disabilities has resulted in improved knowledge and skills for self-preservation during disasters (Decy Situngkir et al., 2024). Previous research indicates an increase in the utilization of the digital media application SIPAKDEDIFA among disabled individuals in Mlese Village. According to the study, the role-play method can be effectively applied to children with special needs, and observations reveal that children with special needs

who are hyperactive and cooperative can successfully engage in simulations. However, based on the findings of several studies, there has been no implementation of audiovisual methods and sign language to enhance disaster preparedness knowledge among children with disabilities at Banjarmendalan Special School in Lamongan Regency (Rahayu & Artikel, 2020).

Therefore, the researcher is interested in investigating the impact of audiovisual education and sign language on the knowledge of children with disabilities regarding fire disaster preparedness at Banjarmendalan Special School in Lamongan Regency. This study aims to analyze the effect of audiovisual education and sign language on the knowledge of children with disabilities concerning fire disaster preparedness.

METHOD

This study employed a quantitative pre-experimental design with a one-group pre posttest approach. The research was conducted at Banjarmendalan special school in Lamongan Regency in May 2024.

The population of this study comprises students from the Junior High School Special Education (SMPLB) and Senior High School Special Education (SMALB) at SLB Banjarmendalan in Lamongan Regency, totaling 58 students. This group includes individuals with visual impairments, hearing impairments, and mild

The sample for this study consists of 25 students with disabilities, including 8 with visual impairments, 13 with hearing impairments, and 3 with mild intellectual disabilities. The sampling technique used was purposive sampling. The inclusion criteria for the study were children with disabilities in Lamongan attending Junior High School Special Education (SMPLB), specifically those with hearing impairments, visual impairments, and mild intellectual disabilities. The exclusion criteria were children with disabilities categorized as having mental retardation, autism, speech disorders, or moderate to severe intellectual disabilities.

The research instrument consisted of a 4-minute video developed by the authors, which included text, audio, and sign language. The video covered the following topics: the definition of fire disasters, the causes of fire disasters, and fire disaster prevention.

The knowledge measurement tool utilized was a closed questionnaire consisting of 20 questions with binary answer options (true or false). The questionnaire addressed topics such as the definition of fire disasters, the causes of fire disasters, and fire prevention.

Prior to distribution, the questionnaire was subjected to validity and reliability testing with 10 students with disabilities from SLB in Desa Babat, Babat District, Lamongan Regency, across Junior High School Special Education (SMPLB) and Senior High School Special Education (SMALB) levels, including those with visual impairments, hearing impairments, and mild intellectual disabilities. The results of the validity and reliability tests confirmed that the questionnaire was both valid and reliable, with a Cronbach's alpha of 0.954 and a correlation coefficient (r) of 0.632.

The study began by selecting potential respondents who met the inclusion and exclusion criteria, based on student data provided by the Principal of Banjarmendalan Special School in Lamongan Regency. The research was conducted over three sessions, each lasting one day.

On the first day, the session was dedicated to students with visual impairments, with 6 from Junior High School Special Education (SMPLB) and 2 from Senior High School Special Education (SMALB), totaling 8 students. For this category, the fire disaster preparedness video utilized audio for visual impairment. During the administration of the questionnaire, each student was assisted by the research team and SLB teachers in reading the pretest and posttest questions.

The second session, held on the second day, focused on students with hearing impairments. They viewed the video and understood the material through the sign language included in the video. During the questionnaire completion, sign language interpreters provided by the Special School teachers assisted the students.

The third session, conducted on the third day, involved students with hearing impairments and mild intellectual disabilities. This session was supported by both Special School teachers and the research team. Specifically, for students with hearing impairments, the Special School teachers assisted with reading the questions, while for students with visual impairments, assistance was provided by the researchers and research assistants.

After completing the pre-test questionnaire, respondents watched a 5-minute educational video on fire disaster preparedness, followed by a Q&A session. Subsequently, respondents were asked to complete the post-test questionnaire provided by the researchers. Once data collection was complete, researchers distributed souvenirs to the students. The collected data were then processed, evaluated, and tabulated for analysis.

Before conducting statistical tests, data distribution was first assessed using the Shapiro-Wilk normality test. The results showed a p-value of 0.063 for the pre-test, indicating

that the data distribution is normal. In contrast, the post-test yielded a p-value of 0.000, suggesting that the data distribution is not normal. Consequently, the Wilcoxon signed-rank test was employed for analysis.

This study has been deemed ethically sound by the Ethics Committee of the University of Muhammadiyah Lamongan, as of April 4, 2024, under the reference number 059/EC/KEPK-S1/04/2024.

RESULT

This study was conducted from May 20 to May 22, 2024, at Banjarmendalan Special School in Lamongan District, Lamongan Regency. The study involved 25 students with disabilities, including 8 with visual impairments, 14 with hearing impairments, and 3 with mild intellectual disabilities.

Table 1. Demographic Data of Students with Disabilities (n=25)

Data Umum	Categories	N	5
Age	13-15	12	48
	16-18	13	52
	Total	25	100
Gender	Male	13	52
	Female	12	48
	Total	25	100
Class	Junior High School	12	48
	Senior High School	13	52
	Total	25	100
Types of Disabilities	Visual impairment	8	32
	Hearing impairment	14	56
	Intellectual Disability	3	12
	Total	25	100

Based on Table 1, it is noted that 52% of the students are aged 16-18 years, 52% are male, 52% have a high school education, and 56% of the students have hearing impairments.

Table 2. Students' knowledge level on fire disaster preparedness before and after education (n=25)

Variable	Pre test		Post test	
Knowledge	N	%	N	%
Good (76-100)	3	12	17	68
Fair (56-75)	14	56	5	20
Poor (<56)	8	32	3	12
Total	25	100	25	100

Based on Table 2, before receiving audio visual and sign language education on fire disaster preparedness, 56% of the students had a knowledge level categorized as sufficient. After the education, the percentage of students with a good knowledge level increased to 68%.

Table 3. Students' level of knowledge about fire disaster preparedness in Banjarmendalan Special School based on type of disability before and after education (n=25)

Types of Disabilities	Knowledge	Pre test		Post test	
		n	%	n	%
Visual Impairment	Poor	8	32	3	12
Visual Impairment	Fair	0	0	5	20
Hearing Impairment	Fair	14	56	0	0
Hearing Impairment	Good	0	0	14	56
Mild intellectual Disability	Good	3	12	3	12

Based on Table 3, there is a 100% increase (14 students) in knowledge among hearing-impaired students, transitioning from the "fair" category to the "good" category. There was a 62.5% increase (5 students) in knowledge among visually impaired students, moving from the "poor" level to the "fair" level. No significant difference in knowledge was observed among students with mild intellectual disabilities before and after the education, as their knowledge remained at the "good" level.

Table 4. Statistical Analysis of the Impact of Audio-Visual Education and Sign Language on the Knowledge of Students with Disabilities at Banjarmendalan Special School, Lamongan Regency (n=25)

Knowledge	n	Min-max	Mean ± S.D	*p*
Pre test	25	20-85	58.80±3.666	0.000

Post test	25	45-90	79.80±2.806	0.000

Based on Table 4, the mean knowledge score of students before the educational intervention was 58.8, with a minimum score of 20 and a maximum score of 85. Following the audio visual and sign language education, the mean knowledge score increased by 21 points to 79.80, with a minimum score of 45 and a maximum score of 90. The results of the Wilcoxon test indicate a significant effect of the audio visual and sign language education on the knowledge of students with disabilities regarding fire disaster preparedness ($p = 0.000$ or $p \leq 0.05$).

DISCUSSION

The results of this study indicate that audio visual and sign language education on fire safety effectively enhances the knowledge of students with disabilities. A lack of knowledge among students leads to insufficient preparedness. The reason for students having a "poor" level of knowledge is the absence of prior outreach or education on disaster management in schools. Many schools still lack curricula that specifically address fire risk reduction and disaster preparedness (Klaten, 2022).

The physical limitations experienced by children with disabilities significantly impact their ability to process the provided educational media. These children are often able to perceive information through only one sensory channel or direction at a time. Educational media serves as a tool used by instructors to convey messages to learners, facilitating their understanding of the objectives and intentions of the instructional material (Moto, 2019). Audio visual media is media that has sound elements and image elements (Laeto et al., 2023).

After the education was delivered using audio visual media and sign language, respondents' knowledge was categorized as "good". This finding aligns with research conducted by Fernalia, Busjra, and (Lubis et al., 2023), in which the study indicated that following the implementation of audio visual education on disaster simulation with elementary school students, there was a significant improvement in their knowledge, achieving a "good" rating. To further enhance respondents' knowledge, incorporating educational activities as a means of disseminating information proves to be effective. By employing audio visual education on disaster preparedness, it is anticipated that children with disabilities will be better equipped to apply the knowledge gained during the educational sessions. Moreover, the

integration of sign language into the educational process aids in improving comprehension and engagement for children with disabilities.

Sign language is a form of communication utilized by communities with difficulties in verbal expression, those who are unable to learn language through speech, and individuals who are deaf or hard of hearing. (Mariah Ulfah dan Siti Ubaidah UIN Sulthan Thaha Saifuddin Jambi, 2023). Based on the above presentation, it is evident that there was a notable improvement in students' knowledge levels following the audio-visual education on fire disaster preparedness, with their knowledge advancing to a "good" category.

In the study involving training through video and demonstrations, there was a notable increase in knowledge, with a value of 32.217. Similarly, there was a significant enhancement in skills, with a value of 31.657 (Saptiadi, 2021). The advantages of this audio visual media are that the messages conveyed are interesting and do not require a long duration of time and can also be played repeatedly and there is sign language which is used as a translator for students to more easily understand the information. The sign language in the video makes it easier for deaf and mildly retarded students to obtain new information, and audio media is used for blind students while visuals are for the hearing impaired. It can encourage children to practice concentration, and also develop abstract imagination, this media can also arouse one's motivation. And can present a real situation of the information conveyed to create a deep impression.

CONCLUSIONS

There is an impact of audio-visual education and sign language on the knowledge of students with disabilities regarding fire disaster preparedness. The effect of education varies among respondents depending on their type of disability due to differing sensory limitations. Individuals with mild intellectual disabilities, who have normal vision and hearing, generally exhibit better levels of knowledge compared to those who are deaf or blind. Among these, individuals with visual impairments face the greatest challenges in education, as they rely solely on auditory input. Future researchers are encouraged to explore more effective educational methods for individuals with visual impairments, such as Braille-based approaches.

REFERRENCES

Aini, N., & Daniah, D. (2020). Efektivitas Media Aplikasi untuk Edukasi Siaga Bencana pada

Anak Penyandang Disabilitas (Tuna Rungu). *Jurnal Ilmiah Kesehatan*, *19*(01), 24–28. https://doi.org/10.33221/jikes.v19i01.406

BNPB. (2023). *Kebakaran Hutan dan Lahan*. https://doi.org/https://data.bnpb.go.id/pages/kebakaran-hutan-dan-lahan-agustus-2023

Decy Situngkir, Eka Cempaka Putri, Ira Marti Ayu, Cut Alia Keumala Muda, & Ning Setianti. (2024). Penyuluhan Tanggap Darurat Kebakaran pada Siswa/i Kelas XI IPS SMA N 5 Depok. *JURPIKAT (Jurnal Pengabdian Kepada Masyarakat)*, *5*(2), 457–466. https://doi.org/10.37339/jurpikat.v5i2.1667

Dimas Ayu Novalita, E. W. 2018. (2018). *Journal of Health Education*. *3*(2), 75–85. https://doi.org/https://journal.unnes.ac.id/sju/index/search/authors/view?firstName=Dimas&middleName=Ayu&lastName=Novalita&affiliation=Universitas%20Negeri%20Semarang&country=ID

Klaten, B. K. (2022). *Pengurangan Risiko Bencana (PRB) Kebakaran*. https://doi.org/https://bpbd.klaten.go.id/pengurangan-risiko-bencana-prb-kebakaran

Laeto, A. Bin, Santoso, B., Zulissetiana, E. F., & Susilawati, S. (2023). Pemberdayaan Kompetensi Mahasiswa Akhir Program Studi Pendidikan Dokter dalam Melakukan Promosi Kesehatan Olahraga. *Muria Jurnal Layanan Masyarakat*, *5*(2), 96–102. https://doi.org/10.24176/mjlm.v5i2.10738

Lubis, S. M. S., AM, A. I., & Musta'in, M. (2023). Pengaruh edukasi audio visual self-care behaviour terhadap peningkatan pengetahuan penderita hipertensi pada usia dewasa. *Journal of Nursing Practice and Education*, *4*(1), 39–44. https://doi.org/10.34305/jnpe.v4i1.829

Mariah Ulfah dan Siti Ubaidah UIN Sulthan Thaha Saifuddin Jambi, S. (2023). Ulfah Penerapan Bahasa Isyarat dalam Pembelajaran bagi Anak Berkebutuhan Khusus Tuna Rungu. *Journal of Disability Studies and Research*, *2*(1), 29–42. https://doi.org/https://e-journal.lp2m.uinjambi.ac.id/ojp/index.php/jdsr/article/view/1764/889

Moeneta. (2021). *Keselamatan Kebakaran Pada Remaja*. https://doi.org/https://eprints.ukh.ac.id/id/eprint/2541/

Moto, M. M. (2019). Pengaruh Penggunaan Media Pembelajaran dalam Dunia Pendidikan. *Indonesian Journal of Primary Education*, *3*(1), 20–28. https://doi.org/10.17509/ijpe.v3i1.16060

Pakpahan, M., Siregar, D., Sulistyawati, A., Tasnim, Ramdany, M. R., Manurung, I. E. M. (2021). *Promosi Kesehatan Dan Perilaku Kesehatan*. https://doi.org/https://repositori.uin-alauddin.ac.id/

Probosiwi, R. (2012). (2012). *(Persons With Disabilities Involvement On Disaster Prevention)*. https://doi.org/file:///C:/Users/LENOVO/Downloads/67-File%20Utama%20Naskah-101-1-10-20210101%20(6).pdf

Rahayu, I. M., & Artikel, I. (2020). *Higeia Journal Of Public Health*. *4*(Special 1), 306–314.

Rekor Jumlah Kebakaran Di Lamongan. (2023). https://www.ngopibareng.id/read/rekor-jumlah-kebakaran-di-lamongan-144-kejadian-hingga-september

Saptiadi, A. (2021). Pengaruh Media Video Pembelajaran Terhadap Peningkatan Pengaruh Media Video Pembelajaran Terhadap Peningkatan the Influence of Learning Video Media Toward the Inclreasing of Parents. *Univeritas Negeri Jakarta*, *4*.

Sekolah Luar Biasa di Pesanggrahan Jaksel Terbakar. (2022). https://megapolitan.kompas.com/read/2022/09/10/15574851/sekolah-luar-biasa-di-pesanggrahan-jaksel-terbakar

SLB Sri Seodewi Jambi Terbakar, 7 Ruang Kelas Ludes. (2023). https://www.detik.com/sumut/berita/d-6600605/slb-sri-seodewi-jambi-terbakar-7-ruang-kelas-ludes

SLBN Balongsari Jombang Ludes Usai Kebakaran, Siswa Sementara Belajar Daring. (2023). https://radarjombang.jawapos.com/peristiwa/663082622/slbn-balongsari-jombang-ludes-usai-kebakaran-siswa-sementara-belajar-daring