Teachers' Self-fulfilling Prophecy (SFP) Impacts Students' Disaster Preparedness

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Doi: 10.31316/g-couns.v10i02.7929

Abstrack

Research to determine the effect of teachers' Self-fulfilling prophecy (SFP) on students' disaster preparedness, using a single-subject experimental design. The research design model AB. The number of research subjects was 8 students of Aviation Vocational High School Angkasa Ardhya Garini (AAG), Adisutjipto, Yogyakarta. Data collection used in this study used a disaster preparedness scale. Data were analyzed using descriptive statistics and gain score calculations. The average disaster preparedness score for the student group with teachers who had a positive Self-fulfilling prophecy (SFP) before the handling stage was 76.10; after the handling stage, it increased to 83.75. This shows an increase of 7.70 points. The average disaster preparedness score for the student group with teachers who had a negative self-fulfilling prophecy (SFP) before the handling stage was 77.20; after the handling stage, it increased to 79.58. This shows an increase of 2.40 points. The implication of this research is that teachers' self-fulfilling prophecy (SFP) increases students' preparedness for various natural disasters by optimizing guidance and counseling services.
Keywords: disaster preparedness, self-fulfilling prophecy, students

Abstrak

Penelitian untuk mengetahui pengaruh Self-fulfilling prophecy (SFP) guru terhadap kesiapsiagaan bencana siswa, menggunakan desain eksperimental mata pelajaran tunggal. Model desain penelitian AB. Jumlah subjek penelitian sebanyak 8 mahasiswa Sekolah Menengah Kejuruan Penerbangan Angkasa Ardhya Garini (AAG), Adisutjipto, Yogyakarta. Pendataan yang digunakan dalam penelitian ini menggunakan skala kesiapsiagaan bencana. Data dianalisis menggunakan statistik deskriptif dan perhitungan gain score. Rata-rata skor kesiapsiagaan bencana untuk kelompok siswa dengan guru yang memiliki ramalan diri (SFP) positif sebelum tahap penanganan adalah 76,10; Setelah tahap penanganan, meningkat menjadi 83,75. Ini menunjukkan peningkatan 7,70 poin. Rata-rata skor kesiapsiagaan bencana kelompok siswa dengan guru yang memiliki nubuat negatif self-fulfilling prophecy (SFP) sebelum tahap penanganan adalah 77,20; Setelah tahap penanganan, meningkat menjadi 79,58. Ini menunjukkan peningkatan 2,40 poin. Implikasi dari penelitian ini adalah bahwa self-fulfilling prophecy (SFP) guru meningkatkan kesiapsiagaan siswa terhadap berbagai bencana alam dengan mengoptimalkan layanan bimbingan dan konseling.
Kata kunci: *kesiapsiagaan bencana, self-fulfilling prophecy, siswa*

Article info
Received May 2025, Revised July 2025, Accepted August 2025, Published February 2026

INTRODUCTION

Humans are social creatures who always interact with others. Human interactions can affect people, depending on the treatment they receive (Fadhilah & Maunah, 2021). This occurs because individuals who want to interact with others tend to have preconceived notions and expectations about how others will behave. These individual beliefs and expectations indirectly lead individuals to treat others in ways that make the previously formed beliefs and expectations become real (Stukas, & Snyder, 2016). Not infrequently, this will also give rise to stereotypes about other people (Brocchini, 2024; Rothermund, & de Paula Couto, 2024). The above phenomenon is called a self-fulfilling prophecy. Self-fulfilling prophecy (SFP) is a term introduced by Merton (1948) as a self-fulfilling prophecy. The theory of self-fulfilling prophecy (SFP) emerged from Teorema Thomas (1928), who argued that if an individual believes a situation to be real, that belief will make it a reality because it directs his behavior to bring it about.

A self-fulfilling prophecy (SFP) is something that operates outside the interactant's awareness and can influence their behavior. Unconsciously, this leads to labeling individuals (Roziqin, 2019). Self-fulfilling prophecy (SFP), in theory, is a concept defined by McGregor (Eden, 1992) as how an individual's expectations shape how they treat others, ultimately influencing others' responses. Argrys (Eden, 1992) states that how to treat others is the main focus in the Self-fulfilling prophecy (SFP), which can take the form of humanistic attitudes and trust in social interactions.

A self-fulfilling prophecy (SFP) can have different effects. According to Eden, (1992) the statement, a self-fulfilling prophecy (SFP) is a double-edged sword. The influence produced by the Self-fulfilling prophecy (SFP) is an influence that can increase a person's performance based on positive beliefs and expectations, which is called the Pygmalion influence, and an influence that can suppress or decrease a person's performance based on negative beliefs and expectations, which is called the Golem influence. The influence of Self-fulfilling prophecy (SFP) has been observed in several contexts, including education, work, professional, and informal settings (Jussim, 2017). Small differences in the influence of positive and negative Self-fulfilling prophecies (SFPs) can gradually widen over time into large differences (Madon et al., 2011).

A self-fulfilling prophecy (SFP) in education occurs in interactions between teachers and students. Research from Rosenthal (Gentrup et al., 2020) resulted in the finding that different teachers' Self-fulfilling prophecy (SFP) affects students' achievement. Rosenthal's research involved giving different false information to two teachers. The first teacher was given false information that the students in his class were selected, smart, and fun, and the second teacher was given false information that the students in his class were not competent and not fun. The trial found that students who were treated like smart children showed better, more significant achievement than students who were treated as less smart. This is also supported by research from Mocan & Yu (2020) that giving a positive impact with belief and expectation can be strong in forming an individual.

Thus, teachers' achievement expectations can influence children's development from the beginning of school through subsequent educational achievement to final outcomes. However, there is no convincing answer to the question of how teacher expectations influence the results. Most authors agree that expectations that are met in the classroom occur in three main steps: (1) teachers create inaccurate expectations; (2) these expectations encourage teachers to treat students differently according to their treatment; and (3) students react to this different teacher treatment in a way that confirms the

teacher's initial expectations, resulting in increased (Gentrup et al., 2020; Hill & Jones, 2021).

Self-fulfilling prophecy (SFP) in the context of education can also occur in interactions between students. A negative self-fulfilling prophecy (SFP) among students can give rise to social problems. Social problems that often occur in student interactions are bullying. This is consistent with the results of a 2014 study by the National Consortium for Character School Development (kemenppa.go.id), which found that almost every school in Indonesia reports cases of bullying (Azis, 2015). The Indonesian Child Protection Commission noted that in February 2020, there were extreme impacts from bullying cases, such as students whose fingers had to be amputated and students who were kicked to death (Kholida et al., 2023).

Cases other than bullying that can cause loss of life are "*klitih*." The "*klitih*" case is well known in the Yogyakarta area and is conducted by students (Saputra et al., 2017). The klithih action begins with aimless motorized activities, then teasing each other with other students or from other schools, which often ends with injuries, both minor and serious, and the loss of someone's life. Bullying is an aggressive act that aims to hurt or make the victim depressed and uncomfortable (Muvariz et al., 2020; Sari et al., 2022). This is inseparable from the stereotypical factor, which gives rise to aggression and the carrying out of "*klitih*" actions (Purwadi et al., 2020).

Serious injuries experienced by a person or the loss of a person's life can cause trauma to the individual. Events that cause trauma or psychological impacts, either directly or indirectly, are called disasters. According to Law Number 24 of 2007 Concerning Disaster Management, namely an event that threatens and disrupts people's lives caused by natural factors and/or non-natural factors as well as human factors, resulting in losses in the form of human casualties, environmental damage, property losses, and psychological impacts (Tambunan & Abdurrahman, 2023).

Disasters in Indonesia are classified into three types based on their causes. Types of disasters, according to Law Number 24 of 2007, are natural disasters caused by natural factors, non-natural disasters caused by non-natural factors, and social disasters caused by human factors. The factors that cause disasters in Indonesia are things that exist in Indonesia. Indonesia's geographical location and multicultural makeup make it prone to disasters. Even now, it is clear that the gap has the potential to trigger a megathrust earthquake in the future (Hasan & Setyaningsih, 2024). As it happens, it becomes a national issue. Which also requires student readiness (Permatasari et al, 2024).

Indonesia's disaster-prone situation means that Indonesian society needs knowledge and skills to prepare for disasters to reduce post-disaster losses (Ifdil & Ghani, 2017). According to the National Disaster Management Agency (Bencana, 2017), disaster preparedness is the process of facing disasters. Disaster preparedness is the actions taken before a disaster occurs to reduce its impact. (Widjanarko & Minnafiah, 2018).

Disaster preparedness can be prepared through the education sector. The education sector plays a role in organizing education to realize national development, including cultivating a disaster-ready society among students. The education sector is an effective means of disseminating information, knowledge, and skills to the community through schools. This is also exacerbated by the fact that, according to the National Disaster Management Agency, around 60% of schools in Indonesia lack adequate disaster preparedness programs (Azhar et al, 2024). Information from the National Disaster Management Agency (BNPB, 2023), in 2021, there were 2,873 earthquakes, some of which caused loss of life. In 2022, the number of earthquakes increased to 3,694. Until

mid-2023, more than 2,000 earthquakes have been recorded. This figure shows the need for continuous disaster preparedness education for the Indonesian people, especially in earthquake-prone areas such as the Special Region of Yogyakarta.

Schools, as educational communities, can effectively and dynamically implement disaster preparedness education for school residents, thereby increasing their preparedness, as disaster preparedness education in Indonesia has not been made a separate subject and has not received high priority. This makes the disaster preparedness of students in Indonesia in the lower category (Widjarnoko & Minnafiah, 2018). Research on Ifdil & Ghani (2017) the importance of disaster preparedness. High school is a great opportunity to develop teenagers' character. This is because most of the time teenagers spend in school (Farida, 2014). Disaster preparedness can be included in the character development section of school curricula to meet the needs of disaster-prone Indonesia, so that adolescents understand what to do before and after a disaster. Disaster preparedness character development in schools is achieved by optimizing adolescents' reasoning, enabling them to prepare for disasters across social, psychological, physical, and spiritual dimensions.

Character development in schools can be included in the curriculum and school activities. One of the schools that does this in the Yogyakarta area is Aviation Vocational High School Angkasa Ardhya Garini (AAG), Adisutjipto, Yogyakarta. The school makes character development part of its culture. However, the culture of disaster preparedness has not been built into the character development program. Disaster preparedness education for students at Aviation Vocational High School Angkasa Ardhya Garini (AAG) Adisutjipto, Yogyakarta, is provided by external parties. This activity is not attended by all students of Aviation Vocational High School Angkasa Ardhya Garini (AAG), Adisutjipto, Yogyakarta, and is not routinely carried out.

Another option for organizing disaster preparedness education is through personal-social guidance and counseling services. The provision of personal-social guidance and counseling services aims to help students understand; this is also the importance of the counselors' role in natural and non-natural disaster preparedness. Therefore, services are needed that can provide confidence to students. (Ifdil & Ghani 2017)

Disaster preparedness education through guidance and counseling services can be done through group guidance. Group guidance, according to, Prayitno & Amti (2004), is the activity of delivering personal, vocational, and social information to a group of students to help them make the right plans and decisions. The interactions that occur in group guidance will help students' understanding and make it easier for teachers to monitor students' knowledge and abilities.

The provision of group guidance services can run optimally if guidance and counseling teachers have the qualifications and competencies regulated by the Minister of National Education Regulation (Permendiknas No. 27 Tahun 2008 Tentang Standar Kualifikasi Akademik Dan Kompetensi Konselor, 2008). The basic qualification that guidance and counseling teachers should possess is a positive view of their students. This is necessary because the teacher's view of students can become a self-fulfilling prophecy (SFP). By increasing teachers' capacity, it is hoped that they can better support students and the school community as a whole in facing the challenges posed by disasters (Handaka et al., 2022).

Several studies have shown that teachers' Self-fulfilling prophecy (SFP) can affect students' knowledge and skills. This can also happen in disaster preparedness education

through guidance and counseling services. However, it is possible that students' knowledge and skills are influenced by other factors, as Weaver et al. (2016: 180) note: a person's low performance can be caused by an accurate assessment of their performance based on their history. Based on the considerations and background above, this study aims to test the effectiveness of teachers' self-fulfilling prophecy on students' disaster preparedness using a single-subject experimental design. Based on the considerations and background above, this study aims to test the effectiveness of teachers' self-fulfilling prophecy on students' disaster preparedness using a single-subject experimental design.

Based on the considerations and background above, this study aims to test the effectiveness of teachers' self-fulfilling prophecies in students' disaster preparedness using a single-subject experimental design. Therefore, this study provides useful information for the use of disaster-oriented guidance and counseling services, particularly regarding the role of self-fulfilling prophecies (SFPs) in the guidance and counseling field, which has not been previously studied.

METHOD

This research is an experimental study with a single-subject experimental design. The number of research subjects was 8 students. The subjects were selected based on flexibility and divided into high- and low-cognitive categories. The research design used was the AB design. The AB design is a study with two testing phases: the baseline phase (A, before treatment) and the intervention phase (B, after treatment) (Gast, 2009). The treatment in this study was implemented through group guidance in two groups. The group guidance techniques used were jigsaw and sociodrama. The treatment was given after the teacher received different misinformation in each group. The subjects of this study were grade XI students of Aviation Vocational High School Angkasa Ardhya Garini (AAG) Adisutjipto Yogyakarta, a vocational school located in an earthquake-prone area.

The data collection technique used in this study was a questionnaire. The questionnaires used in this study were a disaster preparedness questionnaire to assess students' level of preparedness at Aviation Vocational High School Angkasa Ardhya Garini (AAG) Adisutjipto, Yogyakarta, and a self-evaluation questionnaire on the Self-Fulfilling Prophecy (SFP) administered to teachers. The research instrument used a questionnaire. Measurement in the distributed instrument used a Likert scale consisting of 18 items. Based on four indicators: beliefs, behavior, student feedback, and confirmation.

Data analysis in this study employed nonparametric data analysis. The data analysis technique used descriptive statistics to illustrate changes in subjects' disaster preparedness from the baseline phase (before treatment) to the intervention phase (after treatment). Descriptive statistics used tables and line graphs to present the data in this study. Achievement scores were calculated to measure changes in scores between the initial and post-treatment phases.

RESULTS AND DISCUSSION

Results

Teachers' self-fulfilling prophecy (SFP) is formed through false information provided by researchers. Teachers' self-fulfilling prophecy (SFP) is seen through the treatment phase through observation and after the treatment phase through a self-evaluation questionnaire on Self-fulfilling prophecy (SFP) and interviews.

Data collection for students in group A was conducted on August 29, 2020. The treatment was carried out in group A after the teacher received false information from the researcher. The false information given to the teacher about group A was that its members had high cognitive levels and were open to discussion. This false information formed a self-fulfilling prophecy in the teacher. The teacher believed that students in group A had high cognitive abilities. The teacher's self-fulfilling prophecy (SFP) towards students in group A was positive. This was shown through the results of the teacher's questionnaire which produced a score of 67 out of 72 as the maximum score. This number falls within the high category, indicating that the teacher's self-fulfilling prophecy (SFP) is positive.

The teacher's positive self-fulfilling prophecy (SFP) was further explained in an interview with the researcher. The teacher said that students in group A had a high cognitive level and responded well during the discussion session. The teacher felt that students in group A were enthusiastic about participating in group guidance activities and were fun and interactive when answering questions. In the jigsaw session, the teacher explained that students in group A were able to explain the material again without looking at it and to grasp the material well, as evidenced by their ability to answer questions fluently and satisfactorily. In the sociodrama session, the teacher felt that students in group A were able to understand the meaning of the drama that had been performed, and it felt fun because the students were quite enthusiastic, as seen from the students' expressions.

The teacher's assessment of students in group A made them confident that students' disaster preparedness could increase by at least 70%. The results of observations during the treatment of group A showed that the teacher interacted a lot with students. The interaction was also interspersed with laughter and several icebreakers. In the jigsaw session, the teacher asked students to explain the material again and to answer questions without looking at the material paper. In the sociodrama session, the teacher seemed satisfied with the students' performance and said the drama they performed was very fun and funny.

Data collection for students in group B was conducted on September 5, 2020. The treatment was carried out in group B after the teacher received false information from the researcher. The false information given to the teacher about group B was that its members had low cognitive levels and were close to being invited to discussions. This false information formed a self-fulfilling prophecy in the teacher. The teacher believed that students in group B had low cognitive abilities.

The teacher's self-fulfilling prophecy (SFP) towards students in group B was negative. The teacher's completed questionnaire showed a score of 43 out of 72, the maximum possible. This figure is included in the moderate category. This moderate category can indicate that the teacher's self-fulfilling prophecy (SFP) towards group B is negative.

The teacher's negative self-fulfilling prophecy (SFP) can also be seen in the interview results. The teacher felt that students in group B had low cognitive levels, as evidenced by their inability to re-explain the material presented in the jigsaw session. The teacher explained that students presented the material rigorously and were very focused on the material paper. This made the teacher even more convinced that students did not understand the material presented. When asking students questions, the teacher stated that students could see the material paper. In the sociodrama session, the teacher felt that students in group B were less active and did not understand the drama script that had been given, as seen from the silence of students who did not move backgrounds during the

background change session. The teacher also said that students in group B seemed forced to participate and were not enthusiastic. This convinced the teacher that the group's students' disaster preparedness would not increase or would only increase slightly. The results of observations during the treatment of group B showed that the teacher interacted little with students. In the jigsaw session, the teacher allowed students to continue reading the material paper when they were asked to answer questions. In the sociodrama session, the teacher did not seem satisfied with the students' performance.

The process of collecting student disaster preparedness data was carried out from August 1 to September 17, 2020. The technical data collection was carried out in three phases: the baseline, treatment, and intervention phases. Student disaster preparedness scores can be categorized based on the following table:

Table 1.
Categories of student disaster preparedness

No.	Limit	Category
1.	Score ≥ 75	High
2.	(50) ≤ Score < (75)	Medium
3.	Score < 50	Low

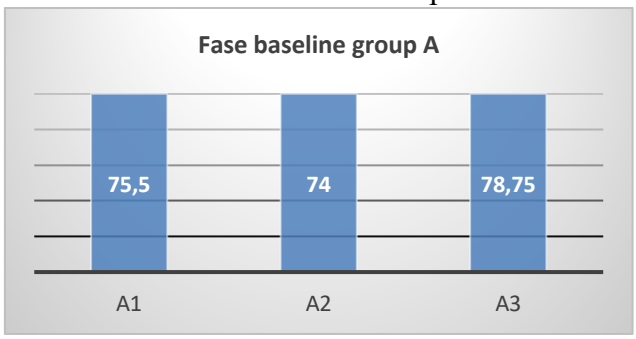
Group A is a group with teachers who have a positive Self-fulfilling prophecy (SFP). Data on student disaster preparedness in the baseline phase were taken three times and can be seen in the following table:

Table 2.
Disaster preparedness level of group A baseline phase

No.	Nama	Fase Baseline			Mean
		A1	A2	A3	
1.	1.	RA	71	71	81
2.	2.	MR	73	68	81
3.	3.	FA	71	81	82
4.	4.	MW	87	76	71
Mean		75,5	74	78,75	76,10

The state of disaster preparedness of group A students in the baseline phase can be seen in the following graph:

Graph 1.
Fase Baseline Group A



Based on the graph, students in group A declined from phase A1 to phase A2 and experienced a significant increase from phase A2 to phase A3. After data collection

during the baseline phase, students received disaster preparedness instruction from the teacher. Before providing treatment to students, the teacher felt relaxed because he believed that students in group A had high cognitive abilities and found the material easy to understand.

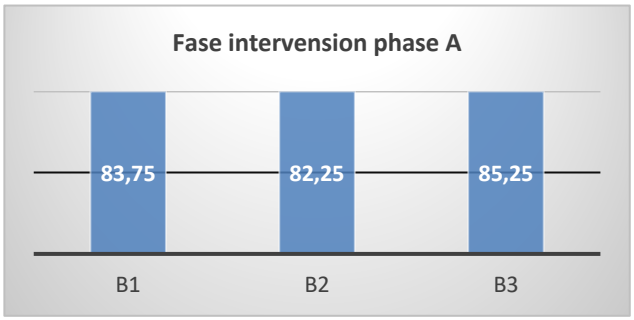
After the treatment phase, the researcher collected data in the intervention phase three times and obtained the following data:

Table 3.
Disaster Preparedness Gevel of group A Intervention Phase

No.	Name	Fase Intervension			Mean
		B1	B2	B3	
1.	RA	81	74	80	78,33
2.	MR	79	73	80	77,33
3.	FA	87	92	88	89,00
4.	MW	88	90	93	90,33
Mean		83,75	82,25	85,25	83,75

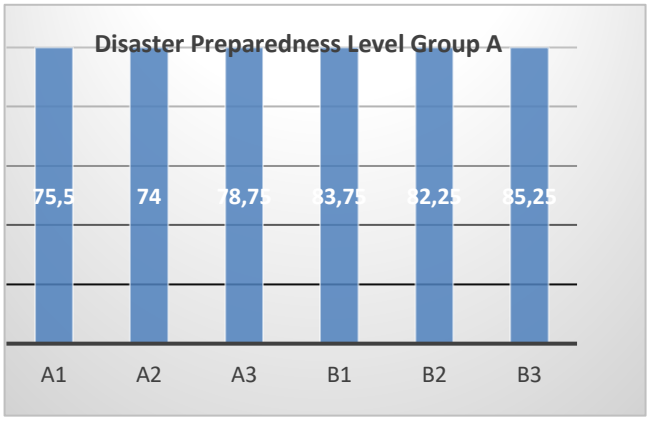
During the intervention phase, students experienced changes in scores, including increases and decreases. The state of disaster preparedness of students can be seen in the following graph:

Graph 2.
Intervention Phase of Group A



The graph shows that during phase B1 to B2, the disaster preparedness score of students decreased, and during phase B2 to B3, it increased. The average disaster preparedness score for group A students in the baseline phase was 76.10, and in the intervention phase, it was 87.75. This shows a significant increase, with a score rising by 7.7 points. The state of disaster preparedness of group A students in all phases can be seen in the following graph:

Graph 3.
Disaster Preparedness Group A



The graph shows an increase in scores for group A students, although during phases A1 to A2 and B1 to B2, scores decreased. This condition indicates that teachers' positive Self-fulfilling prophecy (SFP) significantly increases scores.

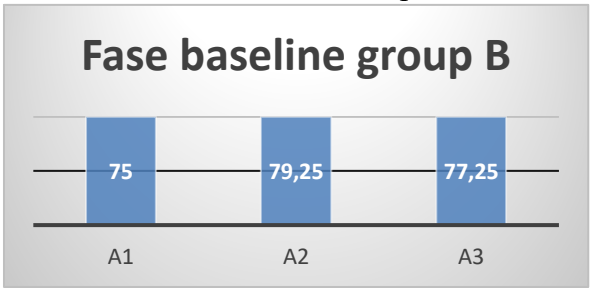
Group B is a group with teachers who have a negative Self-fulfilling prophecy (SFP). Disaster preparedness data of students in the baseline phase was taken three times and can be seen in the following table:

Table 4.
Disaster Preparedness Level of Group B Baseline Phase

No.	Nama	Fase Baseline			Mean
		B1	B2	B3	
1.	AR	74	78	76	76,00
2.	AD	74	74	78	75,33
3.	DS	75	83	80	79,33
4.	RT	77	82	75	78,00
Mean		75,00	79,25	77,25	77,20

The state of disaster preparedness of students in group B in the baseline phase can be seen in the following graph:

Graph 4.
Fase Baseline Group B



The graph shows that the state of disaster preparedness of students in phase A1 toward phase A2 increased significantly, and in phase A2 toward phase A3, it decreased significantly. After data collection during the baseline phase, students received disaster preparedness instruction from the teacher. Before providing treatment to students, the

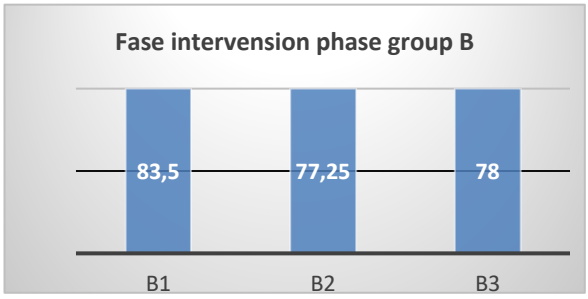
teacher prepared himself to ensure students understood the material. This happened because the teacher believed that students in group B had a low cognitive level. After the treatment phase, the researcher collected data in the intervention phase three times and obtained the following data:

Table 5.
Disaster Preparedness Level of Group B Intervention Phase

No.	Name	B1	B2	B3	Mean
1.	RA	83	75	77	78,33
2.	MR	81	76	75	77,33
3.	FA	92	81	84	85,67
4.	MW	78	77	76	77,00
Mean		83,50	72,25	78, 00	83,75

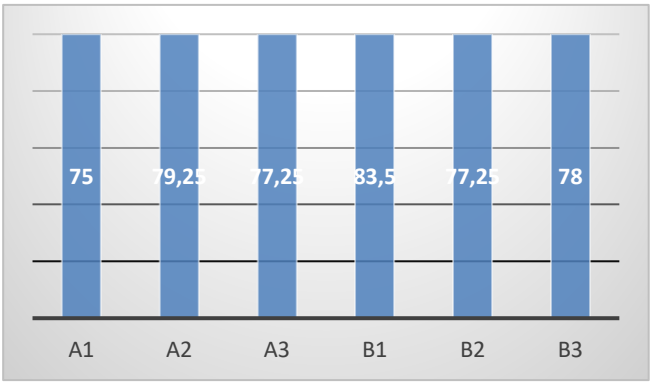
The table shows that from phase B1 to B2, all students in group B experienced a decrease in their scores. In phase B2 to B3, students AR and DS increased their scores, while students AD and RT decreased theirs. The state of disaster preparedness in the post-treatment phase can be seen through the following graph:

Graph 5.
Intervention Phase of Group B



The average disaster preparedness score for group B students in the baseline phase was 77.20, and in the intervention phase, it was 79.58. This shows an insignificant increase of 2.4 points. The state of disaster preparedness of group B students in all phases can be seen in the following graph:

Graph 6.
Disaster Preparedness Group B



The graph shows a significant increase in phase A1 toward phase A2. Furthermore, from phase A2 to A3, the subject's condition shows a significant decrease

in score. In phase A3 to phase B1, there is a very significant increase, but after that, there is a significant decrease from phase B1 to phase B2. In phase B2 to B3, there is also a slight increase in students' disaster preparedness scores. This shows that the treatment has increased students' disaster preparedness, but the increase has not been significant. This condition indicates that teachers' negative Self-fulfilling prophecy (SFP) causes students' disaster preparedness scores to fluctuate. Students experience both a slight increase and a significant decrease in scores.

Discussion

This study also strengthens previous research Chandrasegaran, (2018), which shows that students' perceptions of themselves, their moods and affect, classroom behavior, social interactions, academic achievement, and the quality of peer relationships are significantly influenced by teacher feedback and interactions. Therefore, teachers have significant power over their students academically, psychologically, and socially.

The study found that teachers' self-fulfilling prophecies can have varying effects on students' disaster preparedness. Group A students showed a significant increase of 7.70 points in their scores. This was due to teachers' positive self-fulfilling prophecy. The positive self-fulfilling prophecy was based on false information provided by the researcher, which led the teacher to believe that students in group A had a high cognitive level. This is in accordance with the results Weaver et al (2016) that a self-fulfilling prophecy is formed because of the available information. This information influences how a person treats others.

Based on the false information, the teacher treated the students in group A pleasantly so that the treatment process was conducive and cheerful. The teacher did not hesitate to give directions to the students during the sociodrama session and gave the students enough time to read the material. The teacher also gave the students the opportunity to explain the material in their own words. The teacher's positive self-fulfilling prophecy led the teacher to treat the students as those who easily understood the material, so the group's disaster-preparedness scores increased significantly. The teacher's confidence made the teacher treat the students as if they were smart children and the teacher explained the material more comfortably and relaxedly. This condition made the group guidance atmosphere pleasant, resulting in a significant increase in the scores of students in group A. A pleasant learning atmosphere will create a positive mood and socio-emotional relationship between the teacher and students so that learning achieves optimal results (Prayitno & Amti, 2004)

What happened to students in group A showed that a self-fulfilling prophecy can give rise to the Pygmalion effect. The Pygmalion effect is an influence that can improve an individual's performance based on positive expectations. The Pygmalion effect in this case is shown by the significant increase in students' disaster preparedness scores.

The results of this study also show that a negative self-fulfilling prophecy has an insignificant effect on scores. This happened to students in group B. The disaster preparedness scores of students in group B increased by 2.40 points. The condition of the disaster preparedness score in group B also fluctuated, as evidenced by an increase from the pre-treatment phase to the post-treatment phase of 6.25 points and then decreased by 6.25 points. This increase and decrease occurred after the teacher provided disaster preparedness material using the jigsaw and sociodrama techniques.

Teachers with a negative self-fulfilling prophecy treat students in group B as if they have difficulty understanding the material, so they allow students to open the

material when answering questions and explaining it. In addition, teachers deliver the material more slowly and give students only one chance to study the sociodrama script. The effect of teacher treatment based on a negative self-fulfilling prophecy makes students passive during the learning process and prevents them from mastering the material well. The ability of these students causes instability in the disaster preparedness scores of students in group B. This condition is consistent with the theory of Stukas, & Snyder (2016) the self-fulfilling prophecy: teachers in group B hold negative beliefs about students and act as if students lack competence. The teacher's treatment leads students to model their behavior on the teacher's. This results in students only experiencing a slight increase in disaster preparedness scores.

The teacher's self-fulfilling prophecy in this study influenced students' cognitive development. In this case, students' cognitive development is evident in their ability to apply the disaster preparedness skills taught. Students' cognitive abilities are shaped by the learning process they receive and by the teacher's attitude.

In this study, the teacher gave two different attitudes to two groups. In group A, the teacher gave a positive attitude because of the positive self-fulfilling prophecy he had, so that the disaster preparedness score of students increased quite significantly and in group B, the teacher displayed a negative attitude because of the negative self-fulfilling prophecy he had, so that the disaster preparedness score of students in group B only increased slightly.

The results of this study are consistent with Eden's (1992) theory the idea that self-fulfilling prophecy can lead to the Pygmalion effect and the Golem effect. The Pygmalion effect is a self-fulfilling prophecy that can increase student achievement, while the Golem effect is a self-fulfilling prophecy that can decrease it. The Pygmalion effect is evident in group A, as students' disaster preparedness scores continue to increase over time, while the Golem effect is evident in group B, which experienced a decrease in scores in the post-treatment phase. Based on the study results above, the self-fulfilling prophecy affects students' disaster preparedness scores. Differences in teachers' self-fulfilling prophecies can have different effects on each group. This finding is consistent with the theory of Gentrup et al (2020) which states that teacher expectations can affect student achievement. In addition, school guidance programs need to include psychosocial training for teachers to increase their capacity in dealing with disasters

CONCLUSION

Based on the study results, it can be concluded that teachers' Self-fulfilling prophecy (SFP) can have different effects on students' disaster preparedness. The group of students with teachers who have a positive Self-fulfilling prophecy (SFP) experienced a significant increase. The group of students with teachers who have a negative Self-fulfilling prophecy (SFP) experienced an insignificant increase. This is evident in the graph of students' disaster preparedness during the baseline and intervention phases. A self-fulfilling prophecy affects individuals. The results of this study also strengthen the idea that teachers/counselors must have a positive self-fulfilling prophecy, which will have a positive impact on students. In this case, it will help students of Aviation Vocational High School AAG Adisutjipto Yogyakarta in disaster preparedness. This can also be done in guidance and counseling services or other learning processes. In addition, there are still limitations in the study. This study should serve as a reference for further research, enabling large-scale studies and yielding generalized results within its scope.

And can explore technology-based interventions to improve teacher SFP in disaster preparedness.

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