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The role of flood disaster information literacy in community preparedness in Tempe district Wajo regency South Sulawesi province Indonesia

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Abstract: The coast of Lake Tempe is one of the areas in Indonesia which is inhabited by approximately 500 people. Every year, the water of Tempe Lake rises and overflows, a form of vigilance for the surrounding community. This study aims to determine the Tempe community's level of information literacy towards floods and the role of disaster information literacy in community preparedness for floods. The method used in this research is descriptive qualitative. The results of this study indicate that disaster literacy is obtained through activities carried out by the government and mitigation carried out by the government, which can also be interpreted as taming natural disasters. In principle, Mitigation is physical and non-physical efforts in dealing with natural disasters. However, the people around Lake Tempe are not afraid and anxious about flooding and overflowing in Lake Tempe. It can be seen that the flood was not a disaster for the people in Lake Tempe. The role of disaster information literacy can be seen in the community's readiness to welcome floods by providing iron, wooden planks, and bamboo to increase the height and strengthen the community's houses while in the Tempe sub-district. Socialization and education about disaster literacy is an effort that needs to be made by the government to continue to change the mindset of the people of Wajo Regency, who think that flooding is not a disaster.

Keywords: *Flood disaster, Information literacy, Tempe district Wajo.*

1. Introduction

Indonesia is a tropical country that only has two seasons: rainy and dry seasons (Syamsuddin et al., 2019). The rainy season occurs from October to March, while the dry season usually lasts from April to September (Meteorology, Climatology and Geophysics Agency, 2014). The timing of these two seasons is uncertain due to changing global climate conditions. Uncertainty about the start of the rainy and dry seasons in Indonesia can create vulnerabilities and dangers that threaten the lives of its creatures.

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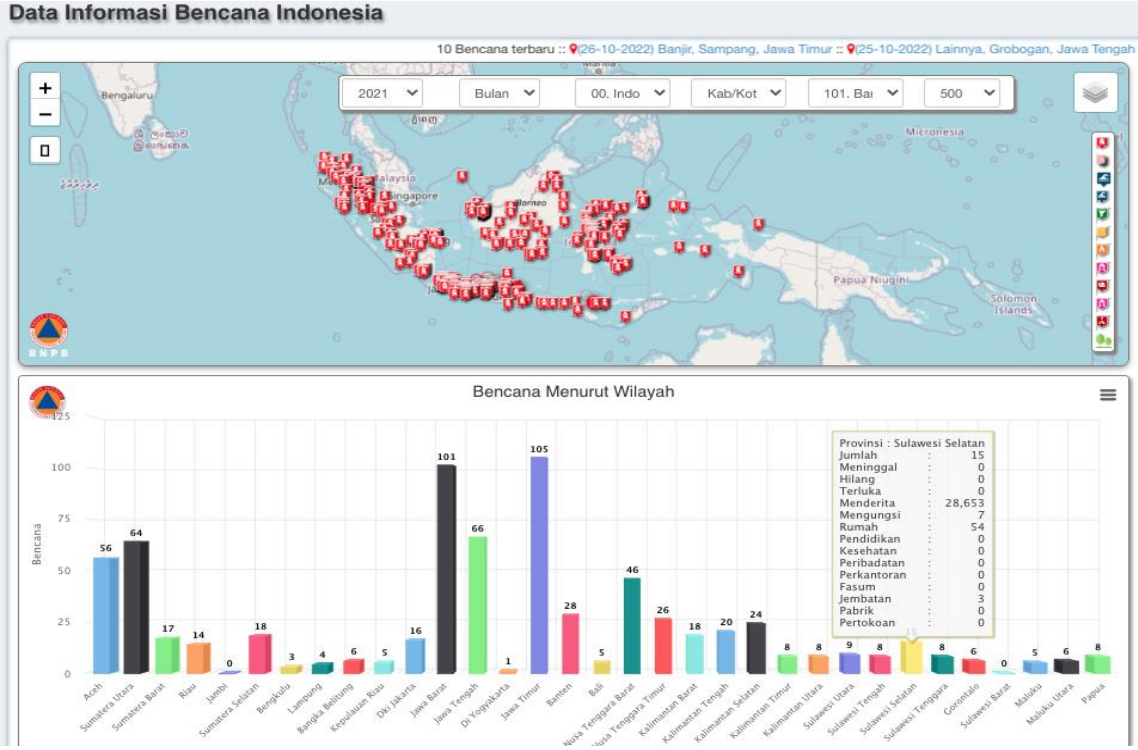

Figure 1.
Disaster data by region (Indonesian Disaster Information Data, 2022).

Every year in South Sulawesi, Wajo Regency becomes one of the areas prone to flooding, with a population of 379,396 in 2021. In Wajo, a lake called Lake Tempe (Ali et al., 2019). This type of flood lake is still inhabited by most people in Tempe District, consisting of 16 sub-districts. Lake Tempe spans three districts in South Sulawesi (Darti et al., 2022). One of them is Wajo district. This lake is one of the largest lakes in South Sulawesi. It is recorded that this lake is the second largest lake, with an area of about 350 square kilometers.

According to history, Lake Tempe is an ancient lake that was formed due to tectonic activity in the past. It is called an ancient lake because it is thought to have formed with the mainland of Sulawesi thousands of years ago due to the subduction of the Eurasian and Australian tectonic plates. The area of Lake Tempe is 13,750 ha, consisting of 11,453 ha in the Wajo Regency area, 1,547 ha in the Soppeng Regency area and 750 ha in the Sidrap Regency area (Upe & Yani, 2019). Judging from Indonesia's disaster information data, Wajo district was hit by floods seven times in 2021 (Indonesian Disaster Information Data, 2022).

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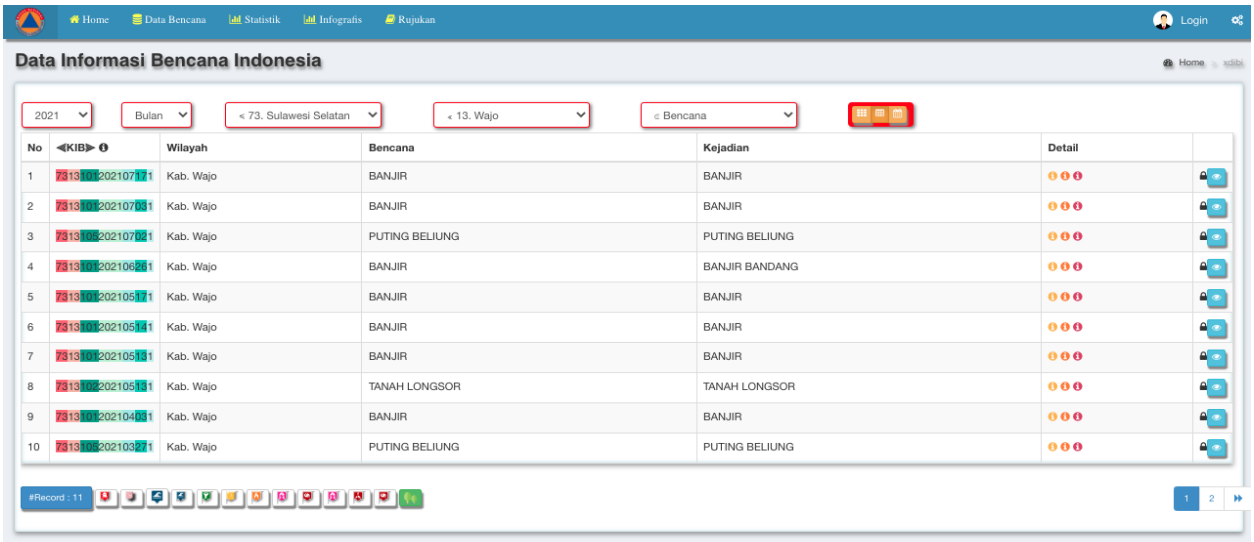

Figure 2.
Disaster information data for the Indonesian disaster in Wajo district (Indonesian Disaster Information Data, 2022).

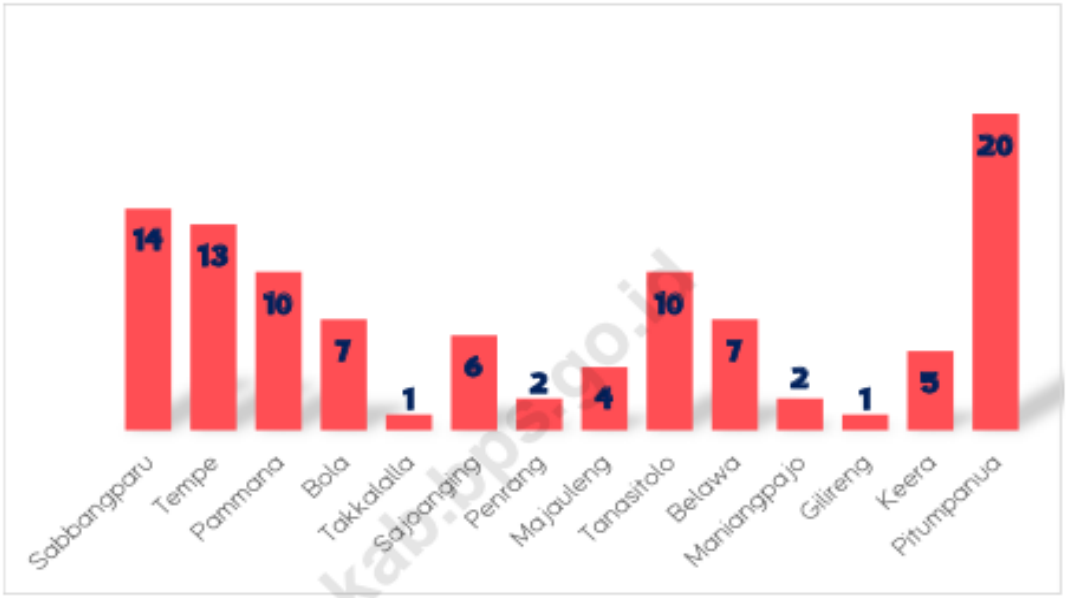

Figure 3.
Data on the number of villages that experienced flooding by sub-district in Wajo district, 2021 (Indonesian Disaster Information Data, 2022)

The reason for the flood disaster in Wajo is precisely in Lake Tempe, apart from prolonged rains, Lake Tempe is also a water reservoir where at least 23 rivers flow into Lake Tempe (Astuti et al., 2019). Like the rivers from Enrekang, Sidrap, Soppeng and Wajo themselves. However, there is only one estuary, namely in Bone Bay. In addition, the floods that always occur are also caused by a natural imbalance in the area and the development of water hyacinth which causes siltation in Lake Tempe.

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Table 1.
Number of villages that experienced natural flood disasters by sub-district in Wajo District 2019-2021 (Indonesian Disaster Information Data, 2022).

Kecamatan *Subdistrict*	Banjir/*Flood*		
	2019	2020	2021
(1)	(2)	(3)	(4)
Sabbangparu	13	15	14
Tempe	5	9	13
Pammana	11	10	10
Bola	10	8	7
Takkalalla	-	-	1
Sajoanging	6	7	6
Penrang	3	4	2
Majauleng	4	2	4
Tanasitolo	-	3	10
Belawa	8	3	7
Maniangpajo	1	1	2
Gilireng	-	-	1
Keera	4	2	5
Pitumpanua	10	11	20
Wajo	**75**	**75**	**102**

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Table 2.
Number of fatalities caused by natural flood disasters by sub-district in Wajo District 2021 (Indonesian Disaster Information Data, 2022).

Kecamatan *Subdistrict*	Kebakaran *Fires*	Angin Puting Beliung *Tornado*	Banjir *Floods*
(1)	(2)	(3)	(4)
Sabbangparu	3	970	2 880
Tempe	58	48	5 571
Pammana	7	-	3 104
Bola	5	-	-
Takkalalla	3	204	-
Sajoanging	5	-	-
Penrang	15	-	-
Majauleng	11	-	1 570
Tanasitolo	-	12	13 013
Belawa	-	13	10 640
Maniangpajo	9	92	-
Gilireng	15	3	669
Keera	-	-	-
Pitumpanua	13	-	-
Wajo	**144**	**1 342**	**37 447**

Flood disasters will continue to recur without reasonable disaster management efforts. The disaster management cycle includes Mitigation, preparedness, emergency response, and recovery (Nurjanah et al., 2013). The most significant efforts to be made to reduce or prevent the impact of flood disasters are disaster mitigation and preparedness. Disaster mitigation includes preventing and reducing disaster risk (McEntire, 2021). In disaster management, disaster mitigation plays a crucial role. If the threat of danger has been prevented, there is no need for preparedness, emergency response, or recovery. However, not all hazards can be prevented, so another mitigation effort that can be done is to reduce disaster risk (McEntire, 2021). If disaster risk reduction efforts are successful, preparedness, emergency response, and recovery efforts will no longer require more workforce and costs (Oktari et al., 2021).

Disaster literacy, or what can be called community awareness efforts in dealing with a disaster, is critical for the community to have (Mustadi & Atmojo, 2020). It is done in the context of mitigating a disaster. This study aims to define the Tempe community's level of information literacy towards floods and the role of disaster information literacy in community preparedness for floods.

The factor of disaster information literacy is divided into four parts: knowing sources of disaster information, evaluating disaster information, organizing disaster information, and utilizing and conveying disaster information (Marlyono, 2016). As a concrete example, people who do not know sources of disaster information will be perplexed about what type of disaster might occur in their area and how to deal with and overcome it.

2. Literature Review and Research Background

A disaster is an event or series of incidents that threaten and disrupt people's lives and livelihoods caused by natural factors and/or non-natural factors as well as human factors, resulting in human casualties, environmental damage, loss of property, and psychological impacts. Nurjanah & Mursalin (2022) state that disasters occur because of a meeting between hazard and vulnerability, as well as a trigger for a disaster. The relationship between hazards, vulnerabilities and triggers can be seen in Figure 4. below:

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Figure 4.
The process of a disaster (Nurjanah & Mursalin, 2022).

The figure shows the elements of a disaster, namely hazard and vulnerability to disaster risk. The risk of a disaster turns into a disaster when there is a trigger for the disaster. So, a place has disaster factors but no vulnerability, so there is no disaster risk. On the other hand, areas with high community vulnerability but no hazard factors can be said to have no disaster risk. Conditions with hazards and vulnerabilities do not necessarily result in a disaster if there is no trigger.

2.1. Definition of Information Literacy

Literacy is not only defined as literacy, but understanding literacy also contains process skills for learning, applying knowledge practically, and applying skills automatically in life (Potter, 2018). The application of someone's literacy expectations follows the quality of a person's self to behave according to the understanding obtained. Suppose you look at the notion of information literacy. In that case, there are various meanings conveyed by some experts, including literacy. Eisenberg (2008) states that information literacy is the capability to access, evaluate, and use information from several sources. The definition of information literacy, as put forward by Eisenberg, refers to how a person's technique of seeing new information is then formulating that information into new knowledge. Furthermore, Boeriswati (2012) suggests that indicators of information literacy are based on a person's quality when literate by summarizing several abilities in one indicator, such as evaluating information from various sources which is a summary of the ability to think critically about information, independent learning which is part of organizing with previous knowledge to produce new knowledge and the ability to tackle problems that is part of the ability to communicate back information legally and ethically.

2.2. Benefits of Information Literacy

In the Revolution 4.0 era with the abundance of information available, information literacy skills are needed to make it easier to do various things related to information review activities. In this case, information literacy plays a crucial role in helping to solve a problem. To solve problems, one must have information about the decisions to be taken (Khan & Idris, n.d.). Next, become human learners in the information age. Information literacy skills increase a person's ability to become a human learner (Putra & Hidayatullah, 2020). The more skilled a person is in searching, finding, evaluating, and using information, the more opportunities there are to carry out independent learning. Last, create new knowledge. A person is said to have succeeded in learning if he can create new knowledge. Someone with information literacy skills will have the skills to sort out which information is correct and wrong so that it is not easy to believe the information obtained (Kisel & Lazarou, 2019).

Based on the explanation above, it can be concluded that information literacy is helpful in the information age for all people. Everyone who masters information literacy can create new knowledge. Then, combine it with previous knowledge that you already have to make it easier for us to decide when facing various problems or making a policy.

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2.3. Disaster Information Literacy

Disaster literacy is a new concept that has become increasingly essential in disaster science in recent years (Çalışkan & Üner, 2021). This term is related to building community preparedness capacity to conduct complex response strategies created for disasters in today's modern society (Çalışkan & Üner, 2021). Disaster literacy means that individuals know which hazards pose a problem to themselves, their families, and communities, which factors influence these hazards, and how they can be handled. People with an adequate level of disaster literacy can assume responsibility for their health and the health of their families and communities. In other words, the scope of disaster literacy is to make communities resilient to disasters (Chang, 2018) by developing preparedness and mitigation knowledge along with the skills needed for disaster response, basic skills and behavior in dealing with disasters (Ikeda et al., 2021). This concept offers a good starting point for individuals and communities to take action on risk reduction and Mitigation (Priyowidodo, 2020).

Disaster literacy must be differentiated from general literacy. As a concept, literacy has proven to be complex and dynamic and continues to be interpreted and defined in many ways. UNESCO has proposed four fields that provide an overview in which we can better understand the approaches and consequences of literacy in different traditions (Çalışkan & Üner, 2021). These areas are literacy and learning, cognitive approaches to literacy, social practice approaches, and literacy as text. The same method can be used in the field of disaster literacy. Individuals must follow a complex set of skills related to each other by accessing written and reading information about hazards, understanding disaster instructions, determining actions to be taken based on this information, and taking actions according to their needs to reduce vulnerability.

2.4. Model of Disaster Information Literacy

According to Brown (2014), Disaster information literacy is the capacity of individuals to read, understand and use that information to create an information policy by following instructions in the context of disaster mitigation, preparedness, response and recovery. Brown's version of the disaster literacy model is contained in the public health journal "A Proposed disaster literacy model."

Brown (2014)suggested the disaster literacy model as a 4-level structure. These levels include basic disaster literacy (basic reading and comprehension), functional disaster literacy (ability to follow disaster preparedness, response, and recovery messages), communicative/interactive disaster literacy (advanced skills in help-seeking), and critical disaster literacy (analysis of disaster information, overcoming barriers, and the ability to take personal control to cope with them). The following is the disaster literacy model version of Brown et al. (2014).

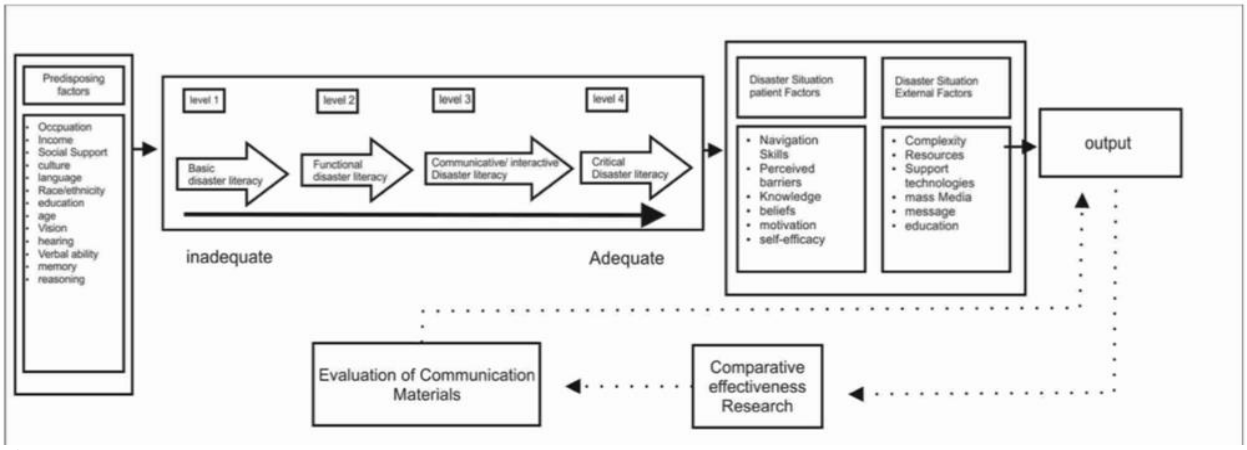

Figure 5.
Disaster literacy model.

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Stage 1 is the first stage of literacy; several people and individuals can read and understand disaster mitigation and preparedness instructions. At this level, their tendency capacity is still low, but they are willing to follow instructions related to disaster preparedness, disaster response, and recovery messages. Usually requires a message that is simple to understand and responds to messages of information that are new with messages that are quite familiar. Use familiar messages first in creating information. For example, "Go to the PAKEM Shelter, if Merapi erupts," not "If Merapi erupts, go to the PAKEM Shelter." PAKEM shelters, in this case, are places of refuge. However, to be better understood by the community, the initial message is a message that is familiar to the community, followed by further information.

Stage 2 is the ability to comprehensively relate to disaster information, proven by following the recommendations and instructions. Despite the fact that individuals at this stage often lack expertise in processing information, this capacity is critical in dealing with crises that can strike unexpectedly.

Stage 3 is individual motivation and confidence to be proactive. At this level, the message can be received correctly. Then, the messages can be modified or added according to familiar things. The messages can be different according to the needs of society and individuals.

Stage 4, this stage of individual involvement, is getting farther. Individuals already perceived more extensive information and the broader situation especially related to environmental and social safety barriers.

2.5. Disaster Preparedness

According to the Law of the Republic of Indonesia Number 24 of 2007 concerning Disaster Management, Preparedness is carried out to ensure fast and appropriate efforts in dealing with disaster events. Preparedness is one of the efforts made to predict the possibility of a disaster so that there is no loss of life, property loss and changes in people's lives in the future (Rudi Subiyakto et al., 2019). Preparedness becomes broader, namely minimizing the adverse effects of a hazard through effective prevention, rehabilitation and recovery measures to ensure timely and effective implementation and provision of post-disaster relief and assistance. The parameters of disaster preparedness are knowledge and attitudes toward disaster risk, policies and guidelines, emergency plans, early warning systems and the ability to mobilize resources (Cut Husna et al., 2021). Communities, as the initial actors of disaster management and disaster victims, must be able within certain limits to handle disasters so that it is hoped that disasters will not develop to a larger scale. This means that public awareness is needed in flood prevention efforts.

Community unpreparedness in dealing with disasters can be overcome with Mitigation. Mitigation is a series of disaster risk reduction efforts through physical development, awareness, and capacity building to deal with disaster threats (Bernhardsdottir et al., 2016). Therefore, the government issued Law 24 of 2007 concerning disaster management efforts. Disaster management activities can be divided into four categories, which are; activities before a disaster occurs (preparedness mitigation), activities during a disaster (protection and evacuation), activities right after a disaster occurs (search and rescue), and post-disaster activities (recovery/healing and repair/ rehabilitation). Preparedness is actions that enable governments, organizations, communities, communities and individuals to respond to a disaster situation quickly and effectively. Preparedness is one of the disaster management processes. In developing disaster management, increased preparedness is essential in terms of proactive Disaster Risk Reduction before a disaster occurs.

2.6. Factors Influencing Disaster Preparedness

Knowledge is a series of processes within humans that utilize all components of the senses in interpreting certain phenomena. In general, knowledge provides an overview to humans about a past phenomenon to be used as a lesson in the future. Disaster knowledge is the ability to remember events or series of events that threaten and disrupt people's lives and livelihoods caused by both natural and

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non-natural factors, as well as human factors that can cause human casualties, environmental damage, loss of property, and psychological impacts (Rosadi et al., 2020). Regarding knowledge about disasters, the people around Tempe District could only explain the meaning of disaster and the types of general natural conditions that cause disasters. Regarding knowledge about disasters, the people around Tempe Subdistrict could only explain the meaning of disaster and the types of general natural conditions that cause disasters. Respondents explained that several disasters with a low category only hit the area.

In general, the respondents explained about the disaster around Tempe Subdistrict and that the community's knowledge resulted from reconstruction from life experience. The lack of disaster experience in people's lives makes it seem like the community is putting aside the risk of a disaster that could occur at any time (Samuel & Siebeneck, 2019). This theoretically confirms that the psychological absence of one's experience will tend to harm the object, and personal attitudes are formed based on the solid impression one has experienced. Experience has a significant impact on community preparedness. The lack of experience results in inadequate community response to disaster phenomena (Cianconi et al., 2020). There is a close relationship between people's experiences and attitudes manifested in community action systems in disaster-prone areas. Knowledge results from curiosity through one's five senses in the surrounding environment (Notoatmodjo & Bagong Suyanto, 2015). Sensing occurs through the five human senses, namely the senses of sight, hearing, smell, taste, and touch. Most human knowledge is retrieved through the eyes and ears. Knowledge or cognition is an essential domain for the formation of one's actions. Notoatmodjo & Bagong Suyanto (2015) Knowledge included in the cognitive domain is:

2.6.1. Know

Knowing is defined as a reminder of material that has been previously studied, including at this level of knowledge, recalling something specific from all the material studied or stimuli that have been received. Therefore, knowing is the lowest level of knowledge. Verbs to measure people's knowledge of what is learned include mentioning, describing, defining and stating.

2.6.2. Understanding (Comprehension)

Understanding is the capability to explain known objects and correctly interpret the material. People who already understand objects or materials must be able to explain, cite examples, conclude, predict, and so on about objects.

2.6.3. Applications

Application is defined as the ability to use a material that has been studied in real situations or conditions. The application here can be interpreted as the application or use of laws, formulas, and methods.

2.6.4. Analysis (Analysis)

The analysis is an ability to describe the material or an object into components within an organizational structure and still have something to do with one another. This analytical ability can be seen by using verbs, describing, distinguishing, separating and classifying.

2.6.5. Synthesis (Synthesis)

Synthesis refers to an ability to put or connect parts in a new whole. In other words, synthesis is the ability to develop new formulations from existing formulations.

2.6.6. Evaluation

This evaluation relates to the ability to justify or evaluate a material or object. The assessments are based on self-determined criteria or using existing criteria.

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3. Methodology

This study uses informants as sources, namely people who are willing to be interviewed and meet the criteria. According to Moleong (2018), informants are deliberately used to provide information about situations and conditions in research. Essential data sources in qualitative research are people who become informants and informants. Informants are people who are willing to be asked for in-depth information that is needed in this research. This study used a purposive sampling technique, namely a sampling technique with specific considerations and criteria (Sugioyo, 2015). The purposive sampling technique was used because it followed the topic of this study, if a study did not have the required information or the data was deemed sufficient, it would be continued with other informants. This research is descriptive in nature, and the researcher tries to provide an overview, describe and interpret the object under study in systematic and factual words. This technique consists of three stages, namely data reduction, data presentation and drawing conclusions. Data findings from interviews, observations and literature studies were grouped in the first stage. Afterward, the researcher compiled a note (memo) regarding all aspects of the research process, including themes and data patterns.

Furthermore, the researchers compiled draft concepts from the data that had been collected. The next stage is the presentation of data. At this stage, the researcher organizes the data by connecting one data with another so that all the data being analyzed is a single unit. Interview, which lasted about an hour. Digitally recorded with the participant's permission. The interview guide contains broad questions that focus on experiences affected by floods and experiences responding to flood disasters. Field notes were also taken as observations of participants and settings. After the interview, the audio file is transcribed verbatim to check the accuracy of the information. The data presented are data groups associated with the theoretical framework used. The final phase is drawing and testing conclusions. The authors use inductive principles in this study by considering existing data patterns. Researchers interpret the data that has been reduced and presented by exploring relevant theories to draw conclusions from research findings then. Conclusions can be confirmed and refined to arrive at a conclusion on the phenomenon under study.

4. Results and Discussion

Generally, when a disaster occurs, the primary problem that arises is the community's unpreparedness to deal with it. Thirty-five percent attempted to save themselves, then 31% were carried out by family, and 28.1% by neighbors or friends. "And 2.6% by pedestrians and 1.7% by the SAR team (Nugraheni 2018). In this study, the area that is prone to flooding every year, namely Sabbangparu, consists of 12 villages and three sub-districts. The area is 13,200 h. 5600 rice fields. Six coastal villages of Tempe Lake are frequently exposed to floods. Well, the rain came from above, and flooding due to rain. Due to frequent floods, Sabbangparu was designated by the Ministry of Social Affairs of the Republic of Indonesia as a disaster preparedness district. From this determination, sabbangparu formed a disaster preparedness organization. At Sabbang Paru, there is a warehouse where all the logistics needed by the community are stored when a disaster occurs. It is called the hospitalization warehouse. Sabbangparu is hit yearly by floods twice, three times, and even up to 7 times a year. This is also influenced by Sabbangparu, which is typographically divided by the Walennai River. The eastern area is mountainous, and the western area is the coastal region. Lower contour. The exciting thing about the Sabbang Parung community is that when the floods increase, the people will become fishermen. If the floods decrease, the surrounding community will turn into farmers. In anticipate this incident so that it does not dry out during the dry season, the government and the community provide pumps to be diverted to the Walen River.

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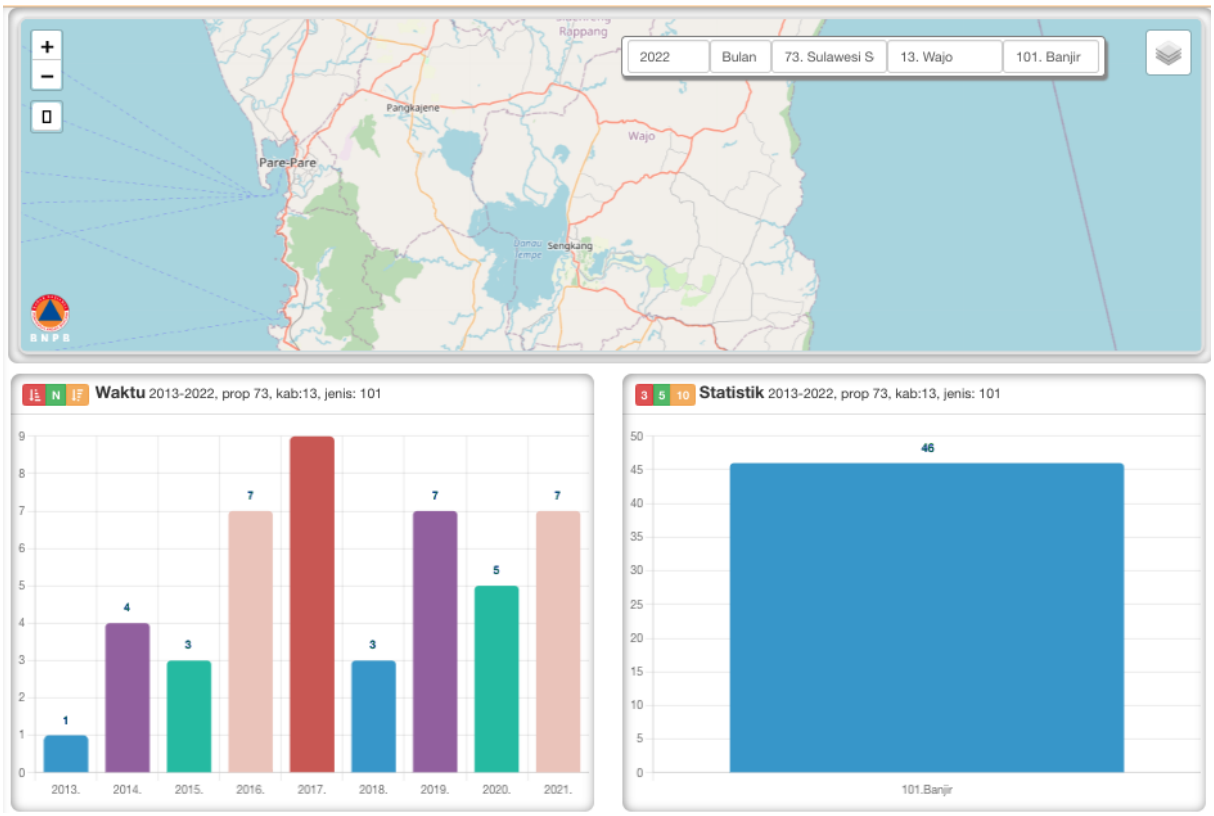

Figure 6.
Flood data from 2013-2021 (Indonesian Disaster Information Data, 2022).

Judging from the Indonesian disaster data, it has been going on for a long time in the Wajo district; even from information from residents, the floods in the Wajo district have been going on for hundreds of years. According to the local community, floods that have occurred frequently are no longer a disaster for the community. This is because people are used to the flood. For the local community, what became a disaster for the people of Wajo Regency was when the embankment in Ujungpero village broke because the community could make no prediction and preparation; it was different when the flood was caused by rainfall, and the Tempe Lake was full.

Disaster information literacy for the people of Wajo district is still very low, as can be seen from the anticipation made by the community when a flood occurs. There is no anticipation made in the event of a flood, even considering floods not as an obstacle in carrying out activities. Nothing makes people feel sad, meaning they have adapted. The people of Wajo Regency have only adapted to themselves by providing bamboo for the house above Tempe Lake. As for the houses on the shore of Lake Tempe, they rely on iron and boards to increase the height of their house boards.

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Figure 7.
Iron as a support for boards or bamboo if the flood reaches the floor of the house.

The community relies on bamboo whenever the flood rises to support the house. Then, the bamboo is also used to make houses on top of the house so that when the flood disaster hit, not a single person left their settlement and house, not even a single resident who fled. The main transportation on the coast of Lake Tempe during a flood is a small boat owned by every house. The boat is used not only as a means of transportation but also as a means of transportation for a living. Each boat is equipped with fishing nets, and their catch will be sold at the nearest market. Because of this abundant wealth of freshwater fish, Tempe Lake is called the largest freshwater fish producer in Indonesia. The lake's size is quite large, making it a source of livelihood for the surrounding community. It turned out that it was not only the people of Wajo Regency who decided to become fishermen, but several people from other areas, such as Soppeng Regency and Sidrap Regency, also did the same thing. So it is not surprising that along the shores of the lake, fishing villages with thick Bugis nuances are neatly lined up facing the lake.

Figure 8.
Bamboo leaf boat transportation to a neighbor's house.

The flood disaster that hit Wajo district was used not only as a place for fishing and catching fish, but Lake Tempe was also a tourist spot. This is because Lake Tempe has its uniqueness, namely, there is a floating house in the middle of Lake Tempe. This floating house only consists of one room that is used for various activities. Then for, the kitchen area and restroom are generally placed at the back of the dwelling. In addition, other activities carried out by the community around Lake Tempe are holding boat races, attracting the attention of people outside the area to visit the areas affected by the flood. This is unique for the people of Wajo, who do not mind when a flood hits them because many activities can be

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done when a flood hits them. Even the families of the victims affected by the floods will visit the families around Lake Tempe not to help the families affected by the disaster but for recreation.

There is no term evacuation when a flood occurs, but what becomes an obstacle when a flood occurs is the damage to the land that has just been planted with rice which results in the plant being damaged and rotting. There were no fatalities, but if there is a victim in the rising waters in Wajo district, the victim must be one of the migrants visiting Lake Tempe's shores because the lake's depth can reach 10 meters. Even though the local government did not remain silent when the flood disaster occurred in Wajo district, disaster literacy was carried out when the rainy season arrived, which suggested that the community immediately evacuated, but the local community did not respond. The government also provided staple foods to be distributed to the people affected by the Lake Tempe flood disaster. In addition to necessities, the government also provides bamboo to be used as rafts, supporting houses, adding floors to the house with the help of iron bars lined with bamboo or planks and as a place to cross to neighboring houses. In this case, the Mitigation carried out by the government can also be interpreted as taming natural disasters. In principle, Mitigation is physical and non-physical efforts in dealing with natural disasters.

In the Sabangparu sub-district, there is also a village that is very close to Lake Tempe, namely Pallimae Village, which is more crowded if a flood occurs, meaning that this village has a very high attractiveness compared to other villages. 2 years ago, the village was flooded for three months. Still, currently, Palemae village was flooded for nine months and two dry months, this is inversely proportional to 2 years ago. In fact, several lecturers have conducted research that shows that the people in Wajo district do not make the flood disaster a disaster, but the community considers this to be normal. However, it will be a disaster for the people of Wajo sub-district if the river or embankment in Lake Tempe suddenly bursts, causing the residents' rice plants to be submerged. Lake Tempe, which is considered an ancient lake, cannot be separated from its mystical story. Some people in the Wajo district plan to create a Lake Tempe Authority Board which wants to revive ancestral rules. One of the rules that I want to re-apply is that on Friday afternoon at 18.00 to be precise all activities in Lake Tempe are abolished and the community must already be in the village, even the lake must be emptied. The people have ignored this rule on the shores of Lake Tempe, and many have even violated it.

In the past, the people of Wajo district, when there was an increase in floods during the rainy season, the people's income was quite good. So this is what keeps us afloat even though the government has carried out education and literacy on the impact of a flood disaster. Even though people sleep in the attic of their houses, it's not a problem, because we earn a lot from fishing. However, in the last two-three years it has become increasingly difficult to get fish and fish income has decreased, in fact, it can be said that only 25% compared to 3 years ago were able to catch around 50 tons of fish per day. The cause of the lack of fish in Lake Tempe is still confusing, some say natural and human factors. Natural factors are caused by unpredictable weather and the growth of water hyacinth and human factors due to littering and catching fish using tools commonly used at sea. With fish catches starting to decline, some people began to leave their villages because the fees used to catch fish did not match the results they got. The traditional stakeholders of the Wajo sub-district also conducted socialization with the government to change fishing methods so that in the future their children and grandchildren can also enjoy income from Lake Tempe because one of the most significant incomes for people in Wajo Regency is from fishermen.

People in Wajo district can also predict when the water will rise and when it will fall in a particular month, they know this through writing in the Lontara book. However, the contents of the Lontara did not say that there would be flooding, only that there would be rain, of course if it did rain the water would rise or flood. If Lontara predicts that it will rain this month, we will prepare boats and bamboo to strengthen the pillars of the residents' houses. Researchers from several universities were also interested in buying the Lontara, but they were not allowed because it is one of the objects guarded by the local community. This year, people can no longer rely on Lontara because of weather changes which have caused the prediction of rising water to miss.

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5. Conclusion

The people of the Tempe Lake coast do not make floods a disaster because the people in the Tempe sub-district and those on the Tempe Lake coast are habitual to these flood disasters. It can be seen from the activities of the people around Lake Tempe who make flooding their livelihood by becoming fishermen with fish that are abundant in Lake Tempe. In contrast, if the floods recede, the people will turn to becoming farmers again. Disaster literacy will help the community get the latest or basic information about natural disasters. Communication between the community and the government through agencies or organizations can continue to be established so that misinformation does not occur and can reduce the impact of losses that will be felt. In addition to coordinating with the local government, the Tempe sub-district community also uses the Lontara book to predict which month the rain will fall, which will cause the water to rise and cause flooding. As for the preparedness of the people of Wajo district, the people who live on the shore of Lake Tempe, providing canoes or boats under the house and also preparing rows of iron and boards to raise the height of the board of the house if standing water has entered the community's stilt houses on the shore of the lake, provision of logistics warehouses, rely on floods to catch fish and attract tourists to travel and farm when the floods recede. Socialization and education about disaster literacy is one of the efforts that need to be carried out by the government continuously, considering the current situation, people are used to when the flood disaster strikes. However, to minimize unwanted things, the government needs to act more actively to change the mindset of the people of Wajo Regency so that they remain vigilant in the event of a flood disaster.

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