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Analysis of Implementing Table Top Exercise and Command Post Exercise of Disaster Emergency Response

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Abstract

One of the important elements to reduce disaster risk is to increase preparedness to face disaster emergency response through simulation exercises. The purpose of this study was to analyze 9 (nine) aspects of implementing Table Top Exercise (TTX) and Command Post Exercise (CPX), namely participants; exercise scenario development; exercise stages; elements, roles, and functions; exercise planning products; exercise implementation mechanism; movement of TTX; movement of CPX and evaluation of the implementation of the exercise. The study involved 6 (six) Provincial BPBDs who carried out TTX and CPX for disaster emergency response in 2020. The approach used in this study was a qualitative method. Data collection techniques used were observation, discussion, and documentation with primary and secondary data sources. The results showed that 9 (nine) aspects of implementing exercise had been carried out comprehensively in accordance with the rules, methods, and procedures. The disaster preparedness training process through this exercise had been going well at the BNPB Disaster Management Training Center.

Keywords
simulation exercise; table top exercise (TTX); command post exercise (CPX)

I. Introduction

One of the main elements in disaster risk reduction management is building disaster preparedness by increasing capacity through disaster emergency management exercises (Djalante et al., 2017). An essential benefit of emergency preparedness exercises is identifying deficiencies in planning, procedures, resources, communication in dealing with emergencies (Skryabina et al., 2017). In order to increase the preparedness capacity for disaster emergency response, this simulation exercise is designed according to the actual situation in dealing with crises during disaster emergency response (Thamrin, 2017).

Various studies state that the best exercise in dealing with a disaster emergency crisis is a simulation (Steward and Wan 2007). Several studies have proven that the role of simulation in disaster management can measure a person's readiness in dealing with disasters (Tumbol & Poli, 2014). According to Olson et al. (2010), training on disaster preparedness using the simulation method in games can give better results than those that do not use simulations. Sanjaya (2013) said that simulation could be used as a teaching method, assuming that not all learning processes can be carried out directly on the actual object. The method used in the simulation is role-playing, which is a learning method as part of a simulation directed at creating actual events or events that may appear in the future (Indriasari, 2016). This is supported by the statement by Steward and Wan (2007) in their research on the role of simulation in disaster management to measure a person's preparedness in dealing with disasters. Research shows that success during an emergency response and a person's response to a crisis follows the simulation exercise he has obtained (Lloyd, 2017).

The BNPB (National Disaster Management Agency) Disaster Management Training Center, with the motto: "training must precede disaster," organizes excellent training using simulation methods in the form of TTXs and CPXs. The implementation of the disaster emergency and management simulation exercise is carried out based on the curriculum for the exercise planner. For the TTX and CPX to run well, it is necessary to analyze the aspects that affect the implementation of the exercises.

Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture. (Arif, 2019).

Dausy et al. (2007) stated that the success of an exercise is determined by aspects of exercise implementation, namely collaboration, participants (exercise planner, facilitator), good scenario, regional preparedness, logistical support, exercise design, implementation, and evaluation of the exercise. The Disaster ManagementTraining Center has available Book Module-03 on planner of TTX (2017) and Book Module-04 on planner of CPX (2017), which are used as guides in every exercise. Module 03 and Module 04 state that there are 9 (nine) aspects of exercise, namely: exercise participants; making exercise scenarios; exercise stages; exercise elements, roles and functions; exercise planning products; exercise implementation mechanism; movement of TTX; movement of CPX and evaluation of the implementation of the exercise.

This study will analyze aspects of implementing TTX and CPX for disaster emergency response in 6 (six) Provincial BPBDs (Regional Disaster Management Agency), as part of the BNPB Disaster Management Training Center program in 2020. This study analyzes 9 (nine) aspects of implementing TTXs and CPXs in the 6 (six) provinces, namely aspects of 1) participants 2) scenario development, 3) exercise stages, 4) elements, roles, and functions in exercise, 5) exercise planning products, 6) exercise implementation mechanisms, 7) movement of TTX, 8) movement of CPX, 9) evaluation of exercise implementation, so that it will be known to what extent that the implementation of exercise is following the rules, methods, and procedures correctly.

II. Research Method

The research method uses a qualitative descriptive approach, a research procedure that produces descriptive data in speech or writing and observable behavior from the person (subject) himself. This research focuses on planning and organizing TTXs and CPXs for disaster emergency management at the BNPB Education and Training Center program in 2020.

This study will specifically examine 9 (nine) aspects of exercises, as follows: a) participants, b) scenario development, c) exercise stages, d) elements, roles, and functions in exercise, e) exercise planning products, f) exercise implementation mechanisms, g) movement of TTX, h) movement of CPX, i) evaluation of exercise implementation.

This research was conducted at the BNPB Disaster Management Training Center, Sentul-Bogor Regency, and at the appointed Provincial BPBD (Regional Disaster Management Agency): West Papua Province, Nanggroe Aceh Darussalam Province, East Nusa Tenggara Province, Central Java Province, Yogyakarta, and West Sumatra Province. The data collection technique was carried out by researchers who were directly involved as exercise participants, then carried out observations, discussions, and documentation of reports on the implementation of the exercise in 6 (six) provincial BPBDs. The discussions were carried out individually, particularly with the planner team, facilitators, controllers, actors, and the evaluation team.

Field observations were carried out directly at the BPBA of the Province of Nanggroe Aceh Darussalam and the BPBD of West Papua because the researcher was present as a exercise planner from BNPB. Primary data sources were obtained from field observations and discussions with exercise planners, facilitators, evaluators, and organizers. The secondary data sources in this study include all reports on the implementation of TTX and CPXs from 6 (six) provincial BPBDs and from the BNPB Education and Training Center.

Analysis of the results of this study was carried out by comprehensively comparing the implementation of exercises in 6 (six) provincial BPBDs. Nine aspects of the exercise were analyzed according to active observations by researchers and analyzed reports on the implementation of disaster management simulations from each Provincial BPBD in 2020 (Pusdiklat BNPB 1-6, 2020).

III. Results and Discussion

3.1 Participant Aspects of TTX and CPX

From the available data, the participants of the TTX and the CPX have described multi-stakeholder collaboration so that most stakeholders in disaster emergency management have been represented. The exercise participants consisted of experts and planners from BNPB, regional experts and planners, and actors from all regions.

a. The planners from BNPB are senior trainers of the BNPB Disaster Management Training Center, who has the ability and experience in designing exercises and is actively involved in the implementation of TTXs and CPXs.
b. The regional planners consists of members of the relevant Regional Apparatus Organizations / OPD, including elements from BPBD, BMKG, academics, and related parties as needed. Regional planners have knowledge and experience in disaster risk reduction in their regions, so they are expected to design specific and detailed exercises related to preparedness problems and potential disaster risks. In practice, the composition and number of regional planners are not the same and vary between provincial BPBDs. This difference in composition is understandable because it was made based on the assessment of the regional committee regarding the need for an exercise design according to the potential risk conditions in the region.

Table 1. Participant Aspects of Table Top Exercise and Command Post Exercise

Provincial BPBD	Number of participants	Participant Description
Aceh	38 persons	• Experts & regional planners : BPBA, BMKG, IM Kodam , Unsyiah • Regional actors : BPBA, Dishub , Health Office , Social Service , DisPupr , BMKG, Diskominfo , Basarnas , IM Kodam , Polda Aech , BPBD Aceh City, BPBD Aceh Besar, PMI
West Sumatera	41 persons	• Experts & regional planners : Deputy Governor Prov West Sumatra, BPBD , BMKG, Unand , PMI, West Sumatra PRB Forum • Regional actors: Provincial BPBD, Padang City BPBD, BMKG, Korem 03, Lantamal II, Airbase , Polda, Dispupr , PMI, Pusdalops , Basarnas , Customs , Dispupr , Social Service , Dinkes , Diskominfo , Immigration , Dishub , RAPI, RRI, FPT PRB, Unand , M Jamil Hospital.
Central Java	40 persons	• Experts & regional planners: Provincial Secretary, BPBD, BPPTKG, PMI, MDMC, Provincial Health Office. • Regional actors : BPBD , BPPTKG, Basarnas , Tagana , Social Service , Diskominfo , RAPI, RRI, RSUD, MDMC, LPBI NU, PLN, BPKP, DPU SDA, DPU BMCK, PSB UNES, Central Java Bank , PT Pos , Disperakin , Senkom .

Yogyakarta	39 persons	• Experts & regional planners : BPBD, BPPTKG, PSBA UGM, FPRB DIY, PSMB UPN. • Regional actors : DIY BPBD, DIY Police, Korem 072, BMKG, Sleman BPBD , Social Service, Dispora , DPKP, Health Office , Dispup , Diskkominfo , Dispar , Basarnas, BPPTKG, Distranpor , RAPI, PMI, PRB Forum, Kadinda , PWRI.
NTT	38 persons	• Experts & regional planners: BPBD , BMKG, DLHK, Distan KP, Social Service , Health Office , FPRB. • Regional actors: BPBD, BPBD Kupang , BPBD Belu , BPBD TTS, Korem Wirasakti , Polda NTT , Air Force Base , Lantamal VII, Basarnas , Distan KP, Health Office, Dispet, Dis LHK, Dis PMD, Bappelitbangda , FPRB, Bulog , UN Nusa Cendana Kupang
West Papua	40 person	• Experts & Planner Regions : BPBD, Pap Bar Health Office , Kodam Kasuari , Polda, Social Service , Basarnas , Dispupr , Diskominfo , PT Pulman , UNIPA. • Regional actors: West Papua BPBD, Kodam Kasuari , Polda, Social Service , DisPupr , Diskominfo , Health Office , Transportation Agency, BMKG, Basarnas , BPKAD, FPRB, Tagana , PMI, Orari , Bulog , PT Pulmon , PT Tri Abadi Mineral, mass media.

c. The actors are the element most important in exercise where is the composition actors reflects collaboration multi-stakeholder consisting of stakeholders interest in the area in countermeasures disaster. The actors were individuals from the Provincial BPBD, BMKG, related OPD, TNI, Polri, academics, and private sectors. The actors in the TTX should be from decision maker officers, samely echelon two officials and at least echelon three officials. However, in implementation, 40% of the actors in TTX are represented by their staff. This condition of the actors also occurred during the CPX. Actors in TTX should be the same as actor in CPX; however, in implementation, there are still different actors at the TTX with the actors in CPX. An issue like this always appears in every exercise activity.

3.2 Aspects of Scenario Development

The development of the exercise scenario has been based on the contingency plan (conplan) owned by each BPBD so that the scenario has the realism of disaster risk and threat situations following actual conditions.

Table 2. Aspects of Scenario Development

Scenario Development			
Provincial BPBD	**Plan Contingencies**	**Scenario**	**Information**
Aceh	Tsunami earthquake	Tsunami earthquake	scenario based on conplan
West Sumatera	Tsunami earthquake	Tsunami earthquake	scenario based on conplan
Central Java	Mount Merapi Eruption	Mount Merapi Eruption	scenario based on conplan
Yogya Karta	Mount Merapi Eruption	Mount Merapi Eruption	scenario based on conplan
NTT	Drought	Drought	scenario based on conplan
West Papua	There is not any	Tsunami earthquake	scenario not based on conplan

Of the 6 (six) provincial BPBDs, only the West Papua provincial BPBD does not yet have a contingency plan, so the exercise scenario is made and developed based on the study and input from the training planning team and disaster risk document in the West

Papua provincial BPBD. Scenarios are used as the basis for making exercise planning products so that scenarios have been created by training planners who fully understand the characteristics of potential disaster risks in the area where the exercise is carried out. Scenarios have been made based on the contingency plans (conplan) available in each Provincial BPBD. There are 5 (five) provincial BPBDs make exercise scenarios based on their conplan. While the province of West Papua does not yet have a conplan, the preparation of the exercise scenario refers to the available disaster risk reduction documents and the results of discussions and input from the relevant agencies. One of the benefits of implementing exercises is to test existing contingency plans; if BPBD does not yet have a contingency plan, the TTXs and CPXs can be used as the basis for making contingency plans.

3.3 Aspects of the Exercise Stages

All exercise stages were carried out by the central and regional teams and followed the sequence of exercise activities, starting with the stages of preparation, planning, implementation, and evaluation. All 6 (six) provinces have carried out the exercise stages according to the schedule determined by each Provincial BPBD.

Table 3. Aspects of the Exercise Stages

BPBD	Stages of Exercise				
	Preparation	**Planning**	**Implementation**	**Evaluation**	**Information**
Aceh	Executed according to schedule	Executed according to schedule	Executed according to schedule	Executed according to schedule	Stages of preparation to evaluation by the central and regional teams
West Sumatera	V (same)	V (same)	V (same)	V (same)	
Central Java	V	V	V	V	
Yogyakarta	V	V	V	V	
NTT	V	V	V	V	
West Papua	V	V	V	V	

3.4 Aspects of Elements, Roles, and Functions in Exercise

The success of the exercise is determined by the various elements that have their respective roles and function to support the operation of the exercise. From the available data, these roles are: scenario manager, facilitator, evaluator, note taker, timekeeper, actor, and observer. This exercise element is a series of continuous processes towards realizing a suitable exercise mechanism. The appointment of exercise elements is adjusted to their position, expertise, and experience in previous exercises. The central and regional teams reached an agreement to appoint the elements of the exercise, which consisted of central and regional elements. All 6 (six) Provincial BPBDs have completed their exercise elements and functioned according to their roles. The dynamics in the implementation of the exercise are determined by the supporting elements, and also simulated roles and functions. These elements consist of:

a. Controller or scenario manager: ensures that the exercise takes place according to the schedule, general goals, and objectives of the exercise, prepares to inject scenarios when necessary to stimulate discussion of the trainees.
b. Facilitator: arranges questions for discussion and directs the discussion according to the move in implementing TTX.
c. Evaluator: evaluates the implementation of the exercise, the results of the exercise in achieving the objectives, the main things identified by the participants, and recommendations.

d. Note-takers: record the course of the discussion and gather input from/and by the Facilitator and the after-action reviewer/evaluator team.
e. Timekeeper: ensures activities in each phase run on time and reminds facilitators of the time available.
f. Actors: provide input from related organizations, identify things that need to be further coordinated with other stakeholders, follow the rules of the game set by the organizers.
g. Observer: observes the mechanism of the exercise and notes essential things, and provides written input to the organizers.

Table 4. Aspects of Elements, Roles and Functions in Exercise

Provincial BPBD	Elements, Roles, and Functions in Exercise						
	Scenario Manager	**Facilitator**	**Evaluator**	**Notes**	***Timer Keeper***	**Actor**	***Observer***
Aceh	Yes, according to role & function	Yes, according to role & function	Yes, according to role & function	Yes, appropriate role&function	Yes, according to role & function	Yes, according to role & function	Yes, according to role & function
West Sumatera	V (same)	V (same)	V (same)	V (same)	V (same)	V (same)	V (same)
Central Java	V	V	V	V	V	V	V
Yogyakarta	V	V	V	V	V	V	V
NTT	V	V	V	V	V	V	V
West Papua	V	V	V	V	V	V	V

Attention is given to the role and function of the Facilitator, who plays a vital role in controlling the dynamics of the TTX according to the movement. The implementation of TTXs in the 6 (six) provincial BPBDs has carried out the roles and functions of all elements of the exercise following applicable rules.

3.5 Aspects of Exercise Planning Products

Exercise planning is the most crucial stage in the exercise cycle because what will be carried out during room exercises and post exercises refers to the products produced by the training design team at the planning stage. From the available data, the exercise planning products consist of Exercise Outline Plan (OP), Problem Inventory Matrix (PIM), Exercise Operation Plan (EOP), and Master Scenario Event Lists (MSEL). The exercise planners from 6 (six) provincial BPBDs have made OP, PIM, EOP, MSEL according to the scenarios and problems agreed by the central and regional training design teams. In more detail, it can be explained as follows:

Table 5. OP, PIM, EOP, MSEL Products

Provincial BPBD	Exercise Planning Products			
	OP	**PIM**	**EOP**	**MSEL**
Aceh	According to the Exercise directive	According to the scenario made by the central and regional training planners	According to the scenario made by the central and regional training planners	According to the scenario made by the central and regional training planners
West Sumatera	V (same)	V (same)	V (same)	V (same)
Central Java	V	V	V	V
Yogyakarta	V	V	V	V
NTT	V	V	V	V
West Papua	V	V	V	V

a. An Outline Plan for the exercise has been prepared by six Provincial BPBDs based on the Training Directive. This plan exercise contains the basis of the exercise, the main points of the implementation, and a summary of the story or scenario of the exercise being played. Plan exercises include planning the completion of tasks with a clear timeline, determining the focus of the exercise, participants, experts, evaluator team, etc.
b. A Problem Inventory Matrix (PIM) has been created and describes the activities, objectives, related parties, and issues that need to be discussed in each move. Problem identification becomes the basis for determining evaluation targets related to responsibilities/roles/functions for training scenarios. PIM is used as the basis for compiling the EOP.
c. The Exercise Operation Plan (EOP) for TTXs has been prepared based on the training scenario and has become the primary control tool in carrying out room exercises. Contains things or issues that are the subject of discussion in the exercise, several issues (injects) in the form of questions, and expected responses and references related to the things being trained. The EOP table contains: phases/activities, time, issues/materials to be discussed, questions, addressed to, expected responses, related references.
d. Master Scenario Event Lists (MSEL) for CPXs has been made and is the primary document for the controllers carrying out the exercise. MSEL contains a collection of activities and injections that refer to training scenarios and ensure training goals and objectives. The MSEL lists the activities expected by the actors as a reaction to the problem (inject), which refers to the exercise scenario. MSEL is a chronological timeline of expected actions and written events that the controller will enter into the game to generate or request player activity. MSEL as an exercise blueprint consists of messages or events designed to test the objectives of the exercise. MSEL becomes an integral part of the main controller of operations-based training to control the course of the exercise.

Table 6. Exercise Guide

Provincial BPBD	**Exercise Guide Products**			
	Organizer's Guide	**Actor's Guide**	**Facilitator's Guide**	***After Action Review* Guide**
Aceh	Created by central and regional training planners	Created by central and regional training planners	Created by central and regional training planners	Created by central and regional training planners
West Sumatera	V (same)	V (same)	V (same)	V (same)
Central Java	V	V	V	V
Yogyakarta	V	V	V	V
NTT	V	V	V	V
West Papua	V	V	V	V

The MSEL table contains the time (actual and assumptions), scenarios, problems, actions (central and regional), controllers, and activities that cause situations. As for the Exercise Guide Book, it is needed to ensure the smooth running of the exercise. This guide is helpful for exercise organizers, actors, facilitators, and evaluators. There are 4 (four) kinds of guidebooks that each control team has made in 6 (six) Provincial BPBDs, namely, 1) Organizer's Guidebook, 2) Actor's Handbook, 3) Facilitator's Handbook; 4) After Action Review/AAR Handbook. In general, the guidebook is made according to the format and contains material that can guide and facilitate the implementation of the exercise. There are differences in the material from the guidebooks, which generally come from different scenarios and problems between provinces.

3.6 Aspect of Implementation of Exercise Mechanism

All participants of the TTXs and the CPXs have carried out 3 (three) mechanism sessions. *First*, debriefing session given before the exercise aims to provide understanding of the material and the mechanism of the exercise with resource persons who are experts in their field.

Table 7. Aspects of Implementation of Exercise Mechanism

Provincial BPBD	Implementation of Exercise Mechanism					
	TTX			CPX		
	Debriefing Session	Training Session	Evaluation Session	Debriefing Session	Training Session	Evaluation Session
Aceh	V	V	V	V	V	V
West Sumatera	V	V	V	V	V	V
Central Java	V	V	V	V	V	V
Yogyakarta	V	V	V	V	V	V
NTT	V	V	V	V	V	V
West Papua	V	V	V	V	V	V

Second, the training session in the TTX uses a plenary form. The role of facilitator is significant in implementing the EOP, which contains moves and problems (injects) and is supported by the controlling role. The training session in the CPX uses the form of role-playing; the role of the controller is significant in implementing MSEL, which contains moves and problems (injects) and is supported by the role of the cause of the situation. Third, the evaluation session of the evaluation team conveyed the results of the compilation related to the implementation of the exercise regarding the main things that were prioritized. All participants from 6 provinces participated in and carried out all sessions in table top exercise and command post exercise.

3.7 Aspects of the Implementation of TTXs According to the Movement (Move) of the Event Flow

The movement of the simulated events flow is a stage of the process during the TTX. The move is useful for guiding the actor's discussion in responding to disaster events according to how to act in the Disaster Emergency Management Command System procedure. According to the available data, the move in the TTX has been carried out based on the Problem Inventory Matrix and the Exercise Operations Plan, which in its implementation is guided by the facilitator's guidebook. In the exercise planner training module, it is stated that there are 4 (four) stages of moves, namely: move 1 to the information phase, move 2 to the standby phase, move 3 to determine emergency response status, move 4 to mobilize resources, and move 5 to the termination phase. Meanwhile, during the TTX, the move consists of 3 (three) stages: move one early warning stage, move 2 determining emergency response status, move three mobilizing resources, move four termination stages. There is a difference in the stages of move between moves in conditions according to the module and moves in actual conditions during implementation, where at the time of implementation of move 1, the information stage and the alert stage are combined into an early warning stage. The moving room is realized in the exercise through a Focus Group Discussion (FGD). All 6 (six) Provincial BPBDs implement 4 (four) stages of the move.

Table 8. Aspects of Movement (*Move*) of Table Top Exercise

Movement / *Move*	Condition According to Module	Conditions During Implementation	Information
Move 1	Information Stage	Early Warning	At the implementation stage, information and alert are combined into an early warning stage.
Move 2	Standby Stage		
Move 3	Establishing Emergency Response Status	Establishing Emergency Response Status	
Move 4	Resource Deployment	Resource Deployment	
Move 5	Termination Stage	Termination Stage	

There are different stages of movement (moves) carried out in room exercises with the stages of movement listed in the book Module 03 Planner for TTX, where there are 5 (five) moves/moves. In Module 03, TTX consists of 5 (five) movement events, namely:

a. Move 1 (information stage): The monitoring post sends information on early warnings or disasters that will/have occurred to local governments.
b. Move 2 (standby stage): The monitoring post sends information on the development of the situation to the Regional Government and the BPBD/TNI/Polri's Pusdalops, and the community.
c. Move 3 (emergency response status): The regent/mayor declares the emergency response status and appoints the emergency response commander to create a command structure in activating the operational plan based on the contingency plan.
d. Move 4 (resource mobilization): Through the command post, the Emergency Response Command mobilizes resources at the Regent/mayor's direction to mobilize resources to disaster locations in emergency response operations.
e. Move 5 (termination/demobilization stage): Emergency Response Command reports on field conditions regarding access to transportation, evacuation, and rescue, refugee locations, vulnerable groups, health, security, economy, and others for revocation of emergency response status.

In the table top exercise, there are 4 (four) moves where move one and move two are made into one move, namely the information stage and the alert stage as an early warning move. The reasons for the merger are 1) because move one and move two are included in the preparedness stage, where the condition of being prepared when an imminent threat occurs is included in the early warning category. 2) based on experience in the field, when a disaster will occur, the regional BPBD and BMKG officials will provide early warning to the community, including information about potential disasters and the status of disaster preparedness. This early warning move is broken down in detail and coherently in the EOP so that the merging of this move does not affect the smooth implementation of TTXs, and it makes it easier for actors to understand the beginning/initiation of disaster emergency response in the region.

3.8 Aspects of the Implementation of the CPX according to the Movement (Move) of the Event Flow

The movement aspect of the CPX is the same as the TTX, so during CPX, there is also a merger of move one and move two into an early warning move. This early warning move is broken down in detail and coherently in MSEL so that the merger of this move does not affect the smooth implementation of TTXs, and it makes it easier for actors to understand the beginning/initiation of disaster emergency response in the region. The flow of simulated or moved events is a stage during the CPX. The move is useful for guiding the

response stage of exercises in solving disaster problems according to the sequence of actions in the disaster emergency response and command system procedure. Moves at the CPX are based on the Problem Inventory Matrix and the Master Inventory Event Lists. According to the module-04, there are 5 (five) move in the CPX, however the move during the CPX implementation consists of 4 (four) move stages. There is a difference in the stages of move between moves according to the module and moves in actual conditions during implementation, where at the time of implementation of move 1, the information stage and the alert stage are merged into an early warning stage. At the CPX, the move is manifested in role-playing—all 6 (six) provincial BPBDs implement 4 (four) stages of the move.

Table 9. Aspects of Movement (*Move*) Flow of Events at the Command Post Exercise

Move	**Condition According to Module**	**Conditions During Implementation**	**Information**
Move 1	Information Stage	Early Warning	at the time of implementation, Step information and alert merged. It becomes a warning stage early
Move 2	Standby Stage		
Move 3	Establishing Emergency Response Status	Response Status Setting Emergency	
Move 4	Resource Deployment	Deployment Source Power	
Move 5	Termination Stage	Stage termination	

3.9 Aspects of Evaluation of the Implementation of the Exercise

Evaluation is helpful to find out the added value and room for improvement for the next exercise. Evaluation has been carried out in 4 (four) areas: evaluation of the academic session, evaluation of the implementation, evaluation of the implementation of TTXs, and evaluation of the implementation of CPX exercises. The evaluation was carried out by a team of evaluators from each Committee center and area. The evaluation is carried out based on a study of various indicators that have been previously determined. Evaluation is carried out to comprehensively assess the achievement of training goals and objectives.

Table 10. Aspects of Evaluation of the Implementation of the Exercise

Provincial BPBD	**Evaluation of the exercise**			
	Academic Session Evaluation	**Organizer Evaluation**	**Evaluation of the Implementation of TTX**	**Evaluation of the Implementation of CPX**
Aceh	• Evaluation n resource persons by participants: Material, presentation, fluency. Suggestions & feedback	•Support for participants, facilities, equipment, *layout* •Application of Health Protocol (Prokes)	• Room readiness & *layout*, equipment in accordance process, • Scenario in accordance Conplan • *Move* according to EOP •Role of Facilitator •Actors understand SOP •Role of tasks of Command Post	• Preparedness & space, equipment in accordance Proces, • Scenario in accordance Conplan • *Move* according to MSEL • Actor task activities & •Response to *injects*
West Sumatera	V (same)	V (same)	V (same)	V (same)
Central Java	V	V	V	V
Yogyakarta	V	V	V	V

NTT	V	V	V	V
West Papua	V	V	V	V

The integrity of the assessment as an evaluation material is measured from the results of the review and the results of the evaluation team, which are compared with the goals and objectives of the exercise. The evaluation will be obtained the status of the success of the exercise, identification of gaps, obstacles found, and lessons learned. In the TTX and the CPX exercise, four aspects have been evaluated, namely:

a. Evaluation of the academic session, evaluation of the resource persons by participants, evaluation of the material, presentation method, fluency, and suggestions and inputs have been carried out.
b. Evaluation of the organizers has been evaluated regarding support for participants, preparation of facilities, equipment, layout, and implementation of health protocols during exercise.
c. Evaluation of TTX has been evaluated regarding: a) readiness and space layout; b) equipment following health protocols; c) scenarios and moves according to ROL; d) the role of the Facilitator; e) understanding of the actors of the SOP; and f) the roles and duties of the Disaster Emergency Command Post.

Evaluation of the implementation of the CPX exercise has been evaluated regarding 1. Readiness and spatial planning; 2. Facilities and equipment according to health protocols; 3. Scenarios and moves according to MSEL, 4. Actors' activities towards the task; and 5. The actor's response to the problem (inject).

IV. Conclusion

One important way to improve disaster preparedness is through training. The success of an exercise is largely determined by the performance of the exercise planner. Planning the dimensions of implementing table top exercises and command post exercises has been made collaboratively by the central and regional training planner teams. Simultaneous implementation of table top exercises and command post exercises of disaster emergency management posts in 6 (six) provincial BPBDs have been carried out comprehensively, following 9 (nine) aspects of exercises implementation according to the rules, methods, and procedures. This is to show that the process of disaster preparedness training through this exercise has been going well at the BNPB Eduaction Training Center.

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