



# Resilient, Disaster-Responsive Children: Psychoeducation on Landslide Preparedness to Enhance Students' Knowledge

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## ABSTRACT

Indonesia holds the top position in terms of the number of fatalities resulting from natural disasters. Galengdowo Village is recognized as one of the areas highly susceptible to landslides. Geologically situated within Wonosalam District, Jombang Regency, East Java Province, Galengdowo Village often witnesses vulnerable human settlements prone to such risks. The potential victims of landslides encompass individuals from various societal strata. The objective of this study is to enhance children's comprehension regarding their response to landslide disasters. The participants in this psychoeducational initiative comprise 20 students from the 2nd grade of Galengdowo Primary School 2, located in Wonosalam District, Jombang Regency. The employed approach entails the utilization of psychoeducation methodologies. The research findings demonstrate a significant improvement in the mean scores pre-and post-implementation of the landslide psychoeducation program ( $p=0.002<0.05$ ), thus highlighting the influence of the psychoeducational intervention in enhancing the knowledge of the 2nd-grade students of Galengdowo Primary School 2 pertaining to landslide disasters.

**Keywords:** Landslides; Psychoeducation

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## INTRODUCTION

Indonesia is globally recognized as the country most prone to disasters. According to the United Nations Plan for International Disaster Reduction (UNISDR), actively engaged in international strategies for disaster risk reduction, Indonesia ranks first in terms of the number of fatalities resulting from natural disasters. The magnitude of casualties indicates that Indonesia's level of disaster preparedness remains considerably low compared to other nations worldwide. Therefore, it is imperative to implement comprehensive disaster prevention and preparedness measures across all provinces. Incorporation of disaster risk reduction activities, as stipulated in Law Number 24 of 2007 concerning Disaster Management, into development programs, including the field of education, is of paramount importance.

Galengdowo Village stands as one of the regions highly vulnerable to landslides. Geologically speaking, the area encompasses elevated terrains consisting of hills and mountains. Situated within Wonosalam District, Jombang Regency, in the East Java Province of Indonesia, Galengdowo Village lies in proximity to Mount Anjasmoro, with an average elevation ranging

between 500 and 600 meters above sea level. The village is located approximately 35 kilometers southeast of Jombang Regency. Consequently, frequent occurrences of landslides transpire in the vicinity due to its high- altitude topography and close proximity to mountains and hills. These disastrous events result from the downward movement of soil and rocks, occurring either on a large scale or in partial quantities. The settlements within this area typically exhibit heightened vulnerability to such risks, exacerbated by the fact that regions previously affected by landslides experience an escalated likelihood of subsequent disaster occurrences. In this context, individuals must exercise utmost vigilance towards triggering factors and early warning signs, enabling them to undertake appropriate preventive measures.

It is noteworthy that the risk of becoming victims of landslides encompasses individuals from all walks of life. Among them, children represent a particularly vulnerable group as their capacities and knowledge regarding disasters often remain limited. As stated in the Press Release Number: B-249/Set/Rokum/MP 01/09/2020 by the Ministry of Women Empowerment and Child Protection of the Republic of Indonesia, children, alongside women, emerge as the most affected and susceptible groups, subject to violence and exploitation amidst disaster situations. Such vulnerability emanates from their unique circumstances. Ratna Oeni Cholifah, the Head of the Child Protection Division for Disaster and Conflict Victims, representing the Deputy Assistant for Child Protection in Emergency Situations and Pornography, disclosed that statistical data derived from the Indonesian Disaster Information Data (DIBI) for the period from January to September 2020 recorded a total of 2,178 natural disasters impacting 628,568 individuals throughout Indonesia. Notably, Ratna Oeni underscored the pivotal role played by self-preparedness in enabling individuals to safeguard themselves during critical “golden age.” Findings from the Great Hanshin Earthquake Research and Survey conducted in 1995 revealed that survival rates were influenced by several factors, with self-preparedness accounting for 35% of successful outcomes, family support for 31.9%, and assistance from friends/neighbours for 28.1%. This predicament necessitates a concerted endeavour to proactively address child vulnerability, ranging from proactive mitigation to comprehensive rehabilitation, while synergistically embracing preventive measures. The ramifications of both natural and non-natural disasters in Indonesia have profoundly impacted children. They encompass instances of familial separation arising from parental casualties or injuries, heightened vulnerabilities due to widespread adult unemployment, instances of irregular adoptions failing to adhere to legal protocols, inadequate access to education, limited provision of trauma healing services, insufficient allocation of child- friendly spaces, and an escalated risk of child marriages. Based on these pressing concerns, it becomes imperative to impart psychoeducational interventions centred around environmental consciousness and heightened awareness of landslide risks to children. Such endeavours aim not only to enhance their knowledge but also to equip them with an understanding of the causes of landslides and effective preventive measures that can be implemented.

## METHOD

The activity was conducted utilizing the psychoeducational method, whereby the presenter imparted knowledge to enhance the participants' understanding of natural disasters, specifically focusing on landslides. The information encompassed aspects such as identifying the signs of a landslide, effective avoidance strategies, and preventive measures to mitigate the occurrence of landslides. The participants of this psychoeducational activity comprised 20 students from the second grade of Galengdowo Primary School 2, situated in Wonosalam District, Jombang Regency. The duration of the activity spanned two hours and was divided into six sessions, as elaborated in Table 1. Table 1 Activities



Sessions	Objectives	Duration
Session 1: Introduction & Rapport	Introducing the speaker to the participants to foster mutual acquaintance and establish trust to ensure the participants' comfort throughout the sessions.	10 minutes
Session 2: Ice Breaking	Creating a relaxed atmosphere and preparing the participants to alleviate tension and ensure readiness to engage in the activities. In addition to its intended purpose of ice breaking, the word guessing game is particularly suitable for primary school children.	15 minutes
Session 3: Lectures	Educating and providing understanding about natural disasters, specifically landslides, through illustrated storytelling, emphasising the importance of personal safety and preventive measures in relation to disasters.	30 minutes
Session 4: Sing-along & Quiz	Providing stimuli through enjoyable singing and quizzes to enhance participants' retention of the delivered material.	30 minutes
Session 5: Colouring exercise	Expressing imagination and creativity through strokes of colour.	25 minutes
Session 6: Closing	Concluding the psychoeducational activity, ensuring that participants have received the material well, and presenting farewell gifts to the participants.	10 minutes

In order to assess the effectiveness of providing psychoeducational disaster preparedness for landslide awareness among the second-grade students of Galengdowo Primary School 2, a pre-test and post-test questionnaire comprising 10 multiple-choice questions was administered. Each question included options A and B, accompanied by visual aids. The scoring ranged from 0 to 10, with higher scores indicating a more accurate and comprehensive understanding of landslide-related concepts by the students. The obtained pre- test and post-test scores were subjected to paired sample t-tests using the SPSS 26 software for statistical analysis.

## RESULTS

The participants' engagement in this activity was highly active, as they actively participated in all aspects of the program. The psychoeducational disaster response activities received substantial support from all parties involved. The team conducted training utilizing various methods, including lectures, question and answer sessions, games, simulations, demonstrations, and role plays, in order to achieve the desired knowledge, skills, and abilities.

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Throughout the program, the students demonstrated remarkable enthusiasm and wholeheartedly engaged in ice-breaking activities, quizzes, and colouring exercises. Based on careful observations during the program, they exhibited exceptional adaptability to the facilitators' presence and attentively absorbed the provided explanations. Confidently, they responded to the facilitators' inquiries in accordance with the conveyed materials. One notable activity within the psychoeducational program entailed colouring a landslide illustration, appropriately aligned with the participants' cognitive and motor developmental stages. This approach ensured effective learning through play-based activities. Upon completion of the colouring exercise, several participants with outstanding colouring outcomes were called forth to recount their personal experiences of witnessing landslide events, as a means to express their emotions.

The outcomes attained from this program demonstrate that the children's comprehension of landslide disaster response extends to encompass knowledge about the nature of landslides, the underlying factors contributing to landslides, preventive measures, disaster response symbols specific to landslides, and appropriate actions to undertake during such calamities. The pre-test and post-test data were meticulously analysed using SPSS 26, yielding results that unequivocally indicate the psychoeducational program on landslide disaster response significantly enhanced the students' understanding.

**Table 2**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	80,50	20	13,563	3,033
	Post Test	92,50	20	10,699	2,392

**Table 3**

**Paired Sample t Test**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	80,50	20	13,563	3,033
	Post Test	92,50	20	10,699	2,392

Referring to the table, a noticeable disparity can be observed between the average scores of the pre-test (mean = 80.50) and the post-test (mean = 92.50), with a mean difference of 12.000. Moreover, the Sig. value (2-tailed) of 0.002, which is lower than the predetermined significance level of 0.05, unequivocally demonstrates the substantive impact of the psychoeducational activities on augmenting the knowledge of the second-grade students at Galengdowo Primary School 2 concerning landslide disasters.



## DISCUSSION

The activity was carried out utilizing the psychoeducational approach, wherein the presenter imparted knowledge to enhance the participants' understanding of natural disasters, specifically landslides. The educational materials covered various aspects, including the identification of warning signs, avoidance techniques, and preventive measures to mitigate the occurrence of landslides. Based on the data analysis, it can be inferred that the disaster-responsive psychoeducational intervention had a significant influence on the participants' knowledge. The data revealed a notable enhancement in students' comprehension of landslide prevention measures as a direct outcome of their engagement in the disaster-responsive psychoeducational activities.

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