



# The Effectiveness of Psychoeducation using the Picture Card Method on Understanding Natural Disaster of Landslides among 1st Grade Elementary School Students.

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## ABSTRACT

Natural disasters are events that cause traumatic experiences for every human being, but they affect each individual in different ways. This is especially true for young children. Young children tend to have more difficulty in coping with traumatic events due to their limited life experiences, problem-solving skills, and ability to express their feelings and needs. The purpose of this activity is to measure students' understanding of landslide disaster mitigation and their increased concern for the surrounding environment. The target of this activity is 15 first-grade students from Galengdowo 2 Elementary School in Galengdowo Village, Wonosalam District, Jombang Regency, East Java. This activity was conducted in the 1st grade classroom of Galengdowo 2 Elementary School. The method used was Psychoeducation with the picture card method, playing disaster response games, and demonstrating the use of posters as a medium to achieve the desired knowledge, skills, abilities, and expectations. The data was analyzed using a paired sample t-test. Based on the comparison of means, the pre- test and post-test results showed an increase in the average scores after the psychoeducation intervention. According to the test results, it can be concluded that Psychoeducation using picture cards is effective in enhancing understanding and fostering disaster responsiveness among students.

**Keywords:** Picture Cards, Posters, Landslide.Psychoeducation

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## INTRODUCTION

Jombang Regency is considered as part of East Java region that is deemed to have complex disaster potentials, including earthquakes, floods, landslides, gusty winds, social conflicts, environmental pollution, epidemics, droughts, industrial accidents, transportation accidents, fires, and forest fires. According to BPBD Jatim (as cited in Kompas.com, 2023).

According to Regulation No. 4 of 2020 issued by the Head of the National Disaster Management Agency (BNPB), it is stated that the community, as both the initial actors in disaster management and disaster victims, should be able to handle disasters within certain limits. This expectation is aimed at preventing disasters from escalating to a larger scale. The community needs to have an understanding of the efforts to address the risks of landslides that can threaten safety. The increasing potential for landslide disasters is due to the growing population and activities of the community in managing the environment. This means that the community's awareness of efforts to reduce the risk of landslides is crucial. Defines landslides as one type of mass movement of soil or

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rocks, or a mixture of both, that moves down or out of a slope due to the disturbance of the stability of the soil or rock composing the slope (Law No. 24 of 2007).

Natural disasters are events that cause traumatic experiences for every human being, but they affect each individual in different ways. This is especially true for young children. Young children tend to have more difficulty in coping with traumatic events due to their limited life experiences, problem-solving skills, and ability to express their feelings and needs. Therefore, the presence of adults becomes crucial in addressing concerns related to potential traumatic experiences that may arise for young children.

Various efforts can be undertaken to help 1st grade students from Galengdowo 2 Elementary School increase their understanding of landslide disaster response. One of them is by using picture cards in psychoeducation for landslide disaster response. As stated by Astuti, Yeni, and Aryati (2013), Hasmi (2017), and Rumijan, Sumanto, and Badawi (2017), all of them have shown through their research findings that the use of picture cards greatly contributes to enhancing students' understanding. Picture cards are also highly beneficial in early reading processes. In this process of understanding, the style of explanation plays a significant role in influencing students' comprehension outcomes.

Kuffner (2001) proposed that children aged 6-10 have recently discovered abilities to participate in enjoyable, engaging, and creative activities. Therefore, picture cards are suitable for implementation in early childhood education as a learning system. Early childhood children are unique individuals with their own distinct characteristics that align with their developmental stages. This period is referred to as the golden age, where all stimuli and developmental aspects play a crucial role in further developmental tasks (Trianto, 2011). The use of visual media, such as picture cards, facilitates the author in providing illustrations to students and reduces the occurrence of conceptual errors among students.

The objective of this study is to assess the understanding of 1st grade students from Galengdowo 2 Elementary School by providing psychoeducation on disaster preparedness using the picture card method. The aim is to apply this approach in the future, particularly for young children, to increase their awareness of the environment and enhance their knowledge of what to do during a disaster event. The advantages of picture cards, according to Indriana (2011), are as follows: (1) They are easy to carry around: their small size allows these cards to be stored in a bag or pocket, making them portable and usable anywhere; (2) They are practical: the ease of creating and using picture cards, as well as not requiring electricity, makes them a practical medium for educational purposes; (3) They are easy to remember: picture cards present short messages that facilitate students in remembering the conveyed information during the learning process; (4) They are enjoyable: the use of picture cards can be incorporated into games, making the learning process more enjoyable for students. Picture cards can attract students' attention during the learning process. By utilizing picture cards as a learning medium, it is expected to enhance students' interest and motivation in reading, thereby improving their reading abilities.

Based on the above explanation, the author can conclude that psychoeducation using the card method can enhance the understanding of landslides among 1st-grade elementary school students. The hypothesis proposed in this study is that psychoeducation using picture card media can enhance the understanding ability of students from Galengdowo 2 Elementary School regarding landslide disaster mitigation.

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## METHOD



This study was conducted in Galengdowo Village, Jombang Regency, Central Java Province. The population of the study included all 1st-grade students from Galengdowo 2 Elementary School who were actively enrolled as students. The reason for selecting 1st-grade students as research subjects is that at the age of 6-7 years, children are still in the learning phase of reading. The subjects of this psychoeducation service are 15 first-grade elementary school students, aged 6-7 years old, consisting of 7 male students and 8 female students. The service was conducted at Galengdowo Elementary School.

Data collection in this study was done using pre-test and post-test developed by the author. The test was designed to measure students' knowledge of landslides and landslide mitigation. The pre-test and post-test consisted of 5 picture-based questions accompanied by multiple-choice questions with 2 alternatives. The data analysis in this study employed the paired sample t-test technique to compare the average scores of students' understanding abilities. Griffith, as cited in Setiani and Haryanto (2019), states that psychoeducation is an intervention targeting individuals, families, and groups with a focus on educating participants about facing challenges or life problems they are experiencing. It aims to assist in developing sources of support and social support for participants while enhancing their coping skills in dealing with existing challenges.

This psychoeducation utilizes the picture card method as a learning medium to understand natural disasters, particularly landslides. Heinich et al. (as cited in Arsyad, 2009) propose that the term "media" refers to an intermediary that delivers information between the source and the receiver. Arsyad (2009) states that a medium is considered a learning medium when it carries information that contains instructional purposes. Briggs (as cited in Rudi et al., 2008) argues that media serves as a tool to provide stimuli to students, facilitating the learning process.

Munadi (2008) states that from a process perspective, learning is communication because the learning process involves a communicator or message sender (teacher), a communicant or message receiver (student), and a message. Learning media serve as containers for messages. The content to be conveyed represents the instructional message, and the goal is to achieve the learning process. In the learning process, there are messages that need to be communicated. These messages usually represent the content of a learning topic. The teacher conveys these messages to the students through a medium.

One of the media that can be used is picture cards. Picture cards, also known as flashcards, are small cards that contain images, text, or symbolic signs that remind or guide students to something related to the image (Arsyad, 2009). The psychoeducation session took place from 10:00 AM to 11:20 AM with 6 sessions as follows:

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Session	Duration	Activity Description
Session 1	15 minutes	Conducting rapport building and Administering the pretest.
Session 2	15 minutes	Delivering the material on landslide natural disasters using the card method.
Session 3	15 minutes	Game and song
Session 4	10 minutes	Follow Up
Session 5	15 minutes	Administering the post- test and singing together.
Session 6	10 minutes	(Closing) Distributing souvenirs

## DISCUSSION

Engaging in the process of building rapport. Etymologically, "building rapport" consists of two words: "building," which means constructing or creating, and "rapport," which means relationship. In terminology, the understanding of "building rapport" can be interpreted as a harmonious and satisfying interpersonal relationship. Meanwhile, Haynes and Backwell (2010) state that rapport refers to a good relationship. Rapport is a condition of mutual understanding and shared goals. Rohaiza (2015) explains that rapport is the ability to establish a relationship with others in a way that creates an atmosphere of trust and understanding. This ability also includes appreciating others' opinions, understanding, and accepting their feelings. The purpose of building rapport is to establish good communication between the presenter and participants of psychoeducation so that the psychoeducation process can proceed smoothly and the quality of the output can meet expectations.

### 1. Providing material on picture cards about landslides.

The provision of material on picture cards about landslides is conducted through education using the picture card method related to the topics of landslides, such as definition, causes, ways to prevent landslides, and what to do when a landslide occurs.

### 2. Game and Song

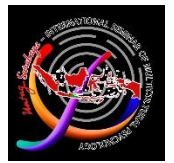
The purpose of the games and songs provided is to make the participants more relaxed and maintain a conducive environment. Psychoeducation cannot proceed smoothly if the atmosphere is not conducive, such as chatting and causing disturbances. With the inclusion of games and songs, participants can refocus on the activities at hand.

### 3. Follow Up

The purpose of this follow-up is to assess the participants' understanding of the given material and to determine the level of success and progress achieved through the one-hour psychoeducation session consisting of six sessions.

### 4. Closing

Overall, the psychoeducation activity using the Picture Card Technique with 1st grade students from Galengdowo 2 Elementary School went smoothly and left a positive impression on all the students and the implementing team. Throughout the psychoeducation process, pre-tests and post- tests were conducted to assess the students' knowledge regarding caring for the environment, coping with fear during disaster events, as well as building courage and alertness in landslide disaster situations before and after participating in the psychoeducation activity. This aims to determine the increase in



students' knowledge about disaster prevention behaviors so that they can apply them in their daily lives.

## RESULT

The obtained pre-test and post-test results were then analyzed using the statistical analysis technique of the t-test with the assistance of the Statistical Package for the Social Sciences (SPSS) program. The t-test analysis technique used to process the pre-test and post-test data from this psychoeducation activity is the paired sample t-test. It aims to compare the means of two variables within a single sample group. Here is the table of pre-test and post-test score calculations given to the students of Class 1 at Galengdowo 2 Elementary School:

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	3.33	15	1.113	.287
	POSTETS	3.93	15	1.033	.267

The data included in the table of t-test calculation results are as follows: mean, number of data, standard deviation, and standard error of the mean. Based on the comparison of means, it is known that there is an increase in the average score between before and after the administration of psychoeducation, namely  $X_1 = 3.33$  to  $X_2 = 3.93$ . This indicates that there is an improvement in students' understanding regarding natural disasters such as landslides, including behaviors like caring for the environment, managing fear during disaster events, as well as building courage and alertness among students when faced with landslide conditions. This improvement is achieved through the implementation of psychoeducation activities.

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