

Pandawa Seraja (Pramuka Mawas Bencana Sehat Raga dan Jiwa) in SMP Negeri 2 Martapura Timur Banjar Regency

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ABSTRACT

Floods are the most frequent disasters globally and cause significant impacts and losses. One of the impacts is psychological impact in the form of fear and anxiety. One-third of the victims were children which can result in psychological "trauma" to victims. East Martapura District is one of seven sub-districts in Banjar Regency which is often affected by flooding. Know that 47 adolescents aged 15-24 years in Banjar Regency were directly affected by the 2021 floods. This activity aims to reduce negative impacts such as stress, depression and others. This activity begins with flood education games by telling experiences or things that are known about flooding, delivering educational videos about flooding and flood preparedness, education about "The Importance of Mental Health During Floods". And finally, students are invited to color the prepared pictures using colored pencils. Evaluation of activities was carried out using a pre-post test. The results of the evaluation showed an increase in knowledge of 83.33%. Apart from that, the psychological assistance provided aims to provide mental readiness for SMPN 2 Martapura scout members to face challenges. Thus, this service not only enriches knowledge, but also helps in developing the physical and mental well-being of active scout participants at SMPN 2 Martapura Timur.

Keywords: Flood, psychological, students

INTRODUCTION

Floods are the most frequent disasters that occur globally and are the focus of attention in various countries because of the impacts and losses they cause.¹ According to data from the National Disaster Management Agency (BNPB), there were 564 natural disaster events in Indonesia from January 1 to March 7 2023, throughout 2023 there have been 75 flood events in Indonesia.² The worst flood disaster in South Kalimantan in the last decade occurred at the beginning of 2021, when it was recorded that 10 of the 13 districts/cities were affected by flooding, resulting in 24,378 houses being flooded and 34,549 people being displaced.

Flood disasters certainly have many impacts. One of the impacts is the psychological impact in the form of fear and anxiety. One third of disaster victims are often

children, this can result in psychological "trauma" in victims, especially children. The impact of a disaster will be different for each person who experiences it. Factors that influence a person's vulnerability and thus are at risk of disaster are the higher the severity of the disaster and the level of horror of the experience experienced, the greater the psychological effects felt.³

One of the areas experiencing problems related to flooding is Banjar Regency, which is geographically located in a lowland area with several rivers passing through and hydrographically it is strongly influenced by rainfall. Recently, 17,257 houses in seven sub-districts in Banjar Regency, South Kalimantan were flooded from 25 February to 4 March 2023 with a height of 20-70 centimeters.⁴

This condition also occurred and was experienced directly by the service activity

partners, namely SMP Negeri 2 Martapura Timur which is located on Jalan Kertak Baru, Pakauman Ulu, East Martapura, Banjar Regency, which experienced flooding last year and recently. As many as 320 students at SMP Negeri 2 Martapura Timur were unable to participate in learning and teaching as usual because their homes and schools were affected by the flood. The results of the survey and initial identification showed that more than 80% of students admitted that they felt sad because the flood not only hit their school, but their homes and neighborhood were also submerged.

Flood disasters certainly have many impacts. One of the impacts is the psychological impact in the form of fear and anxiety. One third of disaster victims are often children, this can result in psychological "trauma" in victims, especially children. The impact of a disaster will be different for each person who experiences it. Factors that influence a person's vulnerability and thus are at risk of disaster are the higher the severity of the disaster and the level of horror of the experience experienced, the greater the psychological effects felt.³

The feeling of worry and fear that strikes will be very important for children to receive trauma recovery services which can be done by providing initial psychological support. Initial Psychological Support (DPA) is a simple skill that every child is expected to have to help their friends who are facing problems or difficult situations. Initial psychological assistance can be carried out with a series of enjoyable activities to reduce the negative impact of a problem while supporting the psychological recovery process.⁴ If left untreated, the psychological impact on children will get worse and become very serious mental trauma. Therefore, it is very important to provide initial psychological support to children affected by disasters

Based on these conditions, the service team together with the school formulated a program that could be implemented to answer these problems. One of the programs that can be provided is providing initial post-disaster psychological support to students at SMP Negeri 2 Martapura Timur. This initial psychological support aims to reduce negative impacts such as stress, depression, frustration and others. Teenagers are at an emotional stage that is still vulnerable. If post-disaster assistance is not provided, they are more likely to experience ongoing trauma, compared to adults.

This activity is expected to support one of the pillars in the Disaster Safe Education Unit (SPAB) of the United Nation Office for Disaster

Risk Reduction (UNDRR), especially pillar 3, namely Education and Knowledge for Disaster Risk Reduction. In line with one of the goals of disaster education, namely increasing the ability to adapt to large and sudden changes.

This program takes the form of education and psychological assistance to students of SMP Negeri 2 Martapura in synergy with extracurricular activities, especially Scouting. This activity is packaged under the name Pandawa Seraja, as an acronym for Healthy and Mental Disaster Awareness Scouts. This activity aims to reduce the negative impacts of post-disaster such as stress. Psychological assistance is provided to increase the ability to adapt to large and sudden changes, especially for scout members of SMP Negeri 2 Martapura Timur. Similar activities have also been carried out in other places and can increase the enthusiasm and motivation of post-disaster victims. Community-based initial psychological support assistance involving vulnerable groups as the main actors.⁶

METHOD

The method chosen for implementing this activity is outreach in the form of education about floods and flood preparedness, as well as education about "The Importance of Mental Health During Floods". Followed by providing initial psychological assistance to active scout members SMP Negeri 2 Martapura Timur. Psychological assistance is provided to increase the ability to adapt to large and sudden changes.

Implementation of activities consists of 3 stages that is preparation, implementation and evaluation. The details of each stage are as follows.

Preparation

The preparation stages are carried out in several steps, the first step is to carry out a location survey and situation analysis. This step is taken to ensure that the existing conditions of service partners are ideal and optimal for carrying out intervention activities. Ideal is defined as a situation where the partner is in a state of accepting the intervention offered and optimal is defined in knowing the characteristics of the target of the intervention, whether they can receive the message well or not (for example the availability of a smartphone or other supporting gadget, etc.). The second step is to arrange permits with the relevant parties.

Implementation

The second step in the implementation phase is to equalize the perception of the entire team on the part of the service proposer and

also on the school side so that the service activities can run well. At this stage, materials and instruments needed for service activities are also prepared, such as preparing pocketbooks, pre-post test instruments and others. The fourth step is finalizing targets in accordance with the following criteria:

1. Willing to be a target for Community Service activities.
2. Active scout members at SMP Negeri 2 East Martapura (15 people from class VII and 15 people from class VIII).
3. Have a supporting electronic device/gadget (smartphone/laptop)

The fifth step is to coordinate with the school to determine the date for implementing the intervention activities. The sixth step is carrying out a pre-test to determine the target's

initial level of knowledge. The seventh step is the delivery of education about disasters that focuses on floods and initial psychological assistance.

Reporting

The reporting stage is carried out in the eighth step, namely data processing and measuring the level of success of the intervention. The ninth step is to ask for feedback or useful feedback from partners regarding the implementation of service activities. The tenth step is the completion of the final service report and the fulfillment of the proposed output targets.

The flow of the activity implementation method is presented in the figure 1.

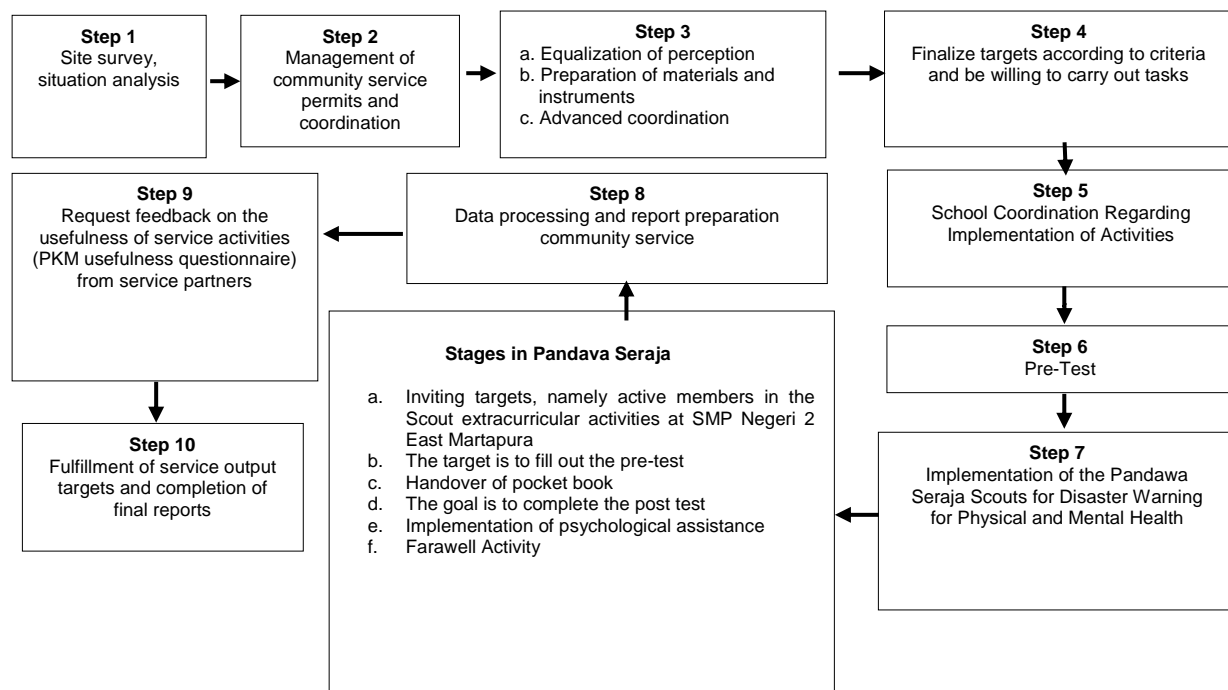


Figure 1. Activity scheme

RESULT AND DISCUSSION

Youth service activities were carried out at SMPN 2 Martapura Timur on Monday, August 14 2023 starting at 08.00 – 12.30 WITA. SMPN 2 Martapura is a junior high school that experiences flood disasters almost every year, so that the learning process is disrupted and even closed for several days. The counseling activity was carried out offline with 30 participants, students from classes VII, VIII and IX at SMPN 2 East Martapura, located in the Hall. This counseling began with an opening and remarks from the school principal. Before counseling is given, a pretest is carried out first to see the students' ability to prepare for flood disasters. In theory, it is said that every

individual who has never been exposed to new knowledge will have lower knowledge compared to those who already have knowledge.⁷

This theory is proven by the research results that the researchers obtained, after the researchers carried out an analysis of the pretest that had been carried out by the students, it was seen that there were still many who did not understand preparedness for flood disasters. It can be seen from the average student pretest results that it is 65 out of 30 students. Based on the analysis carried out by researchers in students' answers to the questionnaire items provided, it can be seen that in the concept of knowledge many students

do not understand questions number six and seven which state 'Steps to take before a flood occurs' and 'Things that do not need to be done when a flood occurs'. It is known that only 6 students answered correctly to question number six and 12 students answered correctly to question number seven. This means that conceptually or theoretically students are still weak with disaster knowledge because many students' understanding is still confused with flood disaster preparedness steps. Not only that, the question about 'what is meant by

PHBS' is found by many students who are not careful and not precise in understanding what PHBS stands for. It is known that only 8 students answered question number nine correctly.

The next activity is that students are invited to play flood educational games by telling stories about experiences or things they know about floods. The media used is a banner with four police officers asking questions, then students can write the answers on colored paper and stick them on the banner.



Figure 2. Game Education about Flood

In carrying out this activity, the first material delivered to the counseling participants was in the form of a video that had been prepared by the team. This educational video contains several materials, such as understanding, categories, causes, impacts and diseases that occur during floods. Apart from that, the educational video also discusses preparedness before, during and after a flood as well as PHBS during a flood. Next, the second material presented by the Psychology

Lecturer at the Faculty of Medicine, Lambung Mangkurat University was regarding "The Importance of Mental Health During Floods". The media used is visual media in the form of power points to make it easier for participants to understand and remember the material. Another supporting factor is counseling in activities where this counseling functions as a facilitator who guides participants to understand the material which is the main goal.



Figure 3. Education Videos about Floods

Knowledge about disasters must be educated, especially to school-aged children who still do not understand what to do if a disaster strikes. Children still depend on adults for various forms of protection and support, especially in times of disaster or emergency situations. Disaster events pose a series of challenges for children. They are at greater risk of developing cognitive, behavioral and emotional difficulties as well as physical injuries which also reduce and delay their overall development process and negatively impact their future lives.¹⁵

Flood preparedness helps students plan and prepare what actions need to be taken when there is a flood. In relation to disaster management efforts in Indonesia, preparedness is primarily focused on efforts to prepare the

capacity to carry out emergency response actions quickly and appropriately. The importance of preparedness education for school students at SMPN 1 Martapura Timur considering that schools often experience flooding. Floods are caused by high rainfall and a blocked drainage system, resulting in an increase in water discharge which can inundate school buildings. Education regarding disaster preparedness needs to be implemented in schools as soon as possible to provide comprehensive information and readiness for actions that must be taken before/during an unexpected disaster to minimize the impact that will occur. Therefore, it can produce the ability to think and deal effectively if a disaster occurs.⁸



Figure 4. Education regarding The Importance of Mental Health During Floods

Flood disasters of course have many impacts. One of the impacts is psychological in the form of feelings of fear and anxiety. One third of disaster victims are often children, this can result in psychological "trauma" in victims, especially children. The impact of a disaster will be different for each person who experiences it. Factors that influence a person's vulnerability and thus are at risk of disaster are the higher the severity of the disaster and the level of horror of the experience experienced, the greater the psychological effects felt.³

Traumatized children often find it difficult to release the trauma they have experienced. Therefore, integrated and effective therapy is needed to reduce fear and trauma in children. Handling trauma usually requires special methods according to the child's personality development and level of trauma. Methods that can be applied are through various physical games or games that provoke children's thinking, such as coloring, playing snakes and

ladders, or creating things from materials found around them.¹⁶

Disasters have the greatest impact on the most vulnerable groups, especially the children age group. In general, psychological problems in post-disaster children show that every time a disaster occurs, it is always followed by a post-disaster trauma condition, PTS, at least the PTSD that occurs is a series of symptoms ranging from problems at a medium level to a severe level. This is because children directly experience, feel and witness the impacts caused by age factors that are still immature psychologically. Psychological problems in children and adolescents related to natural disasters will last long after the disaster incident.¹⁷

In the final activity, students were invited to color the prepared pictures using colored pencils. Students are free to color the picture with any color. This activity is called art therapy. One of the efforts that can be made to maintain,

maintain and improve the mental health of people affected by flood disasters is by managing stress or stress management. Stress management is an effort in which individuals control or regulate stress. Art therapy is a form of therapy that involves artistic processes, such as drawing as a symbolic form of therapeutic relationship to help gain self-understanding and the pressures experienced by society.⁹ Children are asked to color the pictures that have been prepared, this aims to develop children's imagination in adding color to an image. Children are free to use any color in the picture,

so that the aim of diverting attention to the fear and trauma felt after the disaster can be resolved.

Art therapy is a complementary therapy to reduce anxiety. Art therapy activities include drawing, sculpting, painting, dancing, coloring, drama, poetry, singing and viewing other people's works of art. Art Therapy encourages individuals to visualize emotions and thoughts that cannot be expressed so that they are expressed through works of art and then reviewed for interpretation by the individual.



Figure 5. Art Therapy Activities with Students

Community service is an effort to spread science, technology and art to society. These activities must be able to provide added value to society, both in economic activities, policies and behavioral (social) changes. Explain that service activities have been able to provide change for individuals/society and institutions, both short and long term.

Table 1. Frequency Distribution of Respondent Characteristics

Characteristics	Frequency	Percentage
Age		
12	8	26,67
13	15	50
14	4	13,3
15	2	6,67
16	1	3,33
Gender		
Female	19	36,7
Male	11	63,3

Source: Primary data, 2023

Based on the table, it can be seen that of

the 30 respondents, there were 8 teenagers aged 12 years (26.67%), 15 teenagers aged 13 years (50%), teenagers aged 12 years as many as 4 people (13%), teenagers aged 15 years as many as 2 people. (6.67%) and 16 year old teenager (3.33%). Age is one of the factors that influences a person's knowledge about experiences with disasters and awareness of accessing information either through disaster training or information media which can influence knowledge. As a person ages, there will be developments both physically and psychologically. A person's psychological development that occurs, such as the level of thinking, will develop in a more mature and mature direction. As one gets older, one's knowledge and experience about disasters and disaster preparedness behavior will increase.¹⁰

One of the disasters that can be experienced when children are in the school environment is a flood disaster. Children who are at school must be ready and prepared to face flood disaster conditions in order to minimize the risks that can occur due to flood disasters. Teenagers are the young generation who have a role in anticipating flood disasters and emergency response.¹¹ According to

Zuhriana (2019), age has a significant relationship with the level of knowledge in this research, one of the components is age at the level of knowledge. The greater the level of maturity and strength a person has, the more mature they will be in thinking and working in terms of more mature societal beliefs. This is a result of mental experience.¹²

For gender, of the 30 respondents, there were 19 (63.3%) female respondents, and 11 (36.7%) male respondents. Based on gender, it shows that the highest number of respondents are female teenagers. This is obtained because male teenagers have work activities so that it is dominated by female respondents. Putri Agina's 2017 research shows that there is no relationship between gender and the disaster mitigation abilities and knowledge of male and female respondents, however, gender differences can form different perceptions in making decisions in disaster mitigation and solving ethical and cognitive problems. Several literature studies also state that men and women have different cognitive levels of disaster mitigation knowledge, but in reality it shows that women are more diligent, diligent and thorough when given a task or doing something, but this cannot prove and explain that women have this level of knowledge or better cognitive abilities.¹³

Table 2. Frequency Distribution Adolescent Knowledge

Characteristics	Frequency	Percentage
Increase	22	83,33
constantly	3	10
Decrease	2	6,67
Total	30	100

Source: Primary data, 2023

Based on the table above, it can be seen that as many as 22 people (83.33%) had an increase in the participants' scores in the post-test compared to the pre-test, as many as 3 people (10%) had the same scores in both tests, and a small number were 2 people (6.67%) experienced a decrease in the score in the post-test than in the pre-test.

Based on the analysis, some students experienced an increase in the post-test, to be precise 22 students experienced an increase, 3

students experienced neither a decrease nor an increase, and 2 students experienced a decrease. The inhibiting factor that caused the decline was that the average participant had difficulty in answering the question "Things to do before the flood", because participants had difficulty differentiating between actions before the flood and when the flood occurred, so that most of the participants' post-test results had many different answers. wrong. However, these inhibiting factors were not used as significant obstacles in implementation because during the process the counseling activities ran smoothly and many children experienced an increase in their knowledge. The post-test results of participants showed that a percentage of 83.33% of participants experienced an increase in knowledge, 10% had a constant score without change from pre-test to post-test and 6.67% of participants experienced a decrease. This shows that the level of knowledge of the participants has increased because the participants were able to absorb the counseling material provided by the resource person well and this can be seen from the results of the respondent's research which stated that the respondents already knew about floods, their causes, impacts, diseases that often occur and steps to take. must be done during and after a flood.

Counseling or educational media is an important factor when conveying information to children. Children will tend to reach the point of saturation very quickly if they are exposed to information conveyed in a formal or less interesting way, in this case the choice of delivery media must consider this aspect. Through presentation media equipped with images or message visualization, it is hoped that it can excite and provide motivation to continue to be active and interact well.¹⁵

Health education about flood disasters can improve the knowledge and attitudes of students at SMPN 2 East Martapura in dealing with floods. This is in line with the results of research by Kamesyworu & Haryanti (2021) that there is an influence of Health Education in the form of counseling about flood preparedness on increasing community knowledge in Perigi village, Pulau Pinrang District, Lahat Regency. If students have high knowledge and disaster preparedness, they can make decisions and act in rescue situations when a disaster occurs.¹⁴



Figure 6. Community service activities at SMPN 2 Martapura Timur

CONCLUSION

The series of outreach activities and providing education for PANDAWA SERAJA (Disaster Awareness Scouts, Healthy Body and Soul) at SMP Negeri 2 Martapura Timur through the provision of interesting educational materials and facilities succeeded in increasing the knowledge and information of active Scout members at SMP Negeri 2 Martapura Timur, as proven by an increase in knowledge of 83.33% based on post-test results. This shows that the level of knowledge of the participants has increased because the participants were able to absorb the counseling material provided by the resource person well and this can be seen from the results of the respondent's research which stated that the respondents already knew about floods, their causes, impacts, diseases that often occur and steps to take. must be done during and after a flood. Apart from that, the initial psychological assistance provided also provides the necessary mental preparation for active Scout members at SMP Negeri 2 Martapura Timur in facing challenges. Thus, this service not only enriches knowledge, but also helps in developing the physical and mental well-being of active Scout participants at SMP Negeri 2 Martapura Timur

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