

SOCIALIZATION OF MENTAL RECOVERY AND MOTIVATION FOR CHILDREN IN KUNING I VILLAGE: A HOLISTIC APPROACH TO PSYCHOLOGICAL WELL-BEING

Fitri Handayani^{1*}

¹ Universitas Gunung Leuser Aceh

Email Corresponding: fitrihandayaniselian@gmail.com

Abstract

Populations living in flood-prone areas will experience repeated floods. Repeated floods will have an impact on a person's health and well-being. Handling the impact of floods, especially psychological impacts such as anxiety, is by providing special interventions in the form of post-flood psychosocial assistance. The community service activities carried out aim to provide knowledge and skills to children regarding flood disaster preparedness and how to overcome anxiety due to flood disasters that occur. The method used is to provide health education and demonstrations then conduct an evaluation by comparing pretest and posttest values using a questionnaire. The activity was carried out in March 2024 and was attended by 19 people. The results of community service showed that there was a significant difference in the average knowledge value before and after being given Disaster Preparedness Education and participants had the ability to overcome anxiety with breathing meditation techniques. Post-flood psychosocial assistance needs to be carried out as a promotive and preventive effort for communities in wetland environments that have the potential to experience repeated floods.

Keywords : Flood, Disaster, Psychosocial

1. INTRODUCTION

Flood disasters can occur for various reasons such as high rainfall, extreme tides, tsunamis, cyclones, hurricanes, and rising sea levels (Zhong, 2018). Floods have an impact on physical, psychological, and social health (Fernandez *et al.*, 2015 ; Saulnier *et al.*, 2017). Populations living in flood-prone areas will certainly experience repeated floods. Repeated floods will have an impact on a person's health and well-being (French, *et al.*, 2019). The results of Jermacane, *et al.'s* (2017) study showed that participants who were affected after 1 year after the flood disaster had higher levels of depression, anxiety, and *post-traumatic disorder (PTSD)* than the control group who were not affected by the flood. The results of the second year follow-up after the flood, the impact on mental health decreased but was still higher than individuals who were not affected by the flood (Waite, *et al.*, 2017).

Based on data from WHO (World Health Organization), it is estimated that 450 million people experience mental disorders, and 25% of the population is estimated to experience psychological problems throughout their lives. The results of the 2018 Basic Health Research showed that >19 million people aged over 15 years experienced emotional mental disorders. The prevalence of emotional mental disorders such as symptoms of depression and anxiety in Indonesia is 9.8 % and specifically in the South Kalimantan region is around 7.8%. Currently, 20% of the population in Indonesia has the potential to experience emotional mental disorders including anxiety disorders (Ministry of Health of the Republic of Indonesia, 2021). In 2024, a flood disaster occurred. Heavy rain fell with high intensity in Southeast Aceh Regency, causing the bridge in Kuning I Village, Babel District, to overflow onto the road and houses of residents and children. It is known that the flood occurred because the bridge was blocked by logs and rocks. Rain started falling at 18.00 WIB, causing the river in Kuning I Village to overflow, water began to inundate the Kutacane-Medan National Highway, including the homes of local residents and children.

Floods not only cause temporary or permanent loss of housing, loss of sources of income/work caused by damage to agricultural land/workplaces, disruption of basic needs such as food, drink, shelter, education, health, and inadequate clean water facilities, but also eliminate a person's sense of

security. The many impacts caused by flood disasters trigger anxiety in communities living in wetlands (Anwar, 2015).

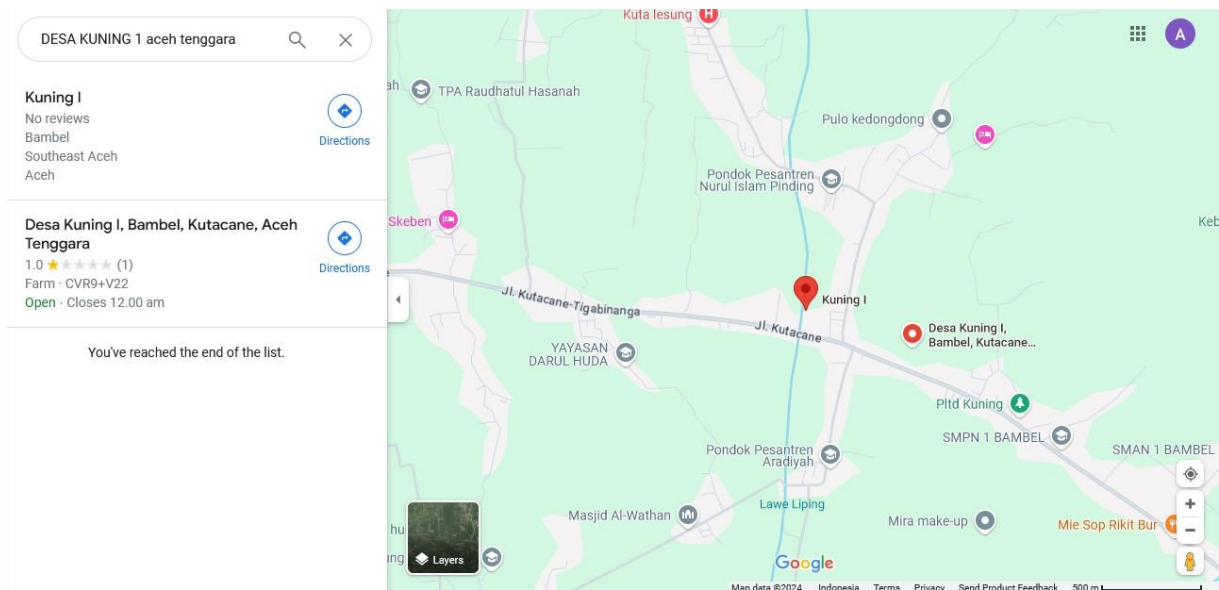


Figure 1. Location of Community Service Implementation in Kuning I Village, Southeast Aceh

Handling the impact of flood disasters experienced by the community, especially on psychological impacts, is by providing special interventions, namely post-flood psychosocial assistance. Community service activities carried out aim to provide knowledge and skills to children regarding flood disaster preparedness and how to overcome anxiety due to flood disasters that occur.

2. METHOD

The activity was carried out by involving residents and children of the Kuning I Village community in Southeast Aceh who were affected by the flood as children. The implementation of community service activities began in March 2024 in. The form of community service activities is in the form of counseling on "Disaster Preparedness" and training in the relaxation technique "Breathing Meditation" to overcome anxiety experienced by children.

The first session conducted in the implementation of community service was to provide health education/counseling to residents and children of Kuning I Village, Southeast Aceh. Health education is an effort that is persuasive or provides learning to the community so that they are willing to take action or actions that include maintaining and improving their health (Notoadmodjo, 2012). Participants who attended were asked to take a pretest and posttest by filling out a questionnaire on Disaster Preparedness material containing 10 statements. Health education on "Disaster Preparedness" was delivered by the speaker for 30 minutes using LCD Projector, White Screen, and Leaflet media. Media is very necessary in the implementation of health education as a communication channel to send health messages or information in an accessible manner to the target, such as leaflets/pamphlets, or audio visual/electronics (Nursalam & Efendi, 2009).

The second session in the implementation of community service is the relaxation technique training "Breathing Meditation". The speaker demonstrated how to do breathing meditation which was then continued by asking all participants to practice breathing meditation again. Demonstration is a learning method that has been carefully prepared to show how to carry out direct actions, or activities using props to show understanding, ideas, and procedures about something (Erika & Fitri, 2021).

The team provided Breathing meditation training to residents and children affected by the flood to overcome individual anxiety with the following steps: first, by setting a comfortable and relaxed position, either sitting or lying down. Next, take a deep breath through the nostrils (3 seconds), hold the breath (2 seconds), and exhale deeply through the mouth (4 seconds). While doing this

technique, sit relaxed. The position of the hands can be beside the body. Pay attention and relax your body. Relax areas that feel tight or tense. Give yourself rewards and praise for doing this exercise today.

3. RESULTS AND DISCUSSION

Psychosocial assistance for residents and children affected by the flood was carried out in collaboration with several lecturers from Gunung Leuser University, Aceh. The implementation of community service was carried out smoothly and was attended by residents and children with enthusiasm. A total of 19 participants attended the post-disaster psychosocial assistance activities and actively participated until the end of the activity. The activity lasted for approximately 2 hours which was divided into 2 implementation sessions, namely session 1 delivering material on Disaster Preparedness and session 2, namely Breathing Meditation training to overcome anxiety after the flood disaster.

Session 1 activity, namely the delivery of Disaster Preparedness material by the implementing team for 20 minutes, was followed by residents and children with enthusiasm and active discussion as seen from 4 residents and children asking questions during the Q&A discussion session regarding Disaster Preparedness. The results of session 1 activities before the counseling were 9 people (47.4 %) got a score of ≥ 90 . After being given counseling, 14 people (73.6 %) got a score of ≥ 90 . The results of the pre-post test comparison can be seen in Figure 2. Table 1 shows a difference in the average knowledge of counseling participants before and after health education and the results of the Paired T-test statistical test, namely p -value < 0.05 , which means that there is a significant difference in the average knowledge of participants before and after Disaster Preparedness counseling.



Table 1. Differences in children's knowledge before and after the " Disaster Preparedness" health education

Variables	Mean	SD	Min-Max	<i>p</i> -value
Before treatment	82,11	13,15	60-100	0,031
After treatment	90,00	10,00	70-100	

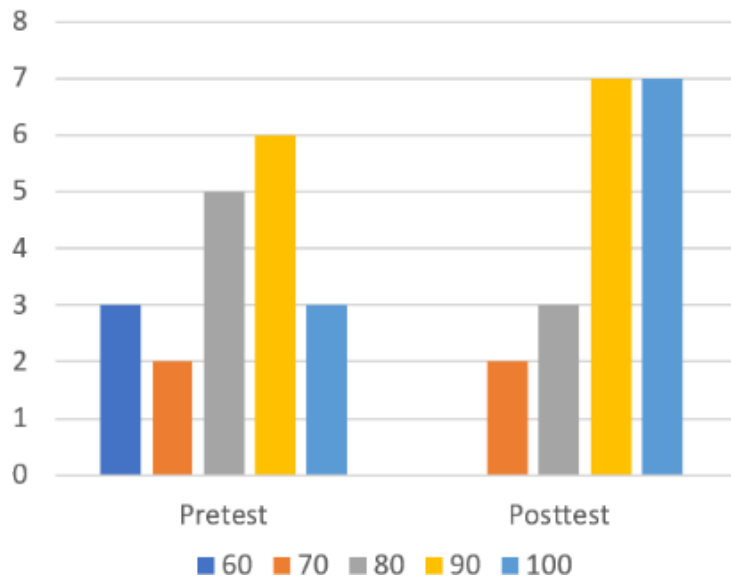


Figure 2. Results of pretest and posttest of participants in community service activities

In the second session, namely the implementation of Breathing Meditation training to overcome anxiety after the flood disaster, it was also attended by 19 participants. The instructor explained the definition of anxiety, breathing meditation, the benefits of breathing meditation, preparation for breathing meditation, and demonstrated the steps of breathing meditation. After that, participants were asked to practice breathing meditation together again.

The results of the implementation of the Breathing meditation training, all participants (100%) seemed enthusiastic to practice accompanied by the counseling team. Evaluation was carried out cognitively and psychomotorically to all participants who attended. Cognitive evaluation was carried out by asking participants' understanding of the concept of Breathing meditation, while psychomotor evaluation was assessed from the participants' ability to practice Breathing meditation according to the steps.

The main focus in health education activities is on efforts to increase, improve and/or enhance participants' knowledge and behavior to be healthier both individually, in groups, and in society (Hiremath, 2007; Simons, et al., 2010). To strengthen participants' understanding, the use of democratic methods is necessary so that participants get a visualization of the procedures that have been explained previously. Demonstration is a teaching method that involves psychomotor components such as demonstrating or carrying out certain actions that are relevant to the topic or material being presented (Rohendi et al., 2010; Prasetyo, et al., 2020).

Providing health education to children can improve knowledge and skills in dealing with psychosocial problems that arise due to flood disasters. This is very beneficial for the community, especially those living in wetland environments such as on the banks of rivers that are potentially disaster-prone. Psychosocial assistance is part of preventive and promotive efforts that are focused on maintaining and improving community health holistically.

4. CONCLUSION

- a. Psychosocial assistance is carried out by providing health education on Disaster Preparedness and breathing *meditation training* to overcome anxiety after a flood disaster .
- b. There is a significant difference in the average value of participants' knowledge before and after providing health education on Disaster Preparedness ,
- c. Participants are able to practice *breathing meditation* techniques to overcome anxiety after a flood disaster .

BIBLIOGRAPHY

- Anwar S. (2015). The Influence of Psychosocial Support on the Level of Anxiety of School -Age Children in Flood-Prone Areas in Bandar Durian Village, North Labuhanbatu Regency in 2015. *Diversita Journal* , 5(1), 76-87.
- Erika & Fitri, R. F. (2021). The effectiveness of using the Socratic demonstration counseling method in increasing public knowledge in preventing the transmission of COVID-19. 19. *Excellent Midwifery Journal* , 4(1), 83-90.
- Fernandez A, Black J, Jones M, Jones M, Wilson L, Carulla LS, Burt TA, Black D. (2015). Flooding and mental health: a systematic mapping review. *PLoS One*, 10(4), <https://doi.org/10.1371/journal.pone.0119929>
- French CE, Waite TD, Armstrong B, Rubin GJ, Beck CR, Oliver I. (2019). Impact of repeat flooding on mental health and health-related quality of life: a cross-sectional analysis of the English National Study of Flooding and Health. *BMJ Open*, 9:e031562. doi:10.1136/bmjopen-2019-031562
- Hiremath S. (2007). Text book of preventive and community dentistry. New Delhi: Elsevier. p. 385-8.
- Jermacane D, Waite TD, Beck CR, Bone A, Amlot R, Reacher M, Kovats S, Armstrong B, Leonardi G, Rubin GJ, Oliver I. (2018). The English national cohort study of flooding and health: the change in the prevalence of psychological morbidity at year two. *BMC Public Health*, 18:330.
- Ministry of Health of the Republic of Indonesia. 2021. Mental Health Problems in Indonesia.
- Notoadmodjo, S. (2012). *Health promotion and health behavior*. Jakarta: Rineka Cipta. Nursalam, & Efendi, F. (2009). *Education in nursing*. Jakarta: Salemba Medika. Prasetyo, B., Anis, W., Amalia, R. B., Izzati, D., Ningtyas, W. S., Jayanti, R. D., & Fitriana, F. 2020.
- The effect of repetition simulation after debrief method on learning satisfaction and learning achievement in midwifery students at universitas Airlangga, Indonesia. *Indian Journal of Forensic Medicine and Toxicology*. 2020; 14(4), 4431-4435. from: <https://doi.org/10.37506/ijfmt.v14i4.12338>
- Rohendi D., Sutarno H., Ginanjar M. A. (2010). Effectiveness of Demonstration Learning Method on Improving Learning Outcomes of Grade X Students in Computer Skills and Information Management Subjects in Vocational High Schools . *Journal of Information and Communication Technology Education* , 3(1), 16-18.
- Saulnier D. D., Brolin Ribacke K., von Schreeb J. (2017). No calm after the storm: a systematic review of human health following flood and storm disasters. *Prehosp Disaster Med*, 32, 568–79.
- Simons D, Baker P, Jones B, Kidd EAM, Beighton D. (2010). Dental health education: An evaluation of an oral health training programme for carers of the elderly in residential homes. *Br Dent J*, 188, 206-10.
- Waite T. D., Chaintarli K., Beck C. R., Bone A, Amlot R, Kovats S, Reacher M, Armstrong B, Leonardi G, Rubin GJ, Oliver I. (2017). The English national cohort study of flooding and health: cross-sectional analysis of mental health outcomes at year one. *BMC Public Health*, 17:129.
- Zhong S., Yang L., Toloo S., Wang Z., Tong S., Sun X., Crompton D., FitzGerald G., Huang C. (2018). *Science of the Total Environment*, 626, 165–194. <https://doi.org/10.1016/j.scitotenv.2018.01.041>