

Psychosocial Assistance for Elementary School Students Victims of Earthquake through Habituation Program based on Behavioral Approach

Rida Herlina Rojudin¹, Juliana Darozatun², Leni Meilani³, Tasya Nurfauziah Ridwan⁴

Institut Keguruan dan Ilmu Pendidikan Siliwangi, Indonesia

ARTICLE HISTORY:

Received: July 28, 2024; Revised: August 09, 2024; Accepted: August 20, 2024; Available online: August 27, 2024

CONTENT:

1. [Introduction](#)
 2. [Method](#)
 3. [Result and Discussion](#)
 4. [Implications and Contributions](#)
 5. [Limitations & Future Research Directions](#)
 6. [Conclusion](#)
- [Acknowledgments](#)
[Author Contribution Statement](#)
[Conflict of Interest Statement](#)
[Ethical Approval Statement](#)
[References](#)
[Article Information](#)

ABSTRACT:

The impact of an earthquake disaster that occurred in Cianjur, left physical and psychological injuries that reduced the school spirit of these students, especially SDN Nagrak Cianjur. The purpose of this study was to determine the effect of psychosocial assistance on elementary school students who were victims of the earthquake through a habituation program based on a behavioral approach. The research method uses descriptive qualitative by conducting a literature review. This descriptive qualitative research was aimed at 312 students with the target of assisting 123 students. Habituation assistance to these students is carried out before entering the classroom and outside the room. The habituation activities that are always carried out are, (1) Opening activities; (2) Prayer reading; (3) Singing; (4) mentoring activities; (5) Games; (6) Closing. The results of the habituation assistance show an increase in the sense of enthusiasm to return to school and motivation to learn for students after the earthquake. This habituation includes the moral development of religious values, morals, socio-emotional development, and independence.

KEYWORDS:

Psychosocial Assistance; Earthquake Victim students; Habituation program; Behavioral approach

1. INTRODUCTION

The educational process of carrying out learning activities effectively and efficiently in educational units is greatly influenced by the conducive atmosphere created by all parties, including the principal, teachers, employees, students, and parents of students and families who are around them. Students as learners are not only objects but also subjects that determine the success of education for themselves in the future (Arifa & Setiyani, 2020). The problem is that it often happens that many students do not realize that they also determine the success of education for themselves so in the learning process students show less discipline, enthusiasm, and responsibility, because there are many impacts of an earthquake disaster that oc-

curred in Cianjur, both physical and psychological in dealing with this, especially SDN Nagrak uses psychosocial assistance through a habituation program based on a behavioral approach.

Psychosocial assistance is an activity carried out by a person or group of people to assist victims and develop themselves to restore the victim's psychological condition (Chan et al., 2017). Psychosocial assistance structurally consists of case managers, therapists, caregivers, and helpers. Psychosocial assistance is important in our environment (Aini et al., 2024).

The behavioral approach focuses on changing behavior by emphasizing rewarding the counselee when doing a good activity and giving consequences to prevent the

* **Corresponding Author:** Rida Herlina Rojudin, ridaherlina19@gmail.com

Prodi Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, IKIP Siliwangi, Indonesia

Address: Jl. Terusan Jend. Sudirman No.3, Baros, Kec. Cimahi Tengah, Kota Cimahi, Jawa Barat 40521, Indonesia

How to Cite (APA Style 7th Edition):

Rojudin, R. H., Darozatun, J., Meilani, M., & Ridwan, T. N. (2024). Psychosocial Assistance for Elementary School Students Victims of Earthquake through Habituation Program based on Behavioral Approach. *International Journal of Counseling and Psychotherapy*, 1(1), 7-12.

counselee from doing bad activities (Putri & Sulthoni, 2022). James and Gilliland said that behavioral counseling is directed at the goals of acquiring new behaviors, eliminating maladaptive behaviors, and strengthening or maintaining desired behaviors (Mardhiyyah & Indiriani, 2018).

The habituation program is a process of forming good attitudes and behaviors that are relatively settled into a habit that is carried out daily through a repetitive learning process and carried out outside of class hours. SDN Nagrak is one of the schools that implements a habituation program to deal with post-earthquake trauma and generate motivation for students to carry out learning, these activities include educational games that can arouse student enthusiasm. The game is an original game specifically designed for education or an old game that is given nuances or utilized for education (Es-Sajjade & Paas, 2020). So by making a game the students, especially the children of SDN Nagrak, are even more enthusiastic in learning the material provided.

The student psychosocial assistance program through habituation based on a behavioral approach is an intervention approach designed to support students' psychological and social well-being by using methods that focus on their behavior (Hernawati, 2020). This approach emphasizes the importance of consistently repeating positive behaviors to form habits that support students' psychosocial growth. The behavioral approach-based psychosocial assistance program is an appropriate intervention to be implemented in schools, especially to form a more positive environment and support students' overall psychosocial development.

The purpose of this study was to determine the effect of a behavioral approach-based habituation program through student psychosocial assistance activities at SD Negeri Nagrak. The focus of this research examines the psychosocial conditions of students after the earthquake.

2. METHOD

2.1 Research Design

The research method used qualitative-descriptive research in the form of a case study. Case study is one of the research methods that is very useful in understanding complex phenomena in the context of real life, especially in education and psychology research (Miles, 2015)

2.2 Research Object

This research was conducted on February 8, 2023. This location was chosen because of Cianjur Regency. The location of this research is SDN Nagrak.

2.3 Data Collection

Data collection is a systematic standardized procedure or procedure in the process of collecting research in-

formation (data) (Utomo et al., 2024). Data collection through Documentation and Interview methods and documentation. Both methods were used by researchers in the data collection process.

2. Data Analysis

The data analysis used by researchers is content analysis, which is to produce an objective and systematic description of the content contained in communication media.

2.5 Research Procedure

The steps designed in the psychosocial assistance of SD Nagrak students through a behavioral-based habituation program are several stages including (1) Needs assessment: participant needs assessment activities are carried out by observing and interviewing class teachers to determine the activities carried out when mentoring takes place, to suit the psychosocial needs of SD Nagrak students; (2) Determining activities in the mentoring process: in this activity, the determination of activities carried out during the psychosocial assistance of SD Nagrak students through a behavioral-based habituation program, the material is prepared according to the needs of students at the elementary school level. Thus the determination of the activities carried out is reading asmaulhusna, reading short letters of the AL-Quran, singing and dancing; (3) Implementation of psychosocial mentoring activities for Nagrak Elementary School students through behavioral-based habituation programs; (4) Evaluation of Mentoring Results: Evaluation is carried out after the mentoring activity ends, students reflect by providing a conclusion to the mentoring activity.

3. RESULT AND DISCUSSION

3.1 Result

The results revealed that in the context of psychosocial recovery of children in the area, children are not only affected by natural disasters that occur but also experience vulnerability in each stage of disaster response, starting from pre-disaster, emergency response, to post-disaster. Children have a very high vulnerability to experiencing disturbances in various aspects of their lives due to the impact caused by natural disasters.

The stages of human development are inseparable from the systems that support each other around them. When natural disasters occur, the systems in children's lives are disrupted, even destroyed. Such as the loss of family members, school damage, and others. This can certainly hamper children's growth and development in several aspects of their lives. These include physical development, academic development, and spiritual development. This activity is carried out every day before learning at

school. The implementation of the activity is divided into six parts as follows:

a. Opening

This first stage is the opening of the activities carried out. Students say greetings and ask how they are, and morning activities such as whether they have had breakfast and showered.



b. Recitation of Prayer

In this second stage, the students read the asmaulhusna which was printed on one sheet of paper and distributed to each student. The reading was led by a student.



c. Short Letter Recitation

This third stage is filled with the reading of short letters which are read together guided by students.



d. Singing

This fourth stage is filled with singing activities, students sing cheerful songs accompanied by Movement as a cheerful dance.



e. Games

This fifth stage is filled with fun game-playing activities.



f. Closing

In this final stage, the students have finished carrying out the activity and are then invited to enter their respective classes one by one.



The success of psychosocial assistance for students of SDN Nagrak through a behavioral-based habituation program aims to restore children's enthusiasm to go to school and have better learning motivation after the earthquake. The students of SDN Nagrak always come on time and are enthusiastic in participating in this activity as indicated by the students who are excited when reading asmaulhusna and short letters. And very attractive in games and singing activities. All students of SDN Nagrak responded well to the psychosocial assistance activities of SDN Nagrak students through this behavioral-based habituation program.

Table 1. Participants or Respondents

Class	Total number of students	Students Whose Houses Collapsed
1A	31	15
1B	30	15
2A	25	10
2B	20	3

3A	25	4
3B	24	3
4A	31	24
4B	32	20
5A	26	6
5B	27	2
6A	22	12
6B	19	9
Total	312	123

The table above reveals that the impact of the earthquake had a major effect on the psychosocial condition of the remaining students, especially since many of the houses where the students lived were damaged and collapsed, totaling 123 houses

3.2. Discussion

Some opinions from experts who define psychosocial or social psychology are as follows. Psychosocial (psychosocial) alludes to social relations that include psychological factors, social psychology is a science that seeks to understand the origins and causes of individual behavior and thinking in the context of social situations (Pangaribuan et al., 2019). Social psychology is a scientific study of the experiences and behavior of individuals in social situations (Latifah et al., 2023). In connection with this social psychology, several things can be stated, namely that social psychology focuses on individual behavior in social situations. Social psychology is a science that studies the experience and behavior of individual humans in socially stimulating situations (Nahar, 2016). In this case, Sherif and Sherif connect behavior with socially stimulating situations. The stimulus is of course closely related between humans and society.

Habituation is an activity that is carried out continuously in children's daily lives so that it becomes a good habit (Shoimah et al., 2018). This habituation includes moral development, religious values, morals, socio-emotional development, and independence. Early positive habituation has a positive influence on the future (Dini, 2022). Habituation is a way of acting that is acquired through repeated learning, which eventually becomes sedentary and automatic. Discipline is an attitude of respect, appreciation, obedience, and obedience to applicable regulations, both written and unwritten, and being able to carry them out and not avoid accepting sanctions if they violate the duties and authorities given (Hidayat, 2021).

The habituation that is carried out every day in the morning before entering the class is to train students at SD Negeri Nagrak and get used to students being consistent with a goal so that it is embedded in participants with a healthy and intelligent mindset and what has been taught can become the foundation of their knowledge at a later stage. This habituation is a process of forming attitudes

and behaviors that are relatively stable and automatic (Saripudin & Komalasari, 2015). And the response of students is very enthusiastic when providing such as ice breaking and new games, even though through the repeated learning process does not make students bored with the habituation carried out. This habituation is considered very effective if its application is carried out on students who are still young (grades 1,2,3). Because at this age they have a very strong memory record and immature personality conditions it is easier with the habits they do every day.

The usual methods when habituation are the exemplary method and the lecture method. Where the exemplary method is a learning method that has a considerable influence, while this lecture method is a way of presenting information through oral explanation and narration by the class teacher. This psychosocial assistance also aims to make students able to understand the problems experienced or felt and help them make the best decisions for themselves in overcoming problems. In this case, cooperation is needed to examine negative ways of thinking and modify them into more positive and constructive thoughts.

4. IMPLICATIONS AND CONTRIBUTIONS

Research on students' psychosocial assistance through habituation programs based on behavioral approaches can be an interesting and relevant topic, especially in efforts to develop effective interventions in the school environment. Behavioral approaches can help students form positive habits and social skills that support their psychological well-being and academic development. Psychosocial assistance of students has various implications that impact students, schools, teachers, as well as the social environment as a whole. These implications include psychological, social, academic, and cultural aspects, all of which are interconnected.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

The limitations of this research only focuses on case studies. Research recommendations related to this topic, namely the Effectiveness of Behavioral Approach-Based Habituation Program in Improving Students' Psychosocial Well-Being.

6. CONCLUSION

The purpose of this habituation is to train and accustom students to be consistent for a purpose so that it is truly embedded in the child and then becomes a habit that is difficult to leave in the future. In this habituation there must be supervision, without supervision the child will do whatever he wants. Children usually do not know or cannot distinguish what is good to do and what is bad to do. This habituation program is an important part of the school, and for that, the school to carry out habituation forever so that the enthusiasm of the students increases.

Student psychosocial support is the process of providing psychological and social support to students to help them overcome emotional, mental, and social problems that can affect their learning and development. This mentoring aims to ensure students have a healthy psychological condition, a sense of security, and the ability to socialize well in the school environment and outside of school. This psychosocial assistance is very important in schools to create an environment that supports students' holistic mental and social development, as well as preventing more serious psychological disorders in the future.

The research findings reveal that student psychosocial mentoring provides wide-ranging benefits, not only for students' individual development but also for schools, families, and society in general. Effective implementation of this mentoring program helps to create a supportive environment for students' emotional and social well-being, which in turn contributes to better quality of education and social development.

ACKNOWLEDGMENTS

The authors would like to thank SDN Nagrak Cianjur for providing the opportunity to conduct this research, especially for the teachers and students.

AUTHOR CONTRIBUTION STATEMENT

The first author contributed to preparing the research framework and theoretical review, the second author contributed to the data collection process in the field, the third author contributed to analyzing the research results, and the fourth author contributed to preparing the research report.

CONFLICT OF INTEREST STATEMENT

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

ETHICAL APPROVAL STATEMENT

The author has approved the article to be published in the International Journal of Counseling and Psychotherapy (IJCP) by following the Publication Ethics and Journal Policies.

REFERENCES

- Aini, N., Esterilita, M., & Rochman, U. H. (2024). Implementasi Layanan Dukungan Psikososial Melalui Terapi Bermain dan Phbs Terhadap Anak Pasca Bencana Erupsi Gunung Semeru di Desa Sumber Mujur, Kabupaten Lumajang, Jawa Timur. *J. Abdimas: Community Health*, 5(1), 25-35. <http://dx.doi.org/10.30590/jach.v5n1.847>
- Arifa, J. S. N., & Setiyani, R. (2020). Pengaruh pendidikan keuangan di keluarga, pendapatan, dan literasi keuangan terhadap financial management behavior melalui financial self-efficacy sebagai variabel mediasi. *Economic Education Analysis Journal*, 9(2), 552-568. <https://doi.org/10.15294/eeaj.v9i2.39431>
- Chan, S. T., Khong, P. C. B., & Wang, W. (2017). Psychological responses, coping and supporting needs of healthcare professionals as second victims. *International nursing review*, 64(2), 242-262. <https://doi.org/10.1111/inr.12317>
- Dini, J. P. A. U. (2022). Pengaruh pembiasaan, kecerdasan emosional dan dukungan orang tua terhadap kemandirian anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 3034-3049. <https://doi.org/10.31004/obsesi.v6i4.2301>
- Es-Sajjade, A., & Paas, F. (2020). Educational theories and computer game design: lessons from an experiment in elementary mathematics education. *Educational Technology Research and Development*, 68(5), 2685-2703. <https://link.springer.com/article/10.1007/s11423-020-09799-w>
- Hernawati, L. (2020). The Effectiveness of Holistic Health Counseling Based on Self-regulation In Improving Psychological Well Being of University Students. *Journal of Critical Reviews*, 7(12), 259-265. <https://dx.doi.org/10.31838/jcr.07.12.50>
- Hidayat, R. (2021). Pengaruh motivasi, kompetensi dan disiplin kerja terhadap kinerja. *Widya Cipta: Jurnal Sekretari Dan Manajemen*, 5(1), 16-23. <https://doi.org/10.31294/widyacipta.v5i1.8838>
- Latifah, L., Zwagery, R. V., Safithry, E. A., & Ngalmun, N. (2023). Konsep dasar pengembangan kreativitas anak dan remaja serta pengukurannya dalam psikologi perkembangan. *EduCurio: Education Curiosity*, 1(2), 426-439. <https://qjurnal.my.id/index.php/educurio/article/view/275>

- Mardhiyyah, R. W., & Indiriani, F. (2018). Pendekatan Konseling Behavioral Untuk Mengurangi Perilaku Prokrastinasi Pada Siswa Sma. *FOKUS: Kajian Bimbingan dan Konseling dalam Pendidikan*, 1(4), 159-167. <https://doi.org/10.22460/fokus.v1i4.485>
- Miles, R. (2015). Complexity, representation and practice: Case study as method and methodology. *Issues in Educational Research*, 25(3), 309-318. <https://www.iier.org.au/iier25/miles.pdf>
- Nahar, N. I. (2016). Penerapan teori belajar behavioristik dalam proses pembelajaran. *NUSANTARA: jurnal ilmu pengetahuan sosial*, 1(1). <http://jurnal.um-tapsel.ac.id/index.php/nusantara/article/view/94>
- Pangaribuan, H., Arifuddin, A., & Lenny, L. (2019). Hubungan antara Perkembangan Psikososial Remaja dengan Perilaku Bullying di SMAN 1 Tolitoli: The Relationship between Adolescent Psychosocial Development with Bullying Behavior in SMAN 1 Tolitoli. *Poltekita: Jurnal Ilmu Kesehatan*, 13(2), 102-107. <https://doi.org/10.33860/jik.v13i2.118>
- Putri, B. S. S., & Sulthoni, A. (2022). Individual Counseling With Contract Engineering Behavioral Approach To Improve Employee Performance In Mr Diy Sun East Mall Banyuwangi (Case Study In 3 Employees). *International Jurnal of Education Scholars*, 3(2), 62-69. <https://jurnal.icjambi.id/index.php/ijes/article/view/189>
- Saripudin, D., & Komalasari, K. (2015). Living values education in school habituation program and its effect on student character development. *The New Educational Review*, 39, 51-62. <http://dx.doi.org/10.15804/tner.2015.39.1.04>
- Shoimah, L., Sulthoni, S., & Soepriyanto, Y. (2018). Pendidikan karakter melalui pembiasaan di sekolah dasar. *Jurnal Kajian Teknologi Pendidikan*, 1(2), 169-175. <https://journal2.um.ac.id/index.php/jktp/article/view/4206>
- Utomo, P., Asvio, N., & Prayogi, F. (2024). Metode Penelitian Tindakan Kelas (PTK): Panduan Praktis untuk Guru dan Mahasiswa di Institusi Pendidikan. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(4), 19. <https://doi.org/10.47134/ptk.v1i4.821>