

Post Traumatic Stress Disorder (PTSD) Guidance After Earthquake in SMP N 1 Sembalun East Lombok

FitriAulia¹, Marfuatun², Nurul Anwar³
fitriaulia04@gmail.com¹, marfuatun@gmail.com²

Universitas Hamzanwadi, Indonesia¹²

Abstract. This study aims to see how much psychological treatment of earthquake victims in Lombok that occurred in mid-2018. The targets were chosen based on the location of the earthquake affected in severe conditions namely in Sembalun 1 Public Middle School. PTSD is a service after the trauma of earthquake victims. PTSD can be done after an earthquake occurs within a certain time to ensure the victim's condition, whether he is still traumatized or has fully recovered. The method used is Kurt Lewin's Action Research model, namely doing treatment in this cycle consists of four steps, namely: (1) planning, (2) action or action, (3) observation, (4) reflection. Based on the results of the implementation of the activities that have been carried out, it can be concluded into the following 4 things: first, based on the results of the PTSD diagnostic instrument students at SMPN 1 Sembalun are on the criteria of high trauma. Second, based on DCM results (List of Problem Checks) Students experience 5 aspects of symptoms of Traumatic Stress Disorder, namely physical, emotional, mental, behavioral and spiritual symptoms. Third, from the activities that have been carried out, students become more relaxed and have the enthusiasm to re-pursue their dreams. Fourth, students still need psychological trauma after trauma so that they can still develop optimally in various aspects of development.

Keywords: Guidance, PTSD, after earthquake

1 Introduction

The area of Lombok Island was hit by a tectonic earthquake with a magnitude of 7.0 which occurred on August 5, 2018 which was a series of earthquakes that occurred earlier. This certainly leaves trauma for victims in the form of panic and anxiety, even leading to stress due to loss of family and property. Thousands of important homes and facilities fell apart, at the location of the epicenter. The Lombok people, especially school children, are very anxious and uneasy so that they still tell a deep sadness.

Sembalun area is one of the most special districts and regions in East Lombok. This area is located at the foot of Mount Rinjani. The sub-district consists of 6 villages, namely SembalunBumbung Village, SembalunLawang Village, Sajang Village, BilokPetung Village, Sembalun Village, and SembalunTimbaGading Village. The capital of Sembalun District is in SembalunLawang Village, which is about 45 km from the capital of East Lombok Regency (Selong). SembalunBumbung Village has the widest area of 57.97 Km² or around 26.70% of the total area of SembalunSubdistrict, and the smallest is SembalunTimbaGading Village with an area of 15.76 Km².

Villages in SembalunSubdistrict have a height that varies between 800 to 1,200 meters above sea level. The distance of each village to the capital of the sub-district is relatively close, the distance that is the furthest is from DesaSajang and DesaBilokPetung which reaches 6 km and 15 km. While the closest distance to the capital city of the sub-district is Sembalun Village, which is 0.025 km (25 m), because the sub-district office is in the district.

Based on data from the Ministry of Social Affairs, which was taken from www.idntimes.com, the total death victims from the Lombok Earthquake reached 548 people. Furthermore, based on data from www.tribunnews.com the death victims specifically for the Sembalun area reached 20 people. Even a few times aftershocks also centered in the Sembalun area. Its location which is very close to Mount Rinjani makes this area very prone to landslides when an earthquake occurs.

Based on data from www.detiknews.com the Sembalun area suffered considerable damage after the earthquake. The buildings were ruined and many people who are crushed make this area very suitable to be the location of post-traumatic activities. Not only houses, but many public facilities are damaged. One of them is in SMP N 1 Sembalun. The school located in Lawang village also suffered a lot of damage both physically and non-physically. This clearly affects the mental condition of students of SMP N 1 Sembalun. Being in a refugee camp for up to 6 months with improper conditions.

This activity will begin with a process of need assessment. In a reference mentioned need assessment is defined as:

"A needs assessment is a systematic approach to studying the state of knowledge, ability, interest, or attitude of the audience or group involving a particular subject. For extensions, the goals of assessment are nearly always the same. The first goal is to learn what our audience already knows and thinks, so that what educational products and services are needed. A second goal is to understand what we can do with educational products. " (A systematic approach to studying the development of individual knowledge, abilities, interests, or attitudes / a counselee, or a group of people by raising a particular topic.The purpose of assessment needs is to see changes in behavior of counselees' needs.The main goal is to learn whether our counselors really know and think, so that we can determine what educational products and services are needed. understand what we can do to improve our educational products so that they are more accessible, accepted, and useful for counselees). (Boeree, 2006)

PTSD is a post-traumatic service for earthquake victims. PTSD can be done after an earthquake occurs within a certain time to ensure the victim's condition, whether he is still traumatized or has fully recovered. (Adesla: 2009). The implementation of group counseling for children who experience traumatic experiences such as earthquakes contributes significantly to their emotional development. (Nandang: 2009).

PTSD is a picture of psychological disorders and emotional wounds experienced by individuals who experience a tragic and extraordinary event. (Schiraldi, 2000). The American Psychiatric Association formally categorizes it as an anxiety disorder with certain indicators and diagnostic characteristics that are different from ordinary anxiety. According to Friedman &Schunurr in Green (2004) individuals who have trauma experience will show greater

constant physical problems, including chronic pain, gastrointestinal disorders, headaches and heart attacks. The following illustration of the PTSD process works to experience anxiety trauma after the earthquake.

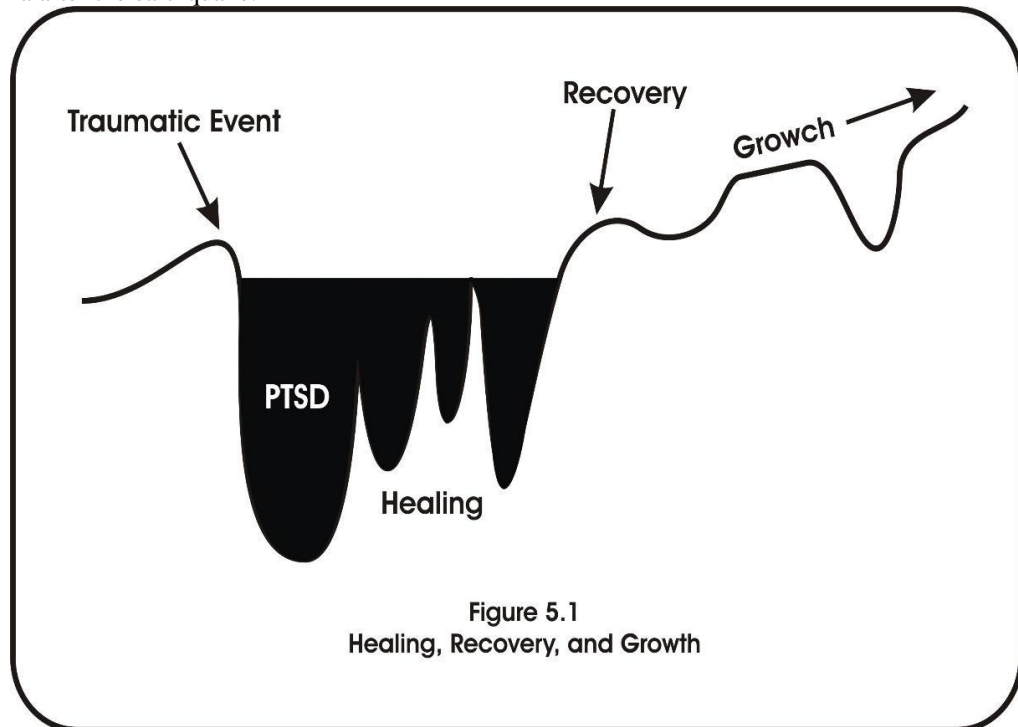


Figure 1: healing, recovery, and growth

The indicators of PTSD are: Stress

- / appearance of stressor
- (event re-experienced)
- avoidance (avoidance)
- appearance (arousal)
- duration of symptoms in criterion B (experiencing symptoms for more than 1 month)
- life disorders (life distrupeted)

As a result of PTSD includes several important aspects in human development, but it can be identified through symptoms that appear as the following explanation:

- Physical (physical fatigue), symptoms seen are: temperature tension body, trembling, body feels lethargic (fatigue), nausea (tingling), dizziness (nausea), inability to solve problems (digestive track problem), shortness of breath (rapid breathing), panic (event panic) attack)
- emotional (fatigue), symptoms that appear are: irritation (irritation), loss of spirit (moodiness), fear (fear), emotional control (exaggerated emotions), and feel low self-esteem (loss of confidence).

- mental (mental function), symptoms on mental aspects namely: confusion, inability to concentrate, unable to remember, unable to solve problems (lack of decision making).
- behavior (behavioral fatigue), as for symptoms that arise, namely: difficulty of sleeping, loss of appetite, overeating, lots of smoking, drinking alcohol, avoiding, crying often, unable to speak, not moving, restless, too much motion, irritability, wanting suicide, moving limbs repeatedly, excessive shame, shutting down, blaming others.
- spiritual (spiritual fatigue), symptoms that arise are: discouragement, hopelessness, blaming God, quitting worship, powerlessness (despair) doubting beliefs, and insincerity, etc.

The approach that can be given in the process of handling PTSD is:

- cognitive-behavioral therapy which aims to change the emotions, thoughts and behavior of individuals.
- pharmacotherapy to reduce anxiety, depression, difficulty sleeping, numb stress which sometimes uses drugs.
- eye movement desensitization and reprocessing that combines exposure therapy and cognitive behavioral by moving several organs of the body.
- group treatment (as an ideal model) because of the opportunity to share empathy, cohesion and security.
- brief psychodynamic psychotherapy that focuses on emotional conflict caused by trauma events, especially at the beginning of life.

Whereas Bryson (2005) mentions approaches that can be used to deal with traumatic experienced children are:

- Cognitive-Behavioral Therapy
- Exposure Therapy
- Brief Psychodynamic Psychotherapy
- Eye Movement Desensitization And Reprocessing
- Family Therapy
- Self Help Or Support Group Therapy

The objectives of this study are:

- To know assessment of the needs of earthquake victims students based on PTSD instruments after the earthquake
- To determine the effect of PTSD on eliminating trauma in earthquake victims students

2 Methodology

This study used qualitative methods. Kirt and Miller in Muleong (2007) assert that certain traditions in science are fundamentally dependent on human observations in their own area that relate to these people in their discussions and in their terminology. The research approach is basically the whole way and the activities carried out in carrying out the research. In the

preliminary / qualitative research that will be carried out, taking a subject or informant, is done with a theoretical sample where the subject is considered sufficient when it has reached the point of saturation, so the sample of this study were 25 students in one class who experienced trauma after the earthquake and received assessment services with PTSD. Qualitative data collection was used, namely, interviews and observations. Qualitative data analysis is inductive that is the analysis is carried out based on the data obtained. Data analysis in qualitative research was carried out from the beginning before entering the field, while in the field, and after the research in the field. Miles and Huberman suggest that the activities in qualitative data analysis are carried out interactively and are continuous until complete, so that the data obtained experiences saturation.

3 Results and Discussion

3.1 Implementation of the Workshop

In the implementation of this workshop, all participants consisted of 30 people who were representatives of BK teachers in junior and senior high school equivalent and class teacher representatives at the elementary level. This activity is held in 3 days with the Schedule attached.

3.2 Need Assessment

Need assessment in this activity is carried out in several ways, namely by 1) filling in the PTSD instrument, 2) filling in the Checklist for Problems, 3) filling out the open questionnaire. Where each student is asked to write what is being experienced and what is expected.

PTSD Instrument

Assessment carried out by filling in the criteria Post Traumatic Stress Disorder that consist of 30 statement items as follows: (Adesla: 2009).

- Dreaming or feeling constantly overshadowed by tragic events that occur
- feeling a gloomy future
- being alert outside reasonable limits to personal safety
- irritable
- refused by foreigners
- lose interest to undertake back regular activity before persitiwa tragic
- feel like reliving the events that happened
- feel like there is no way to do to recover from the tragic events that have occurred
- difficult to concentrate in learning or thinking
- does not want to budge even though in the wrong position it is
- difficult to interact with other people
- waiting for the fate of God in the face of life

- experiencing headaches / nausea / allergies when faced with a symbol of logical events that occur
- feel no longer have pride in self cents yourself
- feeling uncomfortable wherever you are
- insistent in speaking / speaking
- like to be selfish
- feeling that the existence of life does not mean anymore since experiencing a tragic event
- experiencing sleep disturbances (lots of sleeplessness or sleeplessness)
- there is no hope that conditions will be better
- feeling other people don't care
- easy crying
- feeling self isolated from others
- feeling helpless
- easily anxious and panic when something unexpected happens
- feels broken there is
- suspecting a new person is excessively
- irritable to be
- self-reliant from associating with other people or the environment
- feels very disappointed with the situation that happened.

From the 30 statements above, the condition of a person who has PTSD is divided into the following 5 things:

- overshadowed by traumatic events
- of low future expectations
- thinking negatively
- isolating oneself
- feels helpless

From filling in the PTSD instrument overall the following results are obtained:

Table 1. Results of PTSD filling

Column	Ranking	Type Traumatic Obstacles
A	1	overshadowed by traumatic events
B	2	Low future expectations
C	3	Think negative
D	2	Isolate yourself
E	2	Feel helpless
F	2	Excessive in the face of sadness

Based on the table above, conclusions are obtained that the most dominant traumatic obstacle experienced by students is overshadowed by a traumatic event that is an earthquake. This clearly affects the development of children in various aspects, especially psychological aspects. (Monkz: 2004).

List of Problems Check

In addition to the above PTSD instruments, there is also a problem checklist program that attempts to describe the 5 symptoms experienced by earthquake victims, namely:

- symptoms 1: Physical as many as 17 complaints
- symptoms 2: Emotions as many as 17 complaints
- symptom3: mental9 complaints
- symptoms4: behavior of 14 complaints
- symptom5: Spiritual as many as 12 complaints

From filling in the Checklist for Problems obtained information as presented in the following table:

Table 2. DCM filling results

Students	Symptoms 1	Symptoms 2	Symptoms 3	Symptoms 4	Symptoms 5
1	12	11	6	9	10
2	10	9	5	2	9
3	11	8	7	3	8
4	15	8	6	4	8
5	11	10	8	2	9
6	10	9	6	3	7
7	12	12	3	4	11
8	8	10	4	3	10
9	13	11	5	2	6
10	10	12	7	2	5
11	10	13	6	3	5
12	11	9	2	4	6
13	9	10	3	1	3
14	8	11	4	2	10
15	12	10	5	4	2
16	11	9	7	5	4
17	13	8	8	2	4
18	14	7	2	4	5
19	10	10	1	3	3
20	15	11	2	2	4
21	11	12	6	3	5
22	12	10	4	4	6
23	10	11	6	2	2
24	13	13	7	2	3

Based on the DCM scoring provisions (Check the problem list) if the checklist is filled which is checked more than 2 points, then it has been checked in the problematic category. The more appropriate statements will show the more problematic the students face in the event of an earthquake. From the data above, the average student claims to experience more problems from 2 to 15, this indicates that there are still many students who experience severe problems in the face of earthquakes.

Open questionnaire instruments

Fill in open questionnaires. Where each student is asked to write what is being experienced and what is expected. The main objective of this assessment activity is to determine the extent of the trauma experienced by children, the extent to which they are able to interpret the earthquake disaster that has been experienced. Children are expected to be able to answer the questions asked, which are related to the earthquake disaster that they have experienced.

Based on the findings obtained from the instrument filling about the problems faced and expectations desired by students when the assessment was carried out, namely:

"The problems I faced were still many, such as not daring to enter the house, still traumatized, not daring to sleep in the house, lack of bathing because there is no water, rarely go to school for fear, learning is less focused, easily shocked, eating patterns are less regular, lack of sleep due to anxiety. "One student answered in the assessment instrument.

The same phrase is also written by other students as follows:

"The problems I face, insomnia, difficulty learning, school difficulties, unable to watch TV, lack of water, many who suffer from diarrhea, difficult to eliminate trauma ..."

Other students also admitted many thoughts which is felt as follows:

"Problems that I face, afraid of home, difficult to learn, difficulty sleeping, headache, lack of focus, learning less, many thoughts, still fear, many thoughts, problems faced a lot"

Recognition of students among others are:

"Do not dare to sleep indoors, still traumatized, learn to lack focus, eat less, lack sleep, get sick easily, do not dare to go too far, lack of bath due to lack of water, are easily shocked, school is less active. "

Trauma still cannot be cured from the memories of students, problems that are still being experienced closely with fears will occur again aftershocks. When asked about the expectations of these students, they answered:

"Hope is desired, hopefully the earthquake will end soon, waterways will be repaired soon, damaged school buildings will be repaired soon, eating patterns will become more organized and learning will be more focused."

Other students also expressed the same hope.

"Hopefully the earthquake will not happen again, can sleep comfortably, the school will be as smooth as before, hopefully the water will become abundant, no one will get diarrhea, trauma can be lost."

There are also those who hope the family stays intact as follows:

"My hope, still unite with family, stay healthy, and not get a problem. "

Every time a disaster strikes, the family is the most important thing to be saved. The existence of the family defeats the wealth in the house. Everyone will shout for their family when the earthquake occurs. Even those in distant places because they are working outside the city are called and asked to go home to get together with their families. This was found when the observation took place in the middle of the earthquake.

3.3 Transition

The transition stage serves to direct all students from the initial stage to the core stage. This transition phase consists of a consolidation stage. Where all group members are required to make an agreement regarding jargon, yells and mars which will become important icons for each group.

The essence of this phase of transition is to make stronger ties to fellow group members. Many things can be found in this transition stage, including the ability to interact and work within the team of each group member. Including this activity will be able to describe the mental state of students after an earthquake.

3.4 Core

At the core stage there are various activities that can be carried out, such as 1) playing brown river, 2) toxic waste, 3) bottle nails, 4) broken square, 5) cobwebs, 6) stories of 4 friends, 7) guess picture, 8) grandma's story, 9) number game, 10) lettering game. All types of activities are indeed carried out with semi-playing activities, so that students become more relaxed and able to release the anxiety that has been experienced after the earthquake disaster. (Nandang: 2009)

- The results obtained are as follows:
- Students gradually begin to no longer think of earthquake events that make them so sad and lost

- Students have motivation in developing themselves and their peers to be more tough in facing the test of life
- Missing all pent up emotions so that from facial expressions not worried but cheerful
- Laughter began to appear on the faces of the children

The team invited all students to tell all the panic that was experienced with as much detail in front of the team and all of his friends unashamedly, so the students felt themselves as perpetrators in a children's fairy tale in a film that has many episodes. With this, students do not harbor the panic that infects them, so that the panic that is felt, propped up and becomes a thought so that the trauma can be overcome. This conclusion is in accordance with the results of Sukmaningrum's research, that play therapy is an alternative to dealing with children who are traumatized by a disaster. (Sukmaningrum: 2001)

After students tell everything that is experienced as a form of trauma that is natural after an earthquake. So the team invites students to regulate breathing by closing their eyes and taking a deep breath deeply while in their hearts saying "lailahaillallohlaahaulawalaquillataillillahil'aliyyil'adzimsaya is not afraid of earthquakes" ejecting it by using diaphragmatic breathing, then slowly until the students are calm and relaxed. This is done for 5 times.

Support and enthusiasm are the most needed things for victims of natural disasters. They certainly are still afraid if an earthquake occurs at any time. The team raises the enthusiasm of students, provides entertainment so as not to be depressed by their current conditions. Playing is an activity that is carried out voluntarily on the basis of pleasure and growing activities carried out spontaneously. Play therapy is one of the activities that can be done anywhere, anytime, and with anyone, because from small children to adults like the name playing. Games that can be done in this therapy depend on the situation and conditions.

The therapeutic methods that are carried out are 1) playing brown river, 2) toxic waste, 3) bottle nails, 4) broken square, 5) spiderwebs, 6) 4 friend stories, 7) guessing pictures, 8) grandma's story 9) number games, 10) lettering games. The team convinced them to get up, to carry out activities as usual, and to be grateful for what was still there, so that with this play therapy, students were able to eliminate the burden of hearts, be able to smile and be happy even though their condition is currently grieving.

Group activity therapy is one of the therapeutic modalities carried out by TIM to a group of students who have the same problem. Activities are used as therapy, and groups are used as target care, so that in these groups there are dynamics of interdependent interactions, need each other and become a laboratory where students with others practice new behaviors that are adaptive to improve the old maladaptive behavior.

3.5 The Final

The final stage is carried out with closing sessions designed with several activities such as, 1) ring rah-rah, 2) positive rewards, 3) sayonara. Relaxation is an effort to relax, not only

the physical body, but also our inner being. But relaxation is not meditation. Relaxation is a step towards meditation. This relaxation can be done in order to calm down, harmonize what is in the individual, and eliminate the burden, so that it is more relaxed and comfortable.

The relaxation activities carried out are stretching the legs, hands and body in a clean room so that it feels light in the process of implementation. Then 5 minutes after relaxation, then the time to do inner relaxation, this is done by the way all participants close their eyes, and then focus their thoughts and cycles only on Allah SWT.

After holding a game for students, it is recommended to take a break and unwind for 8 minutes because there are too many games being carried out. Then the next activity carried out spiritual therapy \ where we gave a team to strengthen religion by giving religious lectures covering the main causes of earthquakes, landslides and tsunamis. All who hear the lecture become pensive and understand the meaning of all the actions that are done.

3.6 Phase Evaluation and follow-up

The evaluation and follow- up phase is more in the direction of evaluation and general reflection. The facilitator alternately can guide the group to reflect during the activity, including making an agreement to process data instruments that have been filled in for scoring and interpretation.

4 Conclusion

From the description above, the conclusion is that:

- Need assessment that has been done is answered that the condition of students in SMP N 1 Sembalun is still experiencing high levels of trauma. Students are still afraid to enter the house, and are always worried that aftershocks will still come again.
- Based on DCM, students still experience trauma symptoms at levels 1 to 5: physical, emotional, mental, behavioral and spiritual symptoms. Based on the research that has been done, students become more relaxed and have the enthusiasm to re-pursue their ideals

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Fitri Aulia, Marfuatun, Nurul Anwar

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