

## SELF-MANAGEMENT WHEN EXPERIENCING POST-RIOT TRAUMA

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### Abstract

*Self-management is carried out so that trauma does not occur involving a group of anxiety symptoms that occur after students who have been exposed to a traumatic event that results in feelings of fear. The purpose of this research is to teach students related to self-management techniques so that they can overcome the trauma that occurs to them, so that students can avoid the dangers caused by prolonged trauma. This research was carried out at SDN 024 Galang from May 28 to June 28, 2024, by providing education and coaching to children related to self-management of post-trauma. This research involved students in grades 1 to 5 of elementary school. The research was carried out well. Based on the results of the survey conducted using a questionnaire, it was found that the level of trauma in post-traumatic children at SDN 024 Galang has a category of 55% high, category 45% very high, category 40% moderate, category 0.5% low, and category 0.1% category very low. Then from the results of the Observation showed that the students identified had 5 items, namely: 1.) Fear of the police and tantara, 2.) Fear of crowds, 3.) Fear of going to school 4.) Fear of shots and the last 5.) Afraid of water canon. With an increase in understanding related to self-management of trauma, it is hoped that students will be able to apply self-management to the stressors they face.*

**Keywords:** *Self Management, Treatment, Mental Health, Trauma*

### INTRODUCTION

The conflict on Rempang Island began with the dissatisfaction of the local community on Rempang Galang Island with the planned Eco City project which would result in the eviction of their land without prior permission. The government, through BP Batam, planned to realize this project by relocating around 7,500 residents living in the surrounding area. However, residents rejected the decision, especially because the project would displace 16 Old Villages on Rempang Island. Initially, the head of the local indigenous community was arrested without a permit, residents were intimidated by the authorities, and access to the island was closed. (Habiba, 2023).

On September 7, 2023, the Rempang community held a demonstration which led to clashes between them and BP Batam. This conflict occurred because local residents refused to be relocated and there was a development plan that was considered to damage the environment and endanger the lives of indigenous people. Causing injuries to students and teachers. Initially calm, but suddenly became tense with loud noises, sirens, and people panicking.

When the riot occurred, children from SDN 024 Galang were seen shaking and afraid. Like other children at the scene, they did not fully understand what had happened. However,

feelings of fear and worry began to emerge within them. After this incident, children often experience emotional and psychological instability, which can affect their future development. As a result, a study by the KPAI revealed that 324 students at SDN 024 Galang on Rempang Island experienced trauma (Rini, 2023).

According to (Rini, 2023) said that "trauma can be very dangerous for children. Trauma can reduce children's intelligence, emotions, and behavior". Like children during a riot, they always feel afraid when they hear gunshots or police sirens. These sounds remind them of past events, such as gunfire and riots on Rempang Island on September 7, 2023. This makes them afraid to go to school, some even change schools.

After the riots subsided, life at SDN 024 Galang began to return to normal. However, for children who saw the riots. The word "normal" is not the right word to describe what they feel. Some children feel scared when they hear loud noises like adults fighting.

Armed riots not only damage the physical, but also have a serious psychological impact on children. Trauma from armed riots can cause children to experience fear that interferes with their daily activities. This disorder can affect the normal functioning of the individual. Therefore, managing oneself after experiencing trauma due to riots is very important for their recovery.

According to (Komalasari, 2011) said that "to achieve the desired life goals, a person can do self-management by regulating how they behave", in the book Theory and Counseling Techniques. This includes various actions and procedures needed to regulate and manage themselves. According to (Richard Nelson Jones, 2011), said that "Self-management strategies help someone observe their behavior, set goals, find effective reinforcers, and plan additional actions to achieve those goals". According to (Fitri, 2013), said that "self-management is a strategy used by children to control the factors that influence their growth". This includes time management, physical and social environment, motivation, goal setting, emotional management, management, and behavior.

According to (Nauli, 2014), said that "when a child has good self-regulation skills, they will be able to manage themselves well, especially in the growth process". Self-management is when someone regulates their own behavior. That way, good self-management in behavior can positively affect the level of trauma in children at SDN 024 Galang.

According to (Edelson, 1998), said that "self-management is a concept that refers to the process of achieving independence. Humans are a combination of intelligence, feelings, spirituality, and body". So that self-management is the ability to control our thoughts, speech, and actions, and encourage us towards positive behavior and increase correct actions.

Self-management is a relatively new technique in changing a person's behavior. Considering the urgency and complexity of this situation, it is necessary to identify appropriate and structured psychosocial interventions for children affected by conflict. Through this program, it is hoped that it can provide support and assistance to children for the recovery process and self-management in children after the trauma they experience.

This program provides self-management services to children affected by the conflict on Rempang Island through the storytelling method using a trauma book. This study uses a self-management technique method through storytelling treatment using a trauma book, using students of SDN 024 Galang from grades 1 to 5 as subjects. The book is specifically designed to help children overcome trauma with stories presented according to the trauma conditions they experience.

To support the storytelling, this study also includes elements of play therapy.

This play therapy aims to strengthen children's skills and creativity through spontaneous and fun play activities. Activities such as mini outbound, rhythmic gymnastics, and traditional games such as play media for example: sand, clay, dolls, music, dancing, drawing, storytelling, and visualization, and strengthen social values such as mutual cooperation.

Through this method, children can express themselves and interact with the environment positively, facilitate recovery and can carry out self-management techniques after trauma.

Children need help to be able to face their future and build new hopes with new conditions.

The benefits of this study aim to provide guidance in self-management techniques, post-riots, especially in helping children overcome the trauma they experience focusing on how to manage themselves to reduce its impact effectively. In this case, self-management is able to regulate and manage one's own condition, especially for self-management.

Based on the description and background, a study was conducted with the title "Self-management when experiencing post-riots".

This research is important to do because it has disturbed the child's psychology which shakes self-management which will be even higher if not managed properly and will develop in the

child's perception that the trauma they experience is something they fear when they hear something that reminds them of post-riots. In this case, self-management is able to regulate and manage one's own condition, especially for self-management.

The purpose of this study is to provide education to children on how to manage trauma and help children avoid the long-term impact of trauma. This education is given through storytelling to children on how they can manage themselves in dealing with the trauma they experience. This method can strengthen skills to channel feelings, develop imagination, and strengthen social values. Furthermore, for related parties, it is hoped that this study can provide information related to the importance of self-management for future life.

## **METHODOLOGY**

The location of the study was SDN 024 Galang located at Tanjung Kerang Village, Rempang Cate, Galang, Batam City, Riau Islands. This study used a questionnaire and observation method using a presentation method to children regarding fears that had been identified as having 5 items, namely: 1.) Fear of police and soldiers, 2.) Fear of crowds, 3.) Fear of school 4.) Fear of gunfire and the last 5.) Fear of water cannons. The presentation was carried out on student subjects at SDN 024 Galang who were identified as experiencing symptoms of trauma. This study was chosen to understand how to properly reduce trauma in children through self-management education to reduce symptoms of trauma in children who have experienced traumatic events. Through this questionnaire and observation research, it was then possible to identify changes in anxiety levels and symptoms of trauma before and after the intervention took place.

The study began by initially meeting with a supervising lecturer for the study. In the meeting discussed the preparation of the draft instrument, the instrument was adapted by Sebelas Maret University and a number of instruments have been developed and validated for the assessment of psychological trauma and this instrument has obtained good validity and reliability, then the team adapted the answer scale into emoticons to make it easier to fill out the instrument. After that the instrument was given to students at SDN 024 Galang, the preparation of a series of activities and the preparation of the Trauma Book. Furthermore, the instrument will be given to students at SDN 024 Galang. The instrument given is a reference to see the level of trauma in children. After obtaining the data and seeing the level of trauma

in children, the next stage uses a presentation method carried out through a child-friendly approach, involving the delivery of educational materials on self-management techniques and interactive assistance to help children recognize and invite children to actively participate through group discussions, and role play. The material is presented simply, interestingly, and in accordance with the level of understanding of children.

According to (S. Margono, 2005), "Population is all data that concerns us within the scope and time that we determine." In the book entitled Research and Education Methodology, According to (Sugiyono, 2008) states that "Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. From the two definitions of population that have been put forward above, it can be concluded that population is the entire object of research. All students of SDN 024 Galang, a total of 324 students, were involved in this study.

According to S. Margono (2005) said that "Sample: "A sample is a portion of the population, for example (Mauster) which is taken using certain methods".

The subjects of this study were students in grades 1 to 5 at SDN 024 Galang, who were indicated to be experiencing symptoms of trauma after a traumatic event. The research sample consisted of 50 children who were selected based on the results of initial observations, where they showed symptoms of trauma, for example excessive fear of certain situations or objects, such as fear of the police, crowds, schools, gunshots, and water cannons. Based on the two opinions above, it can be concluded that the sample is part of the population that will be studied using the method. In this study, the sample was taken purposively or with certain considerations. Only a small portion of students who have experienced post-riot trauma will be studied in this study.

The types and sources of data used in this study are: 1) Primary Data. Primary data is data obtained directly from children through questionnaires, observations, and presentations during the activity, namely children at SDN 024 Galang who experienced symptoms of trauma after a traumatic event. This data was collected through questionnaires and direct observation to measure the level of trauma, anxiety, and children's self-management abilities after the intervention, such as fear of certain situations or objects (eg, police, crowds, schools, gunfire, and water cannons). 2) Secondary Data. Secondary data includes information obtained from literature on self-management in dealing with trauma in children. This source is used to

provide theoretical background and to support the analysis of primary data. This literature can come from psychology journals, reference books, or scientific articles that discuss trauma theory and self-management techniques. Data related to school background, student mental health data, and other records relevant to the psychological condition of children at SDN 024 Galang after a traumatic event.

There are three ways to collect data that will be needed to conduct the analysis in this study, namely:

1. Questionnaire Collection
2. Observation Collection

The data analysis technique used is data analysis with a descriptive approach regarding overcoming trauma in children at SDN 024 Galang, which can be done through this descriptive approach used to analyze the data obtained in this study. This technique aims to describe the situation or condition of the level of trauma in children in detail based on the data collected, using data from questionnaires and observations.

## **RESULT AND DISCUSSION**

In this study, the storytelling method of self-management technique uses a trauma book that is delivered simply, interestingly, and according to the level of understanding of children. Through a special book that has been created to help children's treatment to overcome trauma with stories that are adjusted to the conditions of trauma that occur, the stories that are compiled are obtained from 5 items that are identified as symptoms of trauma, for example fear of police and soldiers. Children have a fear of the police and soldiers due to the actions of the authorities who are firm in the situation of riots that occur, loud noises, or seeing equipment such as weapons or large vehicles. Children need to understand that the police and soldiers are actually protecting the community.

Then through this special book, a short story is made about: "The Good Policeman and the Good Soldier" in this presentation method, storytelling treatment of self-management technique is carried out. In this treatment there are steps on how to self-manage for children, such as teaching positive thinking, reminding them that the police and soldiers are there to help, not to scare or hurt, and teaching calm breathing techniques if they feel afraid when seeing the police or soldiers, take a deep breath and then remind the children to think of a positive story through the storytelling that has been conveyed.

The next way children are invited to try to greet the police or soldiers when they feel comfortable and work together directly by inviting security forces (police and soldiers) at SDN 024 Galang to tell them that the police and soldiers are actually good, they are there to protect the community. This helps them to see the good side. The police and soldiers are not something to be afraid of. By understanding their duties as protectors, children can change fear into respect and a sense of security. This approach helps children be more prepared to face their fears independently.

Interactive guidance given to children is by inviting them to actively participate through group discussions and role-playing. Children who play as "security officers," where they help their friends who are facing "problems" such as lost items or emergency situations. And provide storytelling treatment using a tool such as police and soldier dolls then tell the children to create their imagination space, tell them that security forces such as the police and soldiers are actually good, they are there to protect and uphold justice. The session was designed so that children feel comfortable, heard, and accepted without pressure. With this approach, children not only gain knowledge, but also have the opportunity to practice self-management techniques in a safe and supportive environment. This is expected to help them be more confident in dealing with the trauma they experience.

After that, students are given self-management techniques on how to manage themselves, along with the steps that have been determined. This trauma book serves as a source of learning self-management techniques. It provides a tool to assess how effective self-management technique counseling is. This study will examine students' pre-test scores both before and after counseling.

This study is a questionnaire instrument in the form of a list of written questions used to collect data from students of SDN 024 Galang, students only choose the answers that have been provided (eg: yes / no, multiple choice). It was done twice: one before the treatment and one after the treatment. 50 students participated as subjects in each subject group, during this treatment, four meetings were held with thirty students as subjects.

#### Respondent Characteristics

Descriptive statistical analysis was used to obtain an overview of the use of self-management techniques by students before and after self-management technique counseling. Based on descriptive statistical analysis, the pre-autonomy student scores at SDN 024 Galang

were high 55%, very high 45%, moderate 40%, low 0.5%, and very low 0.1%. From the observation results, it was found that students identified 5 elements, namely; 1.) Fear of police and soldiers, 2.) Fear of crowds, 3.) Fear of school 4.) Fear of gunfire and the last 5.) Fear of water cannons. This means that students who experienced symptoms of trauma before being given practical self-management techniques were in the "high" or "bad" category.

Table 1 Results of Self-Management Techniques Before Counseling Using Trauma Book

No	Indicators	Before
1	Instrumentation	The level of trauma at the beginning of the category 55% high, category 45% very high, category 40% moderate, category 0.5% low, and category 0.1% very low.
2	Impact on students	Students cannot carry out their activities as before and have difficulty expressing emotions verbally.

After getting the results, a research on trauma self-management technique counseling was conducted for students of SDN 024 Galang using the storytelling method by using instrumentation that has been created on an emoticon scale that has been proven to make it easier for students to assess or recognize their feelings, so that the process of identifying the level of trauma self-management becomes smoother.

This self-management technique research provides real positive changes in the condition of students, where the activities are storytelling using trauma books and play therapy to observe the results based on student responses regarding the initial socialization of the introduction of trauma self-management technique counseling services that will be implemented whether they have been understood by students who are then used as a reference for the continuation of the research which will later be accompanied by school teachers.

Based on the results given, the following are categories of student trauma levels after being given self-management treatment:



Table 2 Results of Self-Management Techniques After Counseling Using Trauma Book

Trauma Level Category	Percentage (%)
Very High	3
High	7
Mid	20
Low	55
Very Low	15

After the self-management session was conducted, the students' performance in the self-management session increased. This means that the use of self-management in students who experienced trauma after undergoing self-management is in the lowest trauma level category: 3% Very High, 7% High, 20%, Medium, 55% Low, 15% very low. In addition, the highest percentage value found was 3% which ranged from 97 to 100. This means that the practice of self-management techniques for traumatized students was "very high" or "very good" after being given treatment.

This self-management technique counseling service has an important role in helping individuals, especially children who experience trauma, to manage their feelings and behavior effectively. The differences that appear before and after the self-management technique counseling service can be seen from several main aspects in table.1. Significant differences can be seen before and after the self-management technique counseling service. The self-management technique has a real positive impact, helping children to manage their trauma, develop self-management skills, and improve their emotional and physical well-being. This self-management technique counseling service is an important step in helping children recover from trauma and live their daily lives better.

## CONCLUSION AND SUGGESTIONS

Those who are able to take care of themselves, or are able to control aspects of themselves that tend to be problematic, are often seen as people who are good at self-management. One of the most common and often problematic aspects of self is the "heart", and to achieve it requires intelligence within oneself.

According to Richard Nelson Jones (2011), said that "It is difficult to manage yourself because self-management strategies involve observing behavior and having to understand life goals, setting goals for yourself, identifying appropriate reinforcement."

Children who are taught to manage themselves against stressors are also more likely to develop resilience that will help them face other difficult situations in the future. The results of this study support the importance of self-development and trauma management programs in the school environment to help children deal with trauma without experiencing lasting impacts.

The results of this study indicate that self-management techniques are effective in dealing with students who experience trauma. In other words, this self-management technique counseling method can help and reduce or influence students who experience trauma by using Trauma Book and Play therapy. Then showed positive results, where there was a significant decrease in the level of student trauma after participating in self-management technique counseling services. Students who previously showed symptoms of severe trauma are now better able to interact, engage in learning activities, and feel comfortable in the school environment.

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