

TRAUMA IN SD NEGERI 024 GALANG AFTER THE REMPANG ISLAND RIOT

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Abstract.

Raising concerns about the psychological impact of the Riots on Rempang Island on children, especially at SDN 024 Galang. The purpose of this study is to evaluate the level of trauma experienced by students after the riot to provide trauma counseling services to affected children using storytelling and play therapy methods, as well as utilizing Trauma Book,. The method used is descriptive, a sample taken by percentage technique to calculate and present data in the form of percentages, which is a way to show the proportion of a value to the total. The implementation of the research involves an in-depth survey and interview method conducted for one month, involving students and teachers as respondents. Samples are taken purposively to ensure the representativeness of the affected population. The results showed that about 55% was high, the 45% category was very high, the 40% category was moderate, the 0.5% category was low, and the 0.1% category was very low. Then the observation results showed that the students identified had 5 items, namely 1). Fear of the police and army, 2). Fear of crowds, 3). Fear of going to school, 4). Fear of Shots, and the last 5). Afraid of water canon.

Keywords: Psikologis, trauma, persentase, play therapy, Storytelling

INTRODUCTION

The conflict on Rempang Island itself began with community dissatisfaction with the planned development of the Eco City project which would empty their area without prior consultation and approval. The government, through BP Batam, wanted to realize the project by relocating a population of around 7,500 people. However, this decision was met with resistance from residents, especially because this project would displace 16 Old Villages on Rempang Island. Initially, there was an undocumented arrest of the local indigenous community leader, intimidation from the authorities to residents, and an action to close access to the island. (Habiba et al., 2023). This plan was strongly rejected by Rempang residents resulting in clashes and riots. Because the problem occurred around the school area, the children of SDN 024 Galang witnessed the incident, causing quite deep trauma for them. The clashes and riots that occurred in the school area took place during school hours and caused children attending SD 022 Galang to witness firsthand and become victims of the riots. After this incident, emotional and psychological instability emerged in children, which could have a negative impact on their future development. As a result, research data from KPAI stated that there were 324 students at SDN 024 Galang and 354 students at SMPN 022 Batam City on Rempang Island who were traumatized. (Rini, 2023).

During the riot, several riot properties such as stones, smoke bombs and so on entered the school area. The children of SD 024 Galang tried to save themselves with their teachers during the riot. This condition caused the children to receive direct impacts from the riot and suffer physical

injuries and also deep trauma. Even now, many children are afraid when they remember the incident. The results of interviews with teachers at SD 024 Galang provide information that children are still afraid when they remember the incident.

Some children were even transferred by their parents to other schools because they were afraid when they returned to school. Initial interviews conducted with a number of students obtained information that they were still worried that the incident would happen again and caused feelings of antipathy towards various elements in the riots such as security forces, water cannon cars, smoke, shouts and so on. This condition shows the trauma that exists within the children and is feared to hinder their development in the future. Considering the urgency and complexity of this situation, we identified the need for appropriate and structured psychosocial interventions for children affected by the conflict. Through this program, we hope to provide support and assistance to children for an optimal recovery and adjustment process. This program provides trauma counseling services to children affected by the conflict on Rempang Island through the storytelling method using trauma books.

Trauma books used for storytelling therapy use books specifically designed to help children overcome trauma with stories that are tailored to the trauma conditions that occur. According to (Purnama & Indriyani, 2020), applying stimulation through both oral and audio stories has a positive impact on children's emotional development. To support storytelling, the program also includes elements of play therapy. Play therapy according to (Khasanah & Amalia, 2018) is used 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 congklak and jump rope are used to channel feelings, develop imagination, and strengthen social values such as mutual cooperation. The purpose of trauma counseling activities is to provide support and assistance to children for the process of optimal recovery and adjustment after the riots that occurred on Rempang Island. All activities carried out are able to provide new understanding to partners about the existence of trauma counseling that can solve partner problems. The implementation of counseling services using the trauma book technique that can be used with the storytelling and play therapy methods will indirectly have an impact on reducing the level of trauma in children. This method can strengthen children's skills and creativity through spontaneous and fun play activities and to channel feelings, develop imagination, and strengthen social values.

METHODOLOGY

This study uses a descriptive approach that aims to describe the level of psychological trauma of students at SDN 024 Galang after the riots on Rempang Island. The descriptive approach was chosen to provide a detailed description of the situation or phenomenon that occurred based on data obtained from the field. The focus of this approach is to capture current conditions without manipulating variables or testing cause-and-effect relationships. In this study, a descriptive approach was used to analyze how trauma affects students and how they respond to intervention methods such as storytelling, play therapy, and Trauma Books.

Population and Sample

The population in this study was 50 students at SDN 024 Galang who were directly or indirectly affected by the riots on Rempang Island. They were chosen because they were in a location that experienced the event so they had the potential to experience psychological trauma. The sample used was a purposive sampling technique used to select students who met certain criteria, such as having witnessed or heard directly about the riots. Showing signs of trauma such as fear of the police, crowds, or loud noises. The sample was selected intentionally based on relevance to the research objectives, ensuring representation of students from various grade levels and experiences.

Types and Sources of Data

The types of data used in this study are divided into primary data and secondary data. Primary data is the main data collected directly from respondents through surveys, in-depth interviews, and observations during the study. This type of data contains information about students' experiences, emotions, and responses to traumatic situations after the riots. Qualitative Data Information obtained from in-depth interviews and observations that describe specific trauma patterns, such as fear of the police or loud noises.

Secondary data includes relevant information from literature, school documents, riot reports, and theoretical references that support the analysis of trauma in children. This data is used to provide context and validation for the research findings. Data sources are divided into direct and indirect data sources. Direct data sources are collected from individuals or parties directly involved in the study, for example, students of SDN 024 Galang who are the main subjects of the focus of the study, because they are the affected group who show symptoms of trauma. Teachers provide information about student behavior at school, changes that occur after the riots, and their views on the need for intervention.

Indirect data sources are data sources that come from documents or records that support the research, for example, reports of riots on Rempang Island which are used to understand the background of traumatic situations experienced by students.

Psychological and educational literature is sourced from references from journals, books, or previous studies on childhood trauma and intervention methods such as storytelling, play therapy, and the use of Trauma Books. School documents are used to obtain information related to the number of students, class structure, and post-riot activities.

Data Collection Techniques

This study uses various methods, the first is a survey using a questionnaire designed to evaluate the level of student trauma based on a scale that includes categories of very high, high, medium, low, and very low. This survey helps provide quantitative data.

The second is an in-depth interview where interviews are conducted with students and teachers to explore their experiences, understanding, and perceptions of the impact of the riots. This interview provides deeper qualitative insights. The third is conducting observations by observing student behavior in the school environment. The focus is on signs of trauma such as excessive fear of certain situations (police, crowds, etc.) and their responses to activities carried out in the classroom. The fourth is conducting interventions during the study, using methods such as storytelling, play therapy, and the use of Trauma Books used as part of the data collection process to understand the effectiveness of this approach in reducing trauma.

Data Analysis

The analysis used is Qualitative using interview and observation data analyzed using thematic techniques. Each interview transcript and observation note is described to identify key themes, such as the dominant type of fear (eg fear of crowds or gunshots).

Data from the survey, interviews, and observations were compared to ensure consistency of results and strengthen the validity of the findings. This was done to gain a more holistic understanding of the impact of trauma on students. This method provides a comprehensive picture of the level of student trauma and the effectiveness of the intervention approaches used in the study.

RESULTS AND DISCUSSION

This activity begins with field coordination with local SKPD element partners to collect information and interact with the school community that is the place, design, activities, and implementation. In this activity, information is obtained from all relevant parties regarding partner problems and permission to carry out the activity..

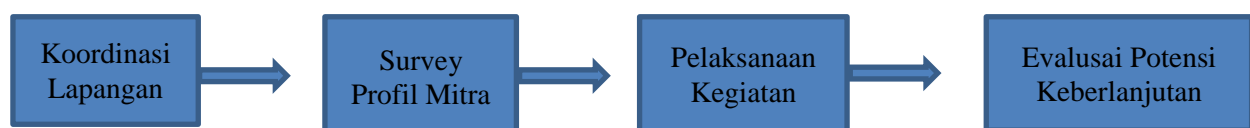


Figure 1 Research Activities

Then, continued with the administration of the partner profile survey instrument related to the current condition of trauma experienced by children of SDN 024 Galang after the riots on Rempang Island. Therefore, storytelling activities were carried out using trauma books and play therapy.

Table 1 Pre Test Instrument Data Results

Category	Parentage
a) Very High	55
b) High	45
c) Medium	40
d) Low)	0,5
e) Very Low	0,10

Where this activity involves students in grades 1-5 of elementary school. This activity aims to reduce the level of trauma in children after the riots that occurred at school. So the results of the survey data processing showed that the level of trauma in children at SDN 024 Galang had a category of 55% high, 45% very high, 40% moderate 0.5% low, and 0.1% very low. Then from the results of the observation it was found that students who were identified experienced several traumas such as fear of the police, fear of crowds, fear of water cannons, fear of going to school, and fear of gunfire. After getting the results of the trauma counseling activity for children at SDN 024 Galang by conducting storytelling activities using trauma books and play therapy. Where this activity involves grades 1-5 of elementary school, which aims to reduce or reduce trauma in children.

Table 2 Post Test Instrument Data Results

Category	Parentage
a) Very High	3
b) High	7
c) Medium	20
d) Low)	55
e) Very Low	15

So the results of the survey data processing that show the level of trauma in children of SDN 024 Galang have a category of 3% which shows that the intervention carried out has been effective but students who are still in this category may need special attention and ongoing support to help them fully recover. For category 7% of students have received the necessary assistance and are starting to adapt to their circumstances.

Category 20% which may still face emotional or mental challenges. Therefore it is important to give them further attention, including counseling or psychological support. Category 55% in this category students tend to be able to function better in their daily activities. Category 15% of students

show resilience and the ability to return to their initial routines without interference from trauma symptoms.

The difference before and after the trauma counseling service was carried out on students where the initial traumatic condition was very high then after traumatic counseling decreased. In the social appearance of students previously looked shy and did not participate in activities. However, after the activity was carried out, students became happy and enthusiastic in participating in activities. The appearance of student learning where previously they did activities they were less enthusiastic about learning. But after this activity was carried out, the students became enthusiastic about learning. In teacher intervention, initially the teacher only helped deal with trauma in students through motivation. After the activity, in addition to motivation, the teacher also used a trauma book with storytelling and play therapy methods.

CONCLUSION AND SUGGESTIONS

Trauma is a psychological and emotional response to a traumatic event. The American Psychological Association states that trauma can cause feelings of inadequacy and difficulty processing the experience. Trauma can be acute, chronic, or complex. Its effects can cause emotional, physical, and behavioral symptoms. Children who experience trauma may exhibit excessive fear, sleep problems, and significant changes in behavior. age-appropriate explanations, ensuring their safety, listening to their feelings, maintaining routines, and seeking professional help when needed.

Parents, communities, and teachers all have important roles in supporting children who experience trauma. Parents can provide emotional support, create a safe home environment, and observe changes in behavior. Communities can build social support networks, provide resources, and encourage communication. Teachers can identify signs of trauma, create a safe learning environment, and work with parents and mental health professionals.

In a survey of students, 55% experienced high levels of trauma, 45% very high, 40% moderate, 0.5% low, and 0.1% very low. Trauma factors identified included fear of police, crowds, schools, shootings, and water guns.

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