

TRAUMA LEVEL OF CHILDREN OF ELEMENTARY SCHOOL 024 GALANG AFTER THE REMPANG RIOTS AFTER IMPLEMENTING TRAUMA COUNSELING USING TRAUMABOOK

Azzahra Adibah Balqis, Ahmad Yanizon, Ramdani Ramdani

Guidance and Counseling, Faculty of Teacher Training and Education, University of Riau Islands, Indonesia

Corresponding author: adibahzahra000@gmail.com

ABSTRACT

The riots that took place on Rempang Island on September 7, 2023, resulted in significant psychological disturbances in students at SDN 024 Galang and SMPN 022 Batam City. The purpose of this study was to provide trauma counseling services to affected children using storytelling and play therapy methods, as well as utilizing the Trauma Book, an intervention media specifically designed to help children cope with trauma through a narrative approach and related play activities. The methods used in implementing this study included location surveys, initial socialization with the school, preparation of trauma assessment instruments, and data collection before and after the intervention was carried out. The results of the study showed a significant decrease in the level of trauma in children after they participated in the trauma counseling program. Most children who previously experienced severe trauma improved to mild to moderate trauma. This program also succeeded in increasing social participation, learning motivation, and student comfort in the school environment. In addition, school partners gained a better understanding of the importance of trauma counseling services in dealing with the negative psychological impacts of traumatic events. Based on the results of this study, the approach using Trauma Book, combined with storytelling and play therapy, is considered effective and has the potential to be applied as a trauma intervention model for children in other schools facing similar situations.

Keywords: Trauma counseling, Storytelling, Play therapy, Trauma, psychological .

Abstract

INTRODUCTION

Rempang Island in Batam City, Riau Islands, has recently received attention due to plans to build a large project called Rempang Eco City. This project, planned by the government through BP Batam, aims to develop industrial, service, and tourism areas on Rempang Island as a strategic step to attract investment. However, this development requires the eviction of residential areas of local residents without any prior consultation or approval. The impact of this project is very significant, as it has the potential to displace around 7,500 people, most of whom have lived there for generations, especially in 16 Kampung Tua which are cultural and historical heritage in the area.

The development process then faced strong resistance from the people of Rempang Island, who felt that their rights were being ignored. The prolonged conflict culminated in a major riot on September 7, 2023, when security forces attempted to enter the residential area and force residents to leave their homes. When the authorities took control of the situation with force, several forms of violence occurred, including the use of tear gas and beatings, which caused a number of residents, including children, to experience both physical and

psychological trauma. This incident directly affected students and teachers at schools located near the conflict area, such as SDN 024 Galang and SMPN 022 Kota Batam.

When the incident occurred, the students of the school saw violence around them. Students at SDN 024 Galang, for example, were faced with an environment that was directly exposed to the sound of tear gas, clashes between police and the community, and panic from adults around them. These children tried to escape with their teachers, but the experience of witnessing such a violent event left a deep psychological impact. Based on interviews, initially, several students admitted that every time they remembered the incident they felt afraid and anxious, and some even refused to return to school because of the trauma they experienced.

The trauma experienced by these children can have long-term impacts if not treated immediately. Children who experience trauma are at higher risk of experiencing psychological disorders such as anxiety, excessive fear, and difficulties in socializing and achieving at school. Therefore, appropriate and structured psychosocial interventions are very important to support the recovery and adjustment process of affected children. Realizing the importance of this, program implementers started a trauma counseling service program aimed at helping children manage post-conflict trauma.

This trauma counseling program adopts *storytelling* and *play therapy methods* using special media called *Trauma Book*. *Trauma Book* is designed to help children deal with their trauma through stories that are relevant and in accordance with their emotional conditions. With this approach, children are invited to express and understand their feelings more openly. In addition, *play therapy elements* are also added to help children express themselves through fun and interactive play activities. Activities such as mini outbound, traditional games, and rhythmic gymnastics are designed to make children feel safe, comfortable, and improve their social skills.

This method aims to reduce the level of trauma in children, rebuild a sense of security, and help them adjust to the school environment gradually. The use of *Trauma Books* in *storytelling sessions* has proven effective in providing space for children to share and communicate about their experiences. In addition, *play therapy* helps strengthen a sense of togetherness and improve social interactions among children. With well-designed activities, it is hoped that the level of trauma experienced by children can be reduced, so that they can return to their daily lives and learning processes better.

The results of this program show positive changes. Based on evaluation data

obtained from measuring trauma levels before and after the program, there was a significant decrease in the level of trauma experienced by students, where severe trauma decreased from 55% to 3%. This program not only helps children cope with the trauma they experience, but also provides an understanding to schools about the importance of trauma counseling services in emergency situations. This success opens up opportunities to apply similar methods in other schools that face similar challenges in dealing with trauma in children.

METHODOLOGY (Materials and Methods)

This study adopted a descriptive approach to measure and identify the level of trauma in students after the riots, as well as to assess the effectiveness of counseling services using *storytelling* and *play therapy*. This methodology consists of several stages:



This activity is the beginning of the process of collecting information and interacting with the school community that will be the target of community service which includes preparation of the place, activity design, and program implementation. Initial introduction to the school regarding information about the activities that will be carried out by the partners. This activity is carried out through routine activities that are informal, such as playing and storytelling activities.

the initial activity begins before the activity where the researcher meets with the supervising lecturer for the activity. 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. The team then 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 this school. The instrument given is a reference to see the level of trauma in children.

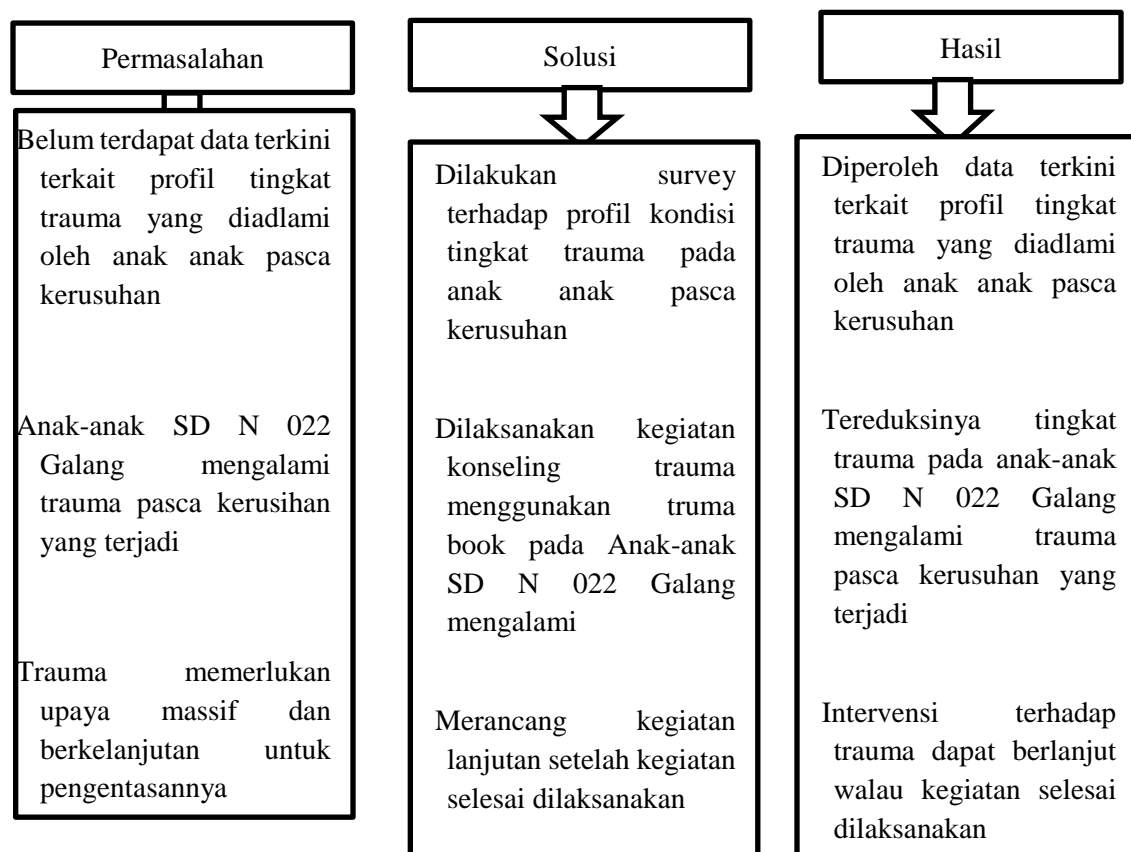
After providing the instrument, the next step is data processing. From the data processing, there are results showing that the level of trauma in children after the riots at SDN 024 Galang has a category of 55% high, a category of 45% very high, a category of 40% moderate, a category of 0.5% low, and a category of 0.1% very low. Then from the results of the observation, it shows that the students identified have 5 items, namely: 1). Fear of police and soldiers, 2). Fear of crowds, 3). Fear of going to school, 4). Fear of gunfire, and the last

5). Fear of water cannons.

After getting the results, trauma counseling activities were held for children of SDN 024 Galang, where the activities were *storytelling* using *trauma books* and *play therapy*. This activity involved students in grades 1-5 of elementary school. This activity aims to reduce or reduce the level of trauma in children after the riots that occurred at their school.

The purpose of this activity is to observe the results based on the responses of students regarding the initial socialization of the introduction of trauma counseling services that will be implemented, whether they have been understood by the students, which will then be used as a reference for the continuation of the program which will later be accompanied by school teachers.

all activities that have been implemented are evaluated from the beginning to the end of the activity. The purpose of this activity is to find out whether trauma counseling services using the *trauma book method* in *storytelling* and *play therapy techniques* can reduce or reduce the level of trauma in children after the riots whether it is appropriate or not, while providing student assistance consisting of teachers who will later act as cadres. Cadres will be given directions by researchers to carry out the therapy that has been prepared within a predetermined duration. The method of implementing Community Service activities refers to the implementation diagram:



RESULTS AND DISCUSSION

The survey showed that students at SDN 024 Galang experienced psychological impacts due to the riots that occurred. Many of them showed symptoms of trauma, such as excessive anxiety towards security forces, fear of crowds, and reduced interest in learning. Based on interviews with teachers and direct observations, some students became reluctant to go to school because they were worried that similar incidents would happen again. This finding emphasizes the importance of psychosocial interventions to reduce negative psychological impacts. Initial socialization was carried out to introduce the counseling program to students and teachers through informal activities. This activity aims to create a comfortable environment for students so that they are more open to the program they will follow.

Observation results showed that this approach was effective; students who initially seemed reluctant and withdrawn began to show a more open and cooperative attitude. This positive response indicates that the early socialization method was able to create a safe atmosphere for students in facing the counseling program. The preparation of the Trauma Book was used in counseling activities to provide interactive media for students to express their feelings. Instruments that use an emoticon scale have been proven to make it easier for students to assess their feelings, so that the process of identifying the level of trauma becomes smoother. The existence of the Trauma Book as a storytelling medium creates a more enjoyable counseling experience and is in accordance with the needs of students who have difficulty expressing emotions verbally. The trauma counseling program has provided positive changes to students' conditions. Before the program began, 55% of students were in the high trauma category and 45% were in the very high category.

After the counseling program, there was an increase in the low and very low trauma categories, indicating that storytelling and play therapy methods were effective in helping students express emotions and reduce anxiety. Activities such as mini outbound and traditional games helped students channel negative emotions positively, thereby improving their ability to interact socially.

Table 1: Level of Student Trauma Before and After Counseling Services

No	Trauma Category	Before Counseling (%)	After Counseling (%)
----	-----------------	-----------------------	----------------------

1	Very high	45%	3%
2	Tall	55%	7%
3	Currently	0%	20%
4	Low	0%	55%
5	Very Low	0%	15%

Evaluation of the results of counseling services showed a significant increase in students' openness and social interaction. Discussions with teachers revealed that students who were previously withdrawn and reluctant to interact now showed greater enthusiasm in class activities. In addition, regular monitoring proved that counseling services were effective in fostering a sense of security and self-confidence in students who were previously disturbed by trauma.

Table 2: Changes in Student Behavior Before and After Counseling Services

No	Indicator	Before Counseling	After Counseling
1	Interest in Learning	Low	Tall
2	Social Interaction	Dodge	Actively involved
3	Emotional Response	Anxious, scared	Cheerful, comfortable

In the final stage, an assessment is carried out on the possibility of continuing the trauma counseling service program. The purpose of this evaluation is to measure the effectiveness and potential of this program to be implemented independently by the school in the future. The sustainability of the trauma counseling service program can support various aspects of children's lives:

Emotional and Psychological Aspects, through ongoing counseling, children learn to express their emotions in a healthy way and develop a sense of security, so that they can be more emotionally stable in carrying out daily activities.

Social Aspect, with counseling, children are encouraged to be more open and can interact positively with peers and adults around them.

Academic Aspect, ongoing counseling programs can help them overcome these obstacles, so that their interest in learning increases, and they can participate more actively in academic activities.

Physical and Health Aspects, through counseling, children can be taught relaxation techniques and regular physical activities, such as playing in play therapy, which indirectly supports their physical health.

Character Development Aspect , this program also aims to shape children's character with an approach that focuses on social values, such as cooperation, tolerance, and empathy.

CONCLUSION AND SUGGESTIONS

The trauma counseling service program implemented at SDN 024 Galang has proven effective in reducing the level of trauma experienced due to conflict. Through the Storytelling approach with Trauma Book and Play therapy, this program has succeeded in creating a comfortable and safe atmosphere for students to express their emotions, as well as improving social skills and self-confidence. The implementation of this program showed positive results, where there was a significant decrease in the level of student trauma after participating in 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.

The program is also supported by various factors that ensure its sustainability, including teacher training as counseling cadres, school infrastructure support, and positive responses from students and parents. This support is an important foundation for the sustainability of the program in schools and the potential for replication in other schools experiencing similar conditions. The overall program shows that storytelling and play therapy-based counseling services can be an effective model in helping students recover from trauma, while building school readiness to provide psychological support independently in the future.

Based on these results, it is recommended that this counseling model be expanded to other schools facing similar situations, considering the positive impact felt by students at SDN 024 Galang. In addition, it is important to continue regular teacher training so that their counseling skills continue to develop and can support students more effectively. Long-term psychological assistance is also highly recommended to ensure emotional stability and student well-being on an ongoing basis. In order for the benefits of this program to be more widespread, publication and socialization of the program results through seminars or scientific journals need to be carried out, so that they can be an example for other institutions that want to adopt similar methods. Finally, the Trauma Book should be developed into a standardized counseling tool that can be used widely in various educational institutions, in order to support students' recovery from trauma more effectively .

REFERENCE

- Fadilah, R., Syahputri, V., Afifah, DT, & Faizah, Y. (2024). Analysis of post-traumatic stress disorder (PTSD) in adolescents who often witness their parents fighting. *Madani: Multidisciplinary Scientific Journal*, 1(12).
- Habiba, A., Melati, A., Sa'idah, N., & Vimayanti, W. (2023). Actualization of human rights in the case of Rempang Island in Indonesia in the perspective of environmental law. *Sehasen Law Journal*, 9(2), 375-384.
- Jannah, M., & Permatasari, D. (2022). The effectiveness of play therapy in overcoming trauma in children after a disaster. *Indonesian Journal of Clinical Psychology*, 6(1), 12-24.
- Prasetyo, A., & Sari, F. (2021). The influence of storytelling on reducing children's anxiety in the school environment. *Journal of Educational Psychology and Guidance*, 9(3), 45-52.
- Rahmawati, S., & Hidayat, A. (2021). Application of play therapy to deal with children's trauma after social conflict. *Journal of Early Childhood Education*, 5(2), 34-41 .