

Volunteers Teaching: Learning Assistance Activities To Eliminate Trauma In Cianjur After The Earthquake Disaster

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Abstract : Carrying out community service is one of the Tridharma of Higher Education which must be carried out by lecturers and students. Joining the Teaching Volunteer Team, lecturers and students of FKIP Suryakencana University carried out Tridharma activities in restoring student learning motivation after the earthquake. It is not an easy thing to restore the motivation of students after the earthquake, this is because some of the survivors and injured victims are traumatized so that their mental and psychological conditions are disturbed. This includes children who are a vulnerable group affected by the earthquake in Cianjur Regency. To improve learning motivation for students can also be done by integrating the learning process by playing and using the media as an attraction for students. This service activity was carried out to describe the implementation of learning activities in three villages affected by the gempa disaster in Cianjur.

Keywords : Earthquake, Learning, Motivation

ATHMOSPHERE ANALYSIS

Placed in the Ring of Fire on the Pacific Rims region or commonly referred to as the Pacific Ring of Fire region, Indonesia has the potential to experience various natural disasters such as earthquakes, landslides, volcanic eruptions, and tsunamis (Kurniati et al., 2022); (Ariani, 2021). Cianjur Regency is one of the areas in West Java Province, Indonesia, which is geographically located on the seismic route in Indonesia. This condition causes the area to have the potential to be rocked by tectonic earthquakes because it is located between the earthquake generator lines, namely from the south there is a subduction zone for the Indo-Australian plate and there is Cimandiri fault activity which is a large fault line that extends for nearly 100 km and is divided into fault segments that across the regencies of Sukabumi, Cianjur, and Bandung (Fauziah et al., 2022). Cugenang as one of the sub-districts in Cianjur Regency, West Java Province with a population of more than 118,917 people, has experienced various traumas when an earthquake measuring 5.6 on the Richter scale occurred. This earthquake occurred on

Monday, November 21, 2022 which shook Cianjur Regency with a depth of 10 KM (<https://www.bmkg.go.id/berita/?p=42632&lang=ID&tag=artikel>).

The Center for Volcanology and Geological Hazard Mitigation (PVMBG) issued a geological analysis of the Cianjur earthquake and said that the epicenter of the earthquake was located on land, precisely in the Cianjur Regency, West Java Province. The morphology of the area is generally in the form of plains to undulating plains, undulating to steep hills which are located in the southeastern part of the Gede volcano (Supendi et al., 2022) (Cabella & Rasminto, 2022).

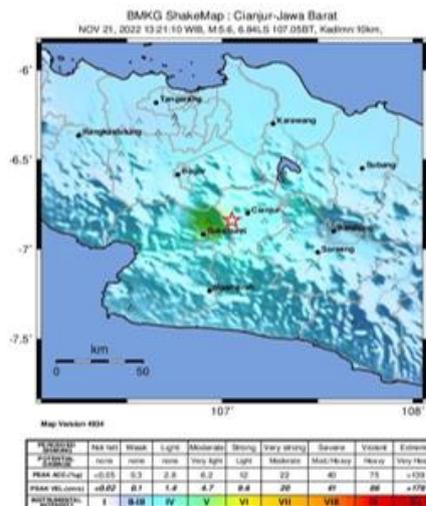


Figure 1. Shake map of the Mw 5.6 main shock that occurred on 21 November 2022 at 13:21:10 WIB (Supendi et al., 2022).

Every time a disaster occurs, it always brings sorrow to the victims and their families, causes losses and impacts on social, economic, cultural, environmental activities and hinders progress for the survival of the community. Natural disasters that occur certainly have a psychological impact, namely trauma for the victims. This psychological impact can cause many mental health problems (Triasari et al., 2020). As a result of the disaster many school buildings were damaged. Children and temporary residents occupy a number of evacuation tents provided by volunteers or the disaster management task force. The impact of the earthquake that occurred caused difficulties for children to carry out teaching and learning activities because the existing school buildings were not possible to use because they were prone to collapse. In the aftermath of an earthquake, children often experience profound sadness and fear due to the destruction and upheaval it brings to their lives. As communities work to rebuild, it's crucial to prioritize addressing children's emotional well-being alongside physical reconstruction efforts. Providing safe spaces for them to express their feelings, engaging them in creative activities to process their experiences, and offering counseling and support services

can help alleviate their sadness and restore a sense of security and hope for the future. By nurturing their emotional resilience, we can empower children to cope with the challenges of disaster recovery and emerge stronger from adversity.

SOLUTION AND TARGET

In post-earthquake learning environments, various non-digital media can play a crucial role in aiding children's recovery and education. Utilizing storytelling through books can help children understand and express their feelings about the event. Art and craft activities offer avenues for creativity and diversion, fostering emotional healing. Outdoor activities such as gardening and nature exploration provide hands-on learning experiences while reconnecting children with the natural world. Lectures and group discussions create spaces for learning and sharing experiences, promoting a sense of community and understanding. Incorporating theater and drama activities encourages emotional expression and builds social skills. By leveraging these diverse media, we can offer holistic learning experiences that support children's well-being and resilience in the aftermath of an earthquake.

Based on the results of the initial assessment carried out by a team of volunteers with the heads of the camp in the three villages, data was obtained that apart from requiring logistics in the form of food, clothing and medicine, the community also needed learning activities to be carried out again. However, several obstacles were found at the disaster site, namely 1) the unavailability of school buildings, 2) learning facilities and other supporting facilities could not be used optimally. Based on the results of the initial assessment, the team of volunteers took the initiative to create and develop non-digital based learning media to be applied to learning in post-disaster areas. These multimedia tools not only make learning more enjoyable but also help children process and understand difficult concepts related to the disaster and its aftermath. Additionally, they can provide a sense of normalcy and routine in times of upheaval, fostering a positive learning environment that supports children's emotional well-being as they navigate through recovery. By harnessing the power of multimedia, we can inspire and empower children to continue their education, instilling resilience and hope for the future despite the challenges they may face.

The solution entails utilizing non-digital media as a means to engage children in learning activities post-disaster. By incorporating methods such as storytelling, art and crafts, outdoor exploration, and group activities, we aim to create interactive and enriching experiences that promote learning and emotional healing. The target is to reach children affected by the disaster,

providing them with accessible and tangible resources that foster a sense of connection, creativity, and resilience in the face of adversity.

IMPLEMENTATION METHOD

This service was carried out from December, 19th 2022 to February, 17th 2023 across three villages named Cisarua Villages, Cibulakan Village, and Giriharja Village in Cianjur Regency of West Java Province. Participants in this service consisted of elementary school age children. At the time of the survey, 100% of the respondents lived in areas affected by the earthquake and almost all of the respondent's houses were destroyed, forcing the respondents to live in refugee camps. Likewise, the school building also suffered heavy damage and could no longer be used for teaching and learning activities. The service implementation procedure is carried out by adopting the service steps carried out by Halimah et al. (2022) which consists of three steps, namely 1) problem identification, 2) program planning, and 3) program implementation (Figure 2).

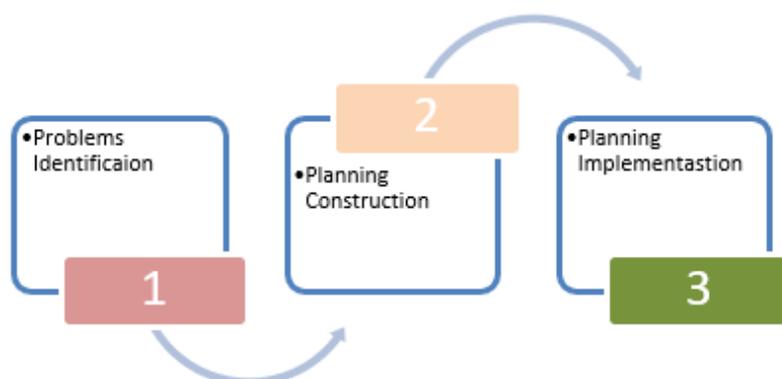


Figure 2. The Service Implementation Procedures

The first stage in this service is problem identification. The activities carried out at the problem identification stage are: a) selecting the place of service and determining the participants; b) conduct an initial assessment; c) program preparation and arrangement; d) determine program success indicators; and e) dissemination of the program to the field. The second stage is program planning. At this stage the following things are carried out: a) determine learning activities, b) determine the media to be used, and c) develop the media that has been determined. The third stage is the implementation of the Program. The implementation stage is the stage of using media in learning activities in post-earthquake emergency tents.

RESULTS AND OUTCOME

The objective of this service implementation is to report on the active role played by faculty members of the Faculty of Teacher Training and Education (FKIP) in addressing post-earthquake challenges in the field of education. The service was carried out for one month, starting from December, 19th 2022 to February, 17th 2023 across three villages. The service implementation proceeded through three stages: problem identification, planning construction, and planning implementation. The outcomes of each stage are outlined as follows. In order to take an active role in handling the impact of the earthquake disaster faced by the people of Cianjur, the Suryakencana Teaching and Education Faculty took swift steps, namely the formation of the FKIP Volunteer Team consisting of leaders, lecturers, and students. The team was formed and approved directly by the Dean of FKIP, Suryakencana University (Figure 3) and assigned to three main posts in disaster-affected areas; Cisarua Village, Cibulakan Village, and Giriharja Village. These three villages are the most affected areas (Fauziah et al., 2022). The volunteers' task is to provide an emotional response that is felt by the community, especially children, especially in the field of learning. Children are one of the most vulnerable groups during and following a disaster. A disaster is a strange event that is not easily understood. It is emotionally confusing and frightening and results in children needing significant instrumental and emotional support from adults (Zain et al., 2018).



Figure 3. The Teaching Volunteers of FKIP Universitas Suryakencana

The initial step taken by the volunteers was to identify the problem. This was done to get an overview of the location, participants, and issues that are urgently needed to be addressed related to the post-earthquake emergency learning process. This initial phase involved thorough identification and assessment of the challenges faced in the aftermath of the earthquake, particularly in the realm of education. Faculty members actively engaged with communities and stakeholders to understand the specific needs and concerns, conducting surveys, interviews, and observations to gather relevant data.

The results of a survey conducted by the team of volunteers found that activities would be carried out in three villages affected by the heavy earthquake, namely Cisarua Village, Cibulakan Village, and Giriharja Village by focusing on learning for elementary school-age children. Furthermore, the problem identified was the school building collapsing which of course caused various learning facilities to not function. Based on the results of an assessment conducted on December 14 2022, it was found that since the earthquake occurred in Cianjur Regency on November 21 2022, students at SDN Cisarua, SDN Cibulakan and SDN Giriharja no longer have a school building. The school building was destroyed by the 5.6 magnitude earthquake.

The second step was planning construction. Building upon the insights gained from the problem identification phase, the planning construction stage focused on developing comprehensive strategies and action plans to address the identified issues effectively. Faculty members collaborated with local authorities, educators, and community members to design tailored interventions and initiatives aimed at rebuilding educational infrastructure, enhancing learning resources, and supporting the emotional well-being of students and educators. Additionally, the volunteers then develop teaching programs and determine indicators of success. The teaching program was focused on strengthening literacy and numeracy through play activities and utilizing non-digital learning media. As an indicator of the success of the program, the children are happy and motivated to return to learning. The initial activity of implementing this community service was closed by socializing the program which would be carried out for a month in the three designated villages. After carrying out program socialization and obtaining permits for Cisarua village, Cibulakan village, and Giriharja village, the next step is to design practical steps that will be carried out in the learning process (Table 1).

Table 1. Learning Activity Plan

Phase	Activities	Media	Time Allotment
Opening	- Yel-yel - Memorize daily prayers - Memorization of short letters - Memorize the names of the prophets - Memorize the pillars of faith - Memorize the pillars of Islam	- Volunteer - Students	- 40 minutes
Core	- Reading - Counting	- Volunteer - Students - Realia	- 60 minutes
Closing	- Game - Closing Prayer	- Volunteer	- 20 minutes

After constructing the activity plan, proceed with developing the learning media that will be used. The learning media developed are media made from materials that are easy to get in the surrounding environment. This idea was inspired by Nirmala et al. (2023) who made teaching media from the recycle materials. Therefore, most of the materials used in this service used cardboard and mineral water plastic cups. The following is an example of the media developed.



Figure 4. The Figure on Numeration Media

Figure 4 is an example of media developed by volunteers teaching of FKIP. The media is made from easily available materials, such as cardboard, paper, sticks or other materials such as wood, aqua glass and double tip. The media is made to teach addition, division, and multiplication. In addition to teaching numeracy media, teaching media are also made to increase student literacy (Figure 5). The media is also made from the main ingredient of cardboard and other used materials.



Figure 5. The Media for Teaching Literacy After the program was compiled and the media was made, in the final stage, the developed plans and strategies were put into action, with faculty members leading and coordinating implementation efforts in close collaboration with relevant stakeholders. Activities such as organizing workshops, distributing educational materials, conducting training sessions, and establishing support networks were carried out to support the recovery and revitalization of educational systems in the affected areas. The

volunteer team consisting of Field Supervisors (DPL) and students was divided into three large groups to carry out tasks in three designated villages. As previously discussed, residential and school buildings in the three villages were heavily damaged. Therefore, the volunteers set up emergency tents as a place for learning activities. The tent is named 'Saung Baca' (Picture 6). Meanwhile, in Cibulakan Village and Giriharja Village, emergency school tents were set up in the field. The earthquake victim students who were evacuated and living in these tents continued to study in their shelters, by bringing in volunteers to teach at the evacuation posts. Learning is focused on strengthening literacy and numeracy in elementary school students.



Figure 6. The Emergency Tent for Learning

The learning process carried out in refugee camps is the same as the learning process at school. Students study from Monday to Saturday. The learning process starts at 08.00 until 10.00. There are three stages in each learning session, namely opening, core, and closing (Table 1). Learning is done by playing. Playing is an activity that is carried out voluntarily on the basis of pleasure and fosters activities that are carried out spontaneously (Andriani, 2018). Through these structured stages of problem identification, planning construction, and planning implementation, faculty members of the Faculty of Teacher Training and Education (FKIP) actively contributed to the post-earthquake recovery efforts, playing a pivotal role in addressing the educational challenges faced by the communities impacted by the disaster.

CONCLUSIONS

Based on the implementation of Community Service activities in earthquake-affected communities in Cianjur Regency in 2022, the following conclusions can be drawn. Children had trouble carrying out teaching and learning activities as a result of the earthquake because the existing school buildings could not be used because they were prone to collapsing. While studying in refugee camps, they can be a little distracted by the circumstances, which is why there is a need for efforts to help children through reading huts to restore children's conditions

through activities that encourage children to return to learning through educative, interactive, and joyful learning. However, the implementation of learning in reading huts also raises its own problems, both from the volunteers and from the children. The narrow tent creates a feeling of discomfort during the learning process. During rainy weather students are reluctant to come to the reading huts because the tents are wet and the environment is muddy. Likewise, when the weather is hot, children are also reluctant to go to the reading room because the atmosphere in the narrow reading room causes hot air, which makes learning uncomfortable. Therefore, it is necessary to have a solution that must be solved together to solve the problems that arise from the existence of the reading huts. Further research and service should be carried out to anticipate when a similar disaster occurs so that post-disaster learning can still be carried out comfortably and optimally.

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