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## **Teacher Readiness In Coastal Areas Of Banten To Handle Post-Natural Disaster Trauma**

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### **Abstract**

Banten is a province with a fairly high potential for natural disasters. Natural disasters can cause trauma. Trauma if not handled properly will cause Post Traumatic Stress Disorder and even spread across generations. The handling of trauma and the impact of natural disasters that is quite effective in Indonesian society is school/education-based because all Indonesian citizens experience the learning process at various levels. Teachers must be prepared to handle child trauma as part of disaster mitigation. This study aims to map the condition of teacher readiness in dealing with traumatized children as part of a more comprehensive disaster mitigation effort. This study used a survey method with a sample of 100 teachers who were taken accidentally when school-based disaster management skills training activities were held. The research data were processed descriptively. The results of the study showed that the calling home indicator data was at 75% and was in the good category, relation building at 85% or in the very good category, emergency at 67% was in the good category, school trauma at 40% was in the sufficient category, and finally Assessment 15% was in the very poor category.

**Keyword:** *Trauma; Preparedness; Teachers; Banten; Mitigation.*

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## INTRODUCTION

Banten Province is one of the regions in Indonesia that has a high potential for natural disasters (Handoyo et al., 2020). Banten Province is surrounded by the Java Sea and the Indian Ocean as well as several active volcanoes, making it prone to earthquakes, tsunamis, and other natural disasters such as floods, landslides, and tornadoes. Banten is an area that is vulnerable to the impacts of natural disasters (BPS, 2018). Based on the report of the Central Statistics Agency throughout 2023, Banten experienced 28 cases of floods, 10 cases of land fires, 19 cases of extreme weather impacts, and 4 droughts. These natural disasters not only damage infrastructure, but also have a profound impact on the psychological condition of the community, especially for the victims, including students in schools (Afiati et al., 2020). Natural disasters can cause quite severe psychological trauma for children and adolescents (Lee et al., 2020). This trauma can affect their emotional, social, and academic development. Trauma is an emotional and psychological response that occurs after someone experiences or witnesses an event that threatens life or physical well-being, such as a natural disaster (Rusmana, 2009). Trauma can be temporary or last longer, depending on the intensity and duration of the event, as well as individual factors such as age, background, and psychological resilience of the victim (Handoyo, 2019). In victims of natural disasters, trauma often appears in various forms, such as excessive feelings of anxiety, deep fear, feelings of loss, confusion, and the inability to cope with or accept the events that have occurred (Bonanno et al., 2011). This experience can cause disruption in the way individuals see the world, interact with others, and even in daily activities. Trauma that is not immediately healed or not managed properly can develop into Post Traumatic Stress Disorder for several psychological and physiological reasons (Frissa et al., 2013). When trauma is not addressed quickly and appropriately, the body and mind's response to the trauma remains active for a long time, causing greater and more lasting impacts (Spitzer et al., 2009).

In some cases of natural disasters, victims of natural disasters often experience psychological disorders such as post-traumatic stress, anxiety, excessive fear, and difficulty interacting with friends or carrying out teaching and learning activities (Campbell & Germain, 2016). This condition certainly requires special attention in the handling process.

The trauma experienced by individuals not only affects themselves, but can also affect the next generation. When trauma is not processed or healed properly, its impact can be passed on to their children or grandchildren, a phenomenon known as intergenerational trauma (Handoyo, 2020). Intergenerational trauma occurs when a traumatic event experienced by one generation has a psychological, emotional, or even biological impact that continues and affects the mindset, behavior, and well-being of the next generation, even though they did not directly experience the event. This intergenerational spread of trauma often occurs in the context of major traumas such as war, colonialism, natural disasters, domestic violence, or long-standing racial and ethnic discrimination (Grand & Salberg, 2016). Trauma that is not processed or resolved properly in one generation can become an inherited pattern, creating a cycle of trauma that lasts for generations (Chou & Buchanan, 2021). This incident not only applies to the family/community but can also occur in the world of education. An academic community (student/teacher/staff) who experiences trauma has the potential to "transmit" the trauma they have to other school residents, so they need special attention.

Traumatic events and Post Traumatic Stress Disorder are quite complicated problems if they do not receive intensive treatment immediately. One effort that can be made to deal with

someone's trauma is education-based services. Education-based trauma management is considered quite good and effective considering that everyone will experience the learning phase at school (Handoyo et al., 2020). Teachers are required to be able to anticipate these conditions.

Teachers as educators have a very important role in supporting the psychological recovery of students after a disaster. Teachers are not only responsible for the academic learning process, but also act as emotional support figures for students (Rusilowati et al., 2012). There are two indicators of teacher readiness in dealing with child trauma between where the two indicators are divided into 9 indicators. The first indicator is personal abilities of teachers consisting of 5 sub-indicators, including Calling Home, Relation Building, Emergency, School trauma, and Assessment. The second indicator is school support which has 4 sub-indicators, including Crisis team, Trauma kit, Blueprint, and Script (Filio, 2021). Based on several of these explanations, researchers are interested in searching for information about the description of the condition of special teacher readiness in the coastal area of West Banten in their readiness to deal with traumatized students. This study will focus on the indicator of personal abilities of teachers because this condition will be the greatest strength in teachers when dealing with traumatized students. By identifying teacher readiness in dealing with traumatized students, it is hoped that the results of this study can provide useful recommendations for related parties, including the government, education offices, and other educational institutions, in preparing a more resilient and responsive education system to natural disasters, and better prepared in dealing with the psychological impacts caused to students.

## **METHOD**

This study was conducted using a quantitative survey method approach. The sampling method in this study was accidental sampling where researchers collected data from people who could be met incidentally. Data collection was carried out on participants in the Trauma Student Handling Skills Training activity organized by the Guidance and Counseling Study Program, Sultan Ageng Tirtayasa University. The accidental sampling method was used due to limited data on the number of teachers, especially in the coastal areas of Banten. The respondents in this study were 100 participants who were teachers from various Junior High Schools / Senior High Schools / Vocational High Schools in the coastal areas of the west coast of Banten Province. The instrument used in this study was the Teacher Readiness Perception Scale in Dealing with Traumatized Students developed by the researcher. The scale refers to the concept of teacher readiness to deal with traumatized students (Filio, 2021) and has received recognition of Intellectual Property Rights. Based on the test results, it shows that the instrument has a reliability of 0.81. The data analysis process uses descriptive statistics where all data will be presented and described based on each concept in a simple manner.

## **FINDINGS AND DISCUSSIONS**

The study was conducted in May 2024. This study collected data on the readiness of 100 teachers in dealing with traumatized students. The teachers who were respondents in this study came from various levels of educational institutions ranging from Middle Schools, High Schools and Vocational Schools. Furthermore, the research data will be presented in the form of a table

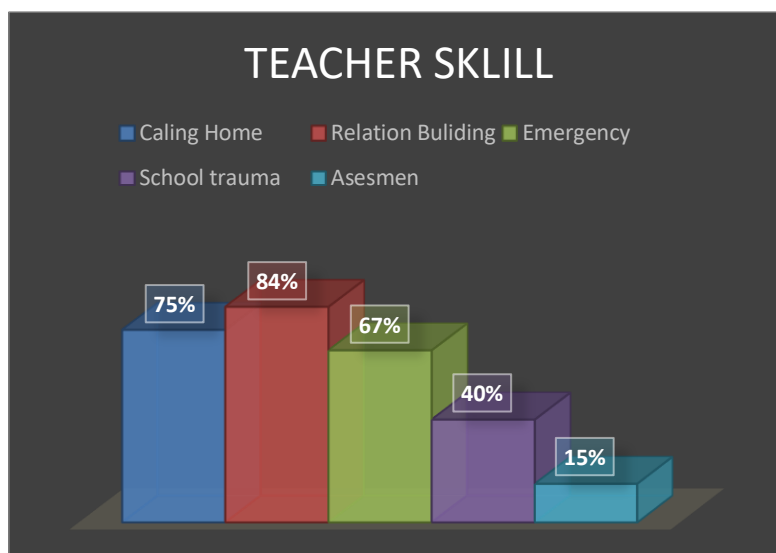


Figure 1. Research Results On Each Indicator

The first indicator is Calling Home where this indicator will show the accessibility of teachers in establishing communication with students' parents. In handling trauma, teachers need to establish communication with parents which begins with the existence of communication access between teachers and parents (Røkholt et al., 2016). The score on the Calling Home indicator shows 75% or it can be concluded that the majority of teachers feel they have access to communication with students' families. The communication access in question is the existence of information in the form of data (information) or contacts to contact parents/guardians of students. This score is in the good category, which means that teachers have access to contact parents or families of students. This condition will be very important so that teachers can establish communication in an effort to provide emotional support and appropriate information related to students' conditions if a disaster occurs. Most of the students' time will be spent in the family environment, so that assistance and handling of trauma must also be carried out in the family environment so that it does not run partially or even out of sync. Communication between teachers and parents will also support teacher performance in dealing with traumatized students because they will get more information about children that only happens at home (Loomis et al., 2024). In the end, teachers need to have good and open access to parents to be able to provide good support if a child's trauma occurs and the conditions found are considered ideal.

The next indicator is Relation Building where this indicator will be the ability and readiness of teachers to communicate well with students and their families. This indicator shows the real activities of teachers in communicating. The score on this indicator shows 84% or in the very good category, which means that teachers feel very ready to build positive relationships with students. This is one of the most important aspects in handling trauma because a good relationship between teachers and students can create a sense of security and emotional support, which is very much needed by children affected by trauma. Communication is very important in handling trauma. Basically, open communication between teachers and students is the key word in handling student problems (Prayitno & Amti, 2004). However, communication with parents/guardians of students is also very important in order to accelerate the process of handling student problems in this case trauma (Huda, 2018).

The third indicator is Emergency which will describe the readiness of teachers in having access to parties related to emergency conditions. This indicator has a score of 67% or is in the good category. This score can be interpreted that most teachers feel quite ready to handle emergency situations, there are still a number of teachers who feel they do not have/know the emergency contacts that can be contacted when a disaster occurs. The emergency contacts in question can refer to the police/military, Search and Rescue Team, Regional Disaster Management Agency, or disaster community. The existence of this contact is an important component because disaster events cannot be predicted when they will occur, but when an event occurs, teachers must inform the relevant parties to minimize the negative impacts that can occur (Taslim et al., 2024). Currently, finding information about emergency contacts is not difficult because this information is widely available on the Internet.

The fourth indicator is School trauma which will explain the knowledge and experience of teachers in dealing with traumatized students. Efforts to handle trauma require special knowledge and experience because trauma assistance cannot be done carelessly (Malone, 2016). The score on this indicator shows 40% or is in the sufficient category. This data can be interpreted that the level of teacher readiness in dealing with trauma that occurs in the school environment is still relatively low. This score is predicted to occur because some teachers are still new and have never experienced a disaster situation during their time as teachers. The ability of teachers to manage the impact of trauma in the school context is very important to create a safe and supportive environment for students. Ideally, teachers are given special knowledge and experience in order to deal with traumatized students (Rochani & Handoyo, 2020). The process of strengthening teacher skills does not only always revolve around pedagogical skills, but teachers in areas with high potential for natural disasters must also be equipped with the knowledge and skills to carry out disaster mitigation including providing assistance to students who experience trauma (Shiwaku et al., 2016). There are several efforts that can be made to improve this condition, including providing intensive training and certification to teachers in order to improve their ability to handle trauma cases.

The last indicator is Assessment which will provide an overview of the teacher's ability to identify traumatized students. Assessment activities are not only about the teacher's knowledge and ability to identify but also the existence of instruments that can be used and the teacher's experience in identifying traumatized students. This indicator is at a score of 15% in the very poor category. This score can be assumed that most teachers feel unprepared or do not have adequate skills to assess trauma conditions in students. Measurement is a very important start to see a person's condition (Reed, 2007) this also applies to trauma conditions. With the existence of this trauma data, it will make it easier for teachers to design follow-up actions that are in accordance with the needs of students (Wilson & Keane, 2004). The ability to conduct assessments needs to be trained and strengthened so that teachers become more skilled in conducting identification. Strengthening efforts that can be made are encouraging teachers through schools to hold assessment instruments for identifying traumatized students. In addition, trauma condition assessment training also needs to be held so that teachers have more experience in handling trauma conditions.

Based on the existing findings, in general, teacher readiness is quite sufficient in efforts to assist traumatized students, although it still needs strengthening in several areas. The ability to assist traumatized students is a component that cannot be separated from teachers, especially those in the coastal areas of Banten. The potential for disasters that can occur at any time and

with a very large risk of impact makes the ability to assist traumatized students an absolute must. One effort that can be made in responding to this situation is to run a mitigation program in the form of strengthening both knowledge and skills for teachers in the coastal areas of Banten. Basically, these strengthening activities are not only mitigation efforts that can be carried out on students but can also be an effort to prepare teachers when they become victims of natural disasters. In addition to strengthening teachers who are already on duty, preparation efforts also need to be made for prospective teachers (education students, especially BK) because they will be the spearhead of service when they are working at school. The earlier the preparation, the more mature it is expected to be when in the field.

## CONCLUSION

In general, teachers' readiness in dealing with traumatized students is quite good, especially in the existence of communication access with parents and establishing communication with students and parents. Teachers' readiness in handling emergencies is also good because some already have information and know what to do when a disaster occurs. However, some other teachers also need to find information about emergency contacts when a natural disaster occurs. Special notes are given to the school trauma indicator which has a small score and is considered reasonable considering that some teachers have never handled a disaster. In addition, the assessment indicator is still in the very poor category because some teachers still do not have assessment instruments or have never assessed disaster victims.

The weak conditions in the last two indicators do not mean that they cannot be resolved. Education and training efforts can be an alternative in resolving these two special conditions. Ultimately, in an effort to provide the best service to students, especially those with trauma, it needs to be strengthened properly because it requires some knowledge and skills.

In the end, the researcher would like to express his deepest gratitude to the Rector of Sultan Ageng Tirtayasa University through the Research and Community Service Institute of Sultan Ageng Tirtayasa University who has provided full support in the form of grants so that this research can run well. It is hoped that the results of this study can be used to improve the quality of education, especially in the Banten region.

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